



Castleton University

Early Childhood Educators Institute

Summer 2021 Course Syllabus

NOTE: To this date, the Agency of Education has not completed its analysis of the endorsement standards for early childhood for this course. When the Agency of Education does complete analysis, this syllabus and the Institute website will be updated.

Course Title: Building Strengths and Resilience in the Face of Adversity

Number of Credits: 3 graduate or undergraduate credits

Level: Graduate & Undergraduate

Students may elect to take this course at the undergraduate level. If so, some assignments and expectations for scholarly writing (paper page length, APA expectations) will be minimized to the level of complexity for what would be expected of an undergraduate student. Any adjustments to course expectations for this purpose should be determined collaboratively by the instructor and the student(s).

Course Code: EDU 5515 C12 (graduate) & EDU 4710 CFS13 (undergraduate)

Dates: July 20 – November 1, 2021. Note: This course is part of the 2021 Early Childhood Educators Institute and requires attendance all 4 days of the online institute July 20, 22, 27 & 29. The course continues in an online environment until November 1, at the latest.

Times: July 20, 22, 27, 29 from 9:00 am - 4:05 pm.

Format: Online asynchronously and synchronously using Zoom videoconferencing.

Location: Online

Learning Management System or Technology Tools: Castleton will give you access to its Zoom Pro account for the duration of the course.

Instructor: David Murphey, murpheyda@gmail.com

Course Cost to Student: \$375 for this 3-credit course. The institute fee is \$200.

Course Description:

Young children are vulnerable to stress, which can be benign or more serious. Nevertheless, they also have many strengths they can draw upon to help them “bounce back” from adverse experiences. This

course will explore the science of stress (particularly the toxic stress that can accompany trauma), the childhood adversities that can underlie these reactions, and the mechanisms that parents and other caregivers can enlist to promote resilience. We will also present examples of evidence-based interventions designed to help children move beyond trauma and re-establish positive developmental trajectories.

Audience: Birth to Pre-K

Course Objectives:

Develop familiarity with concepts of trauma and other adversities of early childhood; identify important strengths of young children that can moderate negative effects of adversity; understand the key principles behind effective interventions to ameliorate trauma and build resilience.

Required Readings/Texts: (required texts not included in cost of course)

van der Kolk, B. (2015). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. NY: Penguin Books.

Ginsburg, K. R. & Jablow, M. M. (2020). *Building Resilience in Children and Teens: Giving Kids Roots and Wings*. Itasca, IL: American Academy of Pediatrics.

Other Suggested Readings/Texts:

Original research articles, and research summaries, TBD.

Assignments:

Keep a daily (M-F) “reflections journal” (200-500 words per entry) during the course. This may include questions you have about the material presented and assigned readings; applications the material has to your own experience and/or professional development; critiques of the concepts, measurement tools, research methods, or conclusions presented in the assigned books or articles; and topics you would like to explore further. You may also react to material posted on the two recommended websites, acesconnections.org and acestoohigh.org

Projects:

(for graduate-level credit)

Develop and produce an “issue brief” (4-6 pages, or 1,000-1,500 words, excluding bibliography) for practitioners and policymakers. This will highlight a specific population of young children (infants to preschoolers) whose circumstances put them at risk for traumatic adversity and who require sensitive care in overcoming its negative effects. Use authoritative sources to summarize the challenges these children face; how their trauma typically affects their health, learning, and interactions with others; and one or more evidence-informed interventions that have shown effectiveness in helping them thrive. Also, address how parents and other caregivers can help these children build resilience both following trauma and, preventively, to minimize negative effects.

Evaluation:**Grading:**

The following rubric will apply:

Dimension	1	2	3	4
Content-quality of contributions to in-class discussions and in reflections journal	Responses show little to no evidence of critical analysis or familiarity with source material, and/or fewer than the required number of entries	Responses show a surface familiarity with source material, but little understanding of topic or content	Responses indicate knowledge, and coherent critical analysis, of source material	As in 3, but with addition of original ideas that extend or elaborate the source material
Format of journal entries	Frequent spelling and grammar errors; entry appears disorganized and/or is late	Some errors in spelling and grammar, and/or entry is late. Meaning is mostly clear.	Rare grammatical or spelling errors; entry sent on-time. Meaning is mostly clear.	Consistently free of spelling and grammar errors. Meaning is consistently clear.
Content-quality of issue brief	Omits one or more required components	One or more required components are lacking important information	All required components are addressed adequately.	As in 3, but with addition of original ideas that extend or elaborate the source material
Format of issue brief	A logical coherence is lacking; meaning is mostly unclear; many spelling and grammatical errors	Some errors in spelling and grammar; meaning is sometimes unclear	Few errors in spelling and grammar; thoughts are organized and coherent	As in 3, but with addition of original ideas that extend or elaborate the source material

Grading Policy:

Grades are indicated by letters with a designated “quality point” value assigned to each as follows:

A	4.0
A-	3.7
B+	3.3

B	3.0
B-	2.7
C+	2.3

Additional grading information can be found in the Castleton University Graduate Catalog, under Academic Policies, accessible online at: <http://catalog.castleton.edu/index.php>

Academic Honesty Policy:

Castleton University is a learning institution committed to the highest standards of scholarly conduct. The students, faculty, and administration make up a scholarly community whose integrity and success necessarily stem from a mutually agreed upon code of academic standards and principles that promote trust and honesty and prohibit the attempt to gain unfair academic advantage. Membership in the Castleton community means sharing responsibility for upholding and safeguarding these academic standards and principles.

Any violation of academic honesty will be considered cheating and will be dealt with accordingly by the appropriate authorities.

For more information click the link below to access the Castleton University Graduate Catalog Academic Policy section:

http://catalog.castleton.edu/content.php?catoid=16&navoid=1204#Academic_Honesty

Use and Ownership of Copyrighted Materials:

For information and guidance, faculty and students are referred to the Vermont State College Manual of Policy and Procedures as it relates to the use and ownership of copyrighted materials. Guidelines are set out in Policy 416, accessible online at the following address:

<http://www.castleton.edu/library/information-literacy-graduation-standard/information-literacy-tutorial/information-ethics-citing-sources-and-fair-use/>

Accommodations:

Castleton is committed to providing reasonable accommodations to qualified students with disabilities so that no such student shall, by reason of a disability, be excluded from participating in or be denied the benefits of the services, programs or activities of Castleton University. For more information, please contact the Coordinator of Disability Services, at (802) 468-1428.

Course Drop Policy:

Castleton University offers courses to educators with the expectation that participants will complete the course. However, the University realizes circumstances arise in one's personal life that may cause disruptions. **The policy for dropping a course is that a participant will notify the instructor in writing of the intent to withdraw from the course. The withdrawal notice should be made within the first week of the course and should include the reason for withdrawing.** After week one, changes in class status will be considered for health, bereavement, and personal or emergency situations only. Those who withdraw without adhering to this policy may receive a failing grade on their transcript and/or be liable

for associated course costs. For more Academic Policy information, check the link below to access the
Castleton University Graduate Catalog:

<http://catalog.castleton.edu/content.php?catoid=23&navoid=2159>

Transcript Request:

www.castleton.edu/transcripts