

✓ Posted
✓ Emailed
C. R. Chan

Revised 6-Core
Received 1-6-2012

FORMAT 7

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**
(email electronic copy to fysenat@uaf.edu)

REQUEST FOR CORE WRITING INTENSIVE DESIGNATOR

SUBMITTED BY:

Department	Department of Social and Human Development	College/School	College of Rural and Community Development
Prepared by	Veronica Plumb	Phone	455-2038
Email Contact	vmplumb@alaska.edu	Faculty Contact	Veronica Plumb

See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

1. COURSE IDENTIFICATION:

Dept	ECE	306W	No. of Credits	3
------	-----	------	----------------	---

COURSE TITLE Building Bridges to Support Family Mental Health

Existing Course	<input type="checkbox"/>	New Course Pending Approval*	<input checked="" type="checkbox"/>
-----------------	--------------------------	------------------------------	-------------------------------------

*Must be approved by appropriate Curriculum Council.)

2. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

ECE F306W Building Bridges to Support Family Mental Health 3 credits

Understanding and providing assistance to families who live in environments with multi-risk factors requires professionals working together to provide the best possible interventions. Demonstration and examples of strategies that help multi-risk families that assists in bringing together the most effective intervention techniques from a variety of theoretical approaches, parenting strategies and innovative programs. (3 + 0 +0)

Prerequisite: ENGL 111X, ENGL 211X or 213X

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course designator applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

Development and facilitation of this course will meet the requested need of workforce development within the state of Alaska as well as nationally. This class meets a direct request for need from programs seeking BA degrees in the discipline of early childhood that focus on the area of infant / toddler development and care.

ECE 306W will also be a program writing intensive developed specifically within this topic area.

The attached syllabus must clearly reflect the following basic elements for a class to be **WRITING INTENSIVE**. Please note them directly on the syllabus, using the corresponding letter. (See Guidelines in this manual.)

- A** A majority of the final grade is derived from writing activities

- B A research paper/project
- C Personal conference with the student
- D Drafts/revisions/Feedback

APPROVALS:

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair, Senate Core Review Committee		

- C Personal conference with the student
- D Drafts/revisions/Feedback

APPROVALS:

<i>Vernica [unclear]</i>	Date	Oct 8, 2011
Signature, Chair, Program/Department of:		Child Dev and Fam Studies

(See attached)

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE		
	Date	
Signature, Chair, Senate Core Review Committee		

- C Personal conference with the student
- D Drafts/revisions/Feedback

APPROVALS:

<i>see attachment for Veronica's signature</i> Signature, Chair, Program/Department of:	Date
---	------

<i>Veronica Plumb</i> Signature, Chair, College/School Curricula Council for:	Date <i>10-5-2011</i> <i>CRCO</i>
---	--------------------------------------

<i>Debra Perry</i> Signature, Dean, College/School of:	Date <i>10/7/11</i> <i>CRCO</i>
--	------------------------------------

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE	
Signature, Chair, Senate Core Review Committee	Date

UNIVERSITY OF ALASKA FAIRBANKS
College of Rural and Community Development
Child Development and Family Studies (CDFS)

Revised
1-6-2012
6-Core and
58-UNC

Course Syllabus

Course Title: Building Bridges to Support Family Mental Health
Course No: ECE 306 W
Credits: 3 (3 + 0 + 0)
Prerequisites: Engl 111X, Engl 211X or 213X
Instructor: Veronica Plumb
604 Barnette Street Suite 220

Phone: 455-2038

E-mail: vmplumb@alaska.edu

Office or Contact hours: Instructor will post office hours for students at first class.

Location: Distance Delivered possibly in conjunction with local Fairbanks site.

Dates: TBA 2012

Times: TBA

Over the course of 11 weeks, ECE 306 will meet 20 times at 2 hours each meeting.

Text:

Landy, S., Menna, R., (2006). *Early intervention with multi-risk families: An integrative Approach* Baltimore, MD. Paul H Brookes Pub Co. ISBN 13: 978-1557666918

American Psychological Association. (2009). *Publication Manual of the American Psychological Association*, (6th ed.). ISBN-13: 978-1433805615

Course Description:

Understanding and providing assistance to families who live in environments with multi-risk factors requires professionals working together to provide the best possible interventions. Demonstration and examples of strategies that help multi-risk families that assists in bringing together the most effective intervention techniques from a variety of theoretical approaches, parenting strategies and innovative

ECE 306W is a requirement for the Child Development and Family Studies B.A. program, within the Family Support Concentration.

Written Intensive:

This course is designated as Writing-Intensive (W). This designation means that the "W" is evident in the course number on the syllabus. The designation applies to upper-division courses and means that a **majority of the graded work in the course will be derived from writing activities**. Here are the general guidelines for the writing expected in this course:

- All written work, beyond the diagnostic essay, will be completed using APA formatting.
- Students will complete an un-graded writing sample on or near the first day of class to help the teacher assess writing ability and general competence. If students are knowledgeable of APA formatting, please complete the diagnostic essay using correct formatting.
- The instructor will regularly evaluate students' writing and inform students of their progress. In ECE 306, this will be done through 5 reading reflections assigned to course readings in addition to a final written research paper that will have 2 progressive drafts turned in and assessed.

- A final written research paper will be completed for ECE 304. Students will receive comments from the teacher and/or peers on each of the 2 drafts of written work, prior to completing the final document. In other words, students will work through a draft-and-redraft process so that they can apply feedback and become more effective writers.
- At least one personal conference will take place that is devoted to the student's writing per term, this conference will take place following the 2nd draft prior to completion of the final paper and can be completed either face-to-face or through audio conference.

Course Goals:

Students will learn about and understand how to help multi-risk families through effective engagement when they may be resistant to intervention. They will discover specific, practical ways to help parents and families in risk situations.

Student Learning Outcomes:

At the end of this course students will be able to:

1. Articulate the characteristics of multi-risk families
2. Evaluate the effectiveness of various early intervention approaches
3. Classify parent's defense functioning
4. Illustrate needs of parents who have unresolved loss and trauma
5. Develop plans for enhancing parents' interactions with infants and young children
6. Synthesize strategies to enhance a parent's sense of competence and social support
7. Demonstrate understanding of service delivery systems
8. Understand and appropriately use the elements of composition
9. Writing of relevant topic research papers using APA formatting

NAEYC Standards addressed in this course:

Standard 2: Building family and community relations

Standard 3: Observing, documenting and assessing to support young children and their families

Standard 4: Using developmentally effective approaches to connect children and families

Standard 6: Becoming a Professional

Instructional Methods:

The method of instruction will be a combination of reading assignments, Blackboard (Bb), audio conferencing. Audio lectures will be recorded and blackboard discussion forums continually monitored. Students will demonstrate their understandings of course content and proficiency of skill through assignments and discussion. All assignments will be communicated through the assignments section of the course Bb site. Other communication will take place through email.

Requirements and Assignments:

- **Diagnostic composition** will be required on the first day. Points will not be taken away for mistakes, but will provide the basis for writing ability. Your composition should be at least 5 paragraphs in length and be properly structured, with correct grammar and spelling. The topic of this composition will be "Specific interests in literacy and objectives you hope to gain from participation in ECE 304w." Please write your composition and attach it within the Initial Diagnostic Composition area within the Assignment section of the class Black board site.
- **Reading Reflection:** One written response for each chapter of the text will be completed and turned in through the assignments section of Blackboard. Please complete your reading response using APA formatting. The write-ups will be used as guidance for improvement of the APA formatting required for the final research paper. The reading response papers should be 1.5-2 pages. Reading response papers should address which article you have read, how any emotional responses that developed, questions and thoughts that may have come up, as well as any points you may have learned from the reading. Was there anything that you found troublesome?

- **Video Assignment:** Students will watch a series of 3 video clips that will be posted on Bb. A one-page response will be written for each of the video clips. Video clip links and specific questions to focus written reflection on will be posted within the content section of Bb.
- **Final Paper:**
A scholarly paper demonstrating your knowledge on a key aspect of this course, topic to be determined by (Date). An editor (writing center) should review a first draft by (Date). Information regarding the writing center for local or rural students will be posted on the ECE 306W Black Board site. A semifinal draft is due to the instructor for review by (Date). Final completed paper is due (Date), and posted on the Bb site by (Date) as well. **The paper will be written using APA formatting.**

The final paper will be worth 100 points total broken down in the following chart

Student Action	Due Date	Points
Turn in topic of interest	DATE	5
1 st draft	DATE	5
2 nd draft	One eve prior to scheduled mtg	5
Individual meetings developed around the progress of your research paper.	These meetings will be scheduled between DATE	5
Final Paper	DATE	75
Informal Presentation	DATE	5
	Total Points Possible	100

Course Evaluation:

A letter grade will be issued for participants. (Note that you must receive a C or higher for this course to count towards your CDFS BA Degree. Grading is based on:

• Diagnostic composition	25	8.5%
• Reading assignments responses (8@12.5 pts ea)	100	33.3%
• Video Assignment	50	17%
• Final Assignment	100	33.3 %
• Ending Reflections	25	8.5 %
Total	300	100%

All coursework will be evaluated on the following:

- Organization
- Clarity
- Consistency of thought and format
- Reflection of course content
- Thoughtful assimilation/accommodation with evidence of conceptual connections and understanding of content
- Written work contains no or few distracting elements such as spelling errors.

Grade	Points	Definition
A = 100% - 90%	300-270	An honor grade. Demonstrates your work has met and exceeded criteria (a) though (f).
B = 89% - 80%	269-240	Better than the average. Demonstrates that your work has met and moderately reflected criteria (a) through (f).
C = 79% - 70%	239-210	Average. Demonstrates that your work has barely met and reflected moderately on criteria (a) through (f).
D = 69% - 60%	209-180	Below average. Demonstrates that your work has not met one or

		more criteria (a) through (f)
F = below 60 %	179- below	Student was not able to meet 60% or more of criteria (a) through (f).

Draft Class Calendar

When the class is to be offered, appropriate dates for the semester will be used.

Date	Topic and Assignment
Class Meeting 1)	<p>In class today</p> <ul style="list-style-type: none"> • Review course expectations; introductions; <p>Following discussion will include thoughts for field experiences</p> <p>Preparation for next class: Reading Assignment: Chapter 1 <i>Early Intervention with Multi-risk Families</i></p> <p>All classes will be recorded To retrieve recording at a later date: <i>Dial 1-800-230-8546</i> <i>Use your normal participant pin which is 8930399.</i> <i>You will be asked to give the date in a 6 digit number. For the September 10 class meeting it would be 091008.</i> <i>You will then be asked to give the chapter code. We will use 0</i> <i>Listings for retrieval codes of following days will be posted on the announcement page of blackboard.</i></p>
Class Meeting 2)	<p>In class today:</p> <ul style="list-style-type: none"> • Lecture Topic: Characteristics of multi-risk families • Group discussion <p>Preparation for next class: Homework: Reading Response Chapter 1 Read through peer responses and pick one to respond to. Reading Assignment: Chapters 2 and 3 <i>Early Intervention with Multi-risk Families.</i></p>
Class Meeting 3)	<p>In class today:</p> <ul style="list-style-type: none"> • Lecture Topic: Evaluation of the effectiveness of various early intervention approaches: Implications for practice • An Integrative Theoretical Framework for Early Intervention with Multi-Risk Families <p>Preparation for next class: Prepare one topic question for group discussion</p>
Class Meeting 4)	<p>In class today:</p> <ul style="list-style-type: none"> • Group discussion <p>Preparation for next class: Homework: Reading Response Chapter 2 and 3 Read through peer responses and pick one to respond to. Reading Assignment: Chapter 4 and 5 <i>Early Intervention with Multi-risk Families.</i></p>
Class Meeting 5)	<p>In class today:</p>

	<ul style="list-style-type: none"> • Lecture Topic: Illustrative Case Studies • Reaching and Engaging Multi-risk Families <p>Preparation for next class: Prepare one topic question for group discussion</p>
Class Meeting 6)	<p>In class today:</p> <ul style="list-style-type: none"> • Group discussion <p>Preparation for next class: Homework: Reading Response Chapter 4 and 5 Read through peer responses and pick one to respond to. Reading Assignment: Chapters 6 and 7 <i>Early Intervention with Multi-risk Families.</i></p>
Class Meeting 7)	<p>In class today:</p> <ul style="list-style-type: none"> • Lecture Topic: Improving Parents Defense Functioning • Enhancing Parents Self Reflectivity and Empathy for the Child <p>Preparation for next class: Prepare one topic question for group discussion</p>
Class Meeting 8)	<p>In class today:</p> <ul style="list-style-type: none"> • Group discussion <p>Preparation for next class: Homework: Reading Response Chapters 6 and 7 Read through peer responses and pick one to respond to. Reading Assignment: Chapter 8 <i>Early Intervention with Multi-risk Families.</i></p>
Class Meeting 9)	<p>In class today:</p> <ul style="list-style-type: none"> • Lecture Topic: Enhancing Parents' Sense of Competence and Social Support <p>Preparation for next class: Prepare one topic question for group discussion</p>
Class Meeting 10)	<p>In class today:</p> <ul style="list-style-type: none"> • Group discussion <p>Preparation for next class: Homework: Reading Response Chapter 8 Read through peer responses and pick one to respond to. Reading Assignment: Chapter 9 <i>Early Intervention with Multi-risk Families.</i></p>
Class Meeting 11)	<p>In class today:</p> <ul style="list-style-type: none"> • Lecture Topic: Helping Parents who have Unresolved loss and trauma <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Prepare one topic question for group discussion
Class Meeting 12)	<p>In class today:</p> <ul style="list-style-type: none"> • Group discussion

	<p>Preparation for next class: Homework: Reading Response Chapter 9 Read through peer responses and pick one to respond to. Reading Assignment: Chapters 10 and 11 <i>Early Intervention with Multi-risk Families</i>. Arrange student instructor conferences regarding final assignment and writing.</p>
Class Meeting 13)	<p>In class today:</p> <ul style="list-style-type: none"> • Lecture Topic: Enhancing Parents' Interactions with Infants and Young Children • Encouraging Emotion Regulation in Parents <p>Preparation for next class: Prepare one topic question for group discussion</p>
Class Meeting 14)	<p>In class today:</p> <ul style="list-style-type: none"> • Group discussion <p>Preparation for next class: Homework: Reading Response Chapters 10 and 11 Read through peer responses and pick one to respond to. Reading Assignment: Chapters 12 and 13 <i>Early Intervention with Multi-risk Families</i>.</p>
Class Meeting 15)	<p>In class today:</p> <ul style="list-style-type: none"> • Lecture Topic: Enhancing Parenting Knowledge and Encouraging Positive Attributions of the Child • Enhancing Parents' Problem-solving and Planning <p>Preparation for next class: Prepare one topic question for group discussion</p>
Class Meeting 16)	<p>In class today:</p> <ul style="list-style-type: none"> • Group discussion <p>Preparation for next class: Homework: Reading Response Chapters 12 and 13 Read through peer responses and pick one to respond to. Reading Assignment: Chapters 14, 15 and 16 <i>Early Intervention with Multi-risk Families</i>.</p>
Class Meeting 17)	<p>In class today:</p> <ul style="list-style-type: none"> • Lecture Topic: Pulling it all together <p>Preparation for next class: Prepare one topic question for group discussion</p>
Class Meeting 18)	<p>In class today:</p> <ul style="list-style-type: none"> • Group Discussion <p>Preparation for next class: Video Assignment. Details and specific video links are posted on Bb</p>
Class Meeting 19)	<p>In class today:</p> <ul style="list-style-type: none"> • Sharing projects

	Preparation for next class: Video Assignment. Details and specific video links are posted on Bb
Class Meeting 20)	In class today: <ul style="list-style-type: none"> • Sharing Projects <p>We are done with class meetings. Complete Final Research Project Have turned in no later than (Date to be determined).</p>

Student Support Services:

The University has many student support programs. If you need assistance please contact any of the following service programs or departments.

UAOnline

<http://uaonline.alaska.edu/>

Your resource for transcripts, accounts and other personal information

Disabilities Services:

The Child Development and Family Studies program will work with the Office of Disability Services to provide reasonable accommodation to students with disabilities. Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations.

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. (203 WHIT, 474-7043) I will work with the Office of Disabilities Services to provide reasonable accommodation to students with disabilities.

Disability services also provides assistance to the university's rural campuses; Bristol Bay, Chukchi, Interior-Aleutians, Kuskokwim, and Northwest.

Questions should be directed to the Director of Disability Services at (907)-474-5655.

<http://www.uaf.edu/disability/>

Representatives from the office also regularly meet students in the CTCC building. Check with the CTCC student services for more information, 455-2851 or 2849.

UAF Office of Disability Services 612 N. Chandalar, PO Box 755590 University of Alaska Fairbanks Fairbanks, Alaska 99775-5590
Phone: (907) 474-5655 | TTY: (907) 474-1827 | Fax: (907) 474-5688
E-mail: fydso@alaska.edu

Writing Center

<http://www.alaska.edu/english/studentresources/writing/>

The Writing Center is a student-staffed, student-oriented service of the English Department.

801 Gruening Bldg., P.O. Box 755720

Fairbanks, Alaska 99775-5720

Phone: (907) 474-5314 Fax: 1-800-478-5246

* The UAF Writing Center and Computer Lab offers free writing tutoring to any student in any subject via telephone and fax or over the Internet. Students can call 907-474-5314 for information on how to fax a paper and have it tutored over the telephone, or engage in an interactive Internet session. Both services are free.

Rural Students Services

<http://www.uaf.edu/ruralss/>

Rural Student Services (RSS) is an academic advising department with over 35 years of experience in working with students from all over the state of Alaska. We are here to assist you in achieving student success by linking you to current information pertinent to your education, lifestyle, and goals. RSS is known for its welcoming and friendly environment. Many students find meaningful connection at UAF through RSS. We can help you with:

- Academic requirements
- Registration for classes
- Finding financial aid
- Explaining housing options
- Declaring a major
- Career exploration

CONTACT US AT:

P.O. box 756320, Fairbanks, AK 99775-6320
 1-888-478-1452 (toll free within Alaska) or (907) 474-7871
 Email us at fyrss@uaf.edu

Library Services for off campus students

<http://library.uaf.edu/offcampus>

Off-Campus Library Services is a unit set up to serve rural UAF students and faculty who do not have access to appropriate information resources in their town or village. We work in support of The College of Rural & Community Development and The Center for Distance Education and Independent Learning.

We can supply your information needs for the courses you are taking. For example, if a research paper is required in the teleconference or correspondence course that you are taking, you can contact us, explain your information need, and we will send library materials to you so that you can write your paper.

Contact us at Off-Campus Services, Elmer E. Rasmuson Library

310 Tanana Loop, PO Box 756800

Fairbanks, Alaska USA 99775-6800

Phone: 1-800-478-5348 Email: fyddl@uaf.edu

For more off campus help go to:

http://www.uaf.edu/library/instruction/ls101/other/Distance_Resources.html

Computer, Internet and Software

Problem: you cannot get your email Make sure your Internet connection is working; to test it, you can try to go to a new web page and see if it loads.

- If you are having problems with a UAF account, you will need to contact the **UAF help desk 1.800.478.4667**. If it is another company's account, you will need to contact their customer support. There is very little we can do to assist you as we have no control or access to the computers that serve the email.
- Check with your email program's Help.

Problem: you forgot your password

- Only the organization that issued your password can do anything to change it. You will need to contact them. For UAF email and Blackboard it is the UAF help desk 1.800.478.4667. For most web services there is a link you can click if you forgot your password. I also recommend writing them down somewhere for back up.

Problem: you are having problems with Blackboard

- You will need to contact the Blackboard administrator, at: <http://classes.uaf.edu/> Office of Information Technology Help Desk 474.6564 or 1.800.478.4667.