

## **COURSE OVERVIEW**

DeAnza College

Social Sciences and Humanities Division

Child Development & Education Department

CD 73 Early Childhood Mental Health, 3 units

Instructor: Fatemeh Zarghami

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Class Wednesday 11:30am-1:20pm

Location Online, Zoom class

Phone: (650) 440-0824

Quarter: Fall 2023

Office Hours: Wednesday 10:30-11:30 By Appointment

### **Course Description:**

Examination of mental health milestones at each stage of a child's development. Overview of psychological theory in infant/early childhood mental health. Assessment and screening to identify early childhood mental health challenges. Implementation of mental health interventions and strategies. An exploration of how early experiences in the first five-years of life can impact the physical and psychological development and well-being of children throughout the lifespan. (This course meets National Association for the Education of Young Children (NAEYC) Standard 1: Promoting Child Development and Learning; Standard 3: Observing, Documenting and Assessing to Support Young Children and Families; National Board for Professional Teaching Standards (NBPTS) Early Childhood/General Standards, 2nd Ed. Standard I: Understanding Young Children, Standard III: Assessment, Standard VI: Multiple Teaching Strategies for Meaningful Learning; and Council for Exceptional Children (CEC) Special Education: Standard 2: Development and Characteristics of Learners, Standard 4 Instructional Strategies.) California Early Child Educators Competencies: Relationships, Interactions, and Guidance and Preschool Learning Foundations Vol 1- Child Development.

**Requisites:** Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a ESL 272 and ESL 273.

### **Textbook**

**Understanding Early Childhood Mental Health**  
**Susan Janko Summers & Rachel Chazan- Cohen**  
**ISBN-13:978-1-59857-075-5**  
**PAUL.H. Brooks Publishing Co**

**Student Learning Outcomes SLO**

- Analyze the impact of trauma and informed care practices on the physical and psychological well being of adults and children in childhood setting.

**STANDARDS AND OBJECTIVES**

**NAEYC Standards**

**STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING**

1. Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

**Course Objectives**

Upon the completion of this course, students will have:

- Understand typical and atypical child development theory in the early years with a focus on early childhood mental health
- Develop knowledge of screening and assessment tools to identify early childhood mental health challenges
- Develop a multicultural perspective on early childhood mental health including reactions and manifestations to trauma, violence child abuse and neglect
- Examine the impact of trauma, child abuse, violence and reactions to violence in children, adolescents and adults in the home and in a diverse community
- Evaluate the impact of early childhood mental health challenges on teachers and children in the childcare & school settings
- Examine Adverse Childhood Experiences and the impact of trauma in young children and their families

**Method of Presentation**

- A. Lecture and visual aids
- B. Discussion of assigned reading and Reflection
- C. Discussion and problem solving performed in class
- D. Collaborative learning and small group exercises
- E. Interview and Observations
- F. Midterm and Final examinations

### **Assignments**

|                          |                          |
|--------------------------|--------------------------|
| A. Research Paper Trauma | 30Points                 |
| B. 5 Reflection Paper    | 50Ponts (10 Points each) |
| C. Preschool Observation | 40Points                 |
| D. Infant Observation    | 40Points                 |
| E. Culture               | 40Points                 |
| F. Midterm               | 50Points                 |
| G. Final                 | 50Points                 |

**Grades: Total Points 300**

### **Grading**

Based on attendance, participation, performance on observations and exams. 300 - 270 = A, 269 - 240 = B, 239 - 210 = C, 209 - 180 = D, 179 and below = F

All assignments will be typed (10 or 12 pt. Font)

Margins should be 3/4 to 1 inch on sides, top, and bottom

1.5 line spacing, about 2 pages in length

Late assignments will have 5 or 10 points deducted.

# Reading and Assignments

CD73, Fall 2023

September 27 Introduction to the course, Getting to Know you, building a community of learners.

October 4 Read Chapter 1: Understanding Infant Mental Health

Due: **Chapter 1 Reflection #1**

October 11 Read Chapter 2: The Challenging Child

October 18 Read Chapter3: Maternal Depression

Due: **Chapter 3 Reflection #2**

October 25 Read Chapter 4: Finding Family Strengths, Diversity

Due: **Culture, and Chapter 4 Reflection #3**

November 1 Read Chapter 5: Direct and Indirect trauma,

Due: **Research Paper on Trauma,**

November 8 Read Chapter 6: Social and Emotional development

Due: **Preschool Observation (3-5years)**

November 15 Read Chapter7: Assessing primary Caregiving Relationship

Due: **Midterm and Chapter 7 Reflection #4**

November 22 Read Chapter8: Supporting Infant Mental health

Due: **Infant Observation (birth to 12 months)**

November 29 Read Chapter 9: Intervening with Parents

December 6 Read Chapter 10: Consultation in Early Childhood Classroom

Due: **and Chapter 10 Reflection #5**

December 13 Final Chapter 11: Reflective Supervision, Due: **Final**

## **ATTENDANCE AND ABSENCE POLICY**

### **Absence and Participation Policies**

Please review these policies carefully.

- ❖ Your attendance is essential in any Child Development course. Absences are a very serious matter.
- ❖ Your participation is critical in the daily activities is CRITICAL and failure to do so will affect your grade.
- ❖ Your participation grade includes being prepared and adding constructively to the class.

### **Academic Integrity**

Principles of academic integrity adopted by DeAnza College's Academic Senate require that students apply the following standards to all coursework, assignments, and exams. Further details on Academic Integrity can be found at:

<http://faculty.deanza.edu/academicsenate/academicintegrity>

Students should:

- ❖ Start research and writing early enough to ensure that there is enough time to do your best work,
- ❖ Allow sufficient time to learn (plan at least 2 hours per unit per week in your schedules),
- ❖ Request disability-related accommodations in a timely and appropriate manner,
- ❖ Hand in papers which have been specifically prepared for the course, not papers borrowed from someone else or recycled from an earlier course,
- ❖ Not be satisfied with a paper that is less than one's best work,
- ❖ Seek only appropriate help from others (such as proof-reading or discussing their ideas with someone else to gain clarity in their thinking),
- ❖ Do your own work without copying others, and
- ❖ Give full and proper credit to all sources. It is essential for you, the student, to cite sources in any paper written, giving credit to those who have done the original research and written the article or book cited. This will allow me to verify that you have properly understood what the author was trying to say and have paraphrased his/her views accurately. If there is suspicion that the work handed in is not entirely your own, I may request to meet with you in person to determine if there has been a violation of De Anza's Academic Integrity Policy. If it is determined that plagiarism or cheating has occurred, you will receive a zero on the assignment and possibly fail the course

## **PRIVACY STATEMENT – RECORDING POLICY – STUDENT DISRUPTIONS**

### **Privacy Statement**

The Family Educational Rights and Privacy Act (FERPA) protects confidentiality of students' educational records. Grades cannot be provided by faculty over the phone, by email, or to a fellow student

### **Recording Policy**

To ensure compliance with the Family Education Rights and Privacy Act (FERPA), student recording of class lectures or other activities is generally prohibited without the explicit written permission of the instructor and notification of other students enrolled in the class section. Exceptions are made for approved accommodations under the Americans with Disabilities Act. Recording of lectures and other class activities may be made by faculty to facilitate instruction, especially for classes taught remotely through Canvas. Participation in such activities implies consent for the student to be recorded during the instructional activity. Such recordings are intended for educational and academic purposes only.

### **Student Disruptions**

If a student becomes disruptive in class, the best practice is for the instructor to issue a verbal and/or written warning to the student to discontinue the behavior. If the disruptive behavior continues, the faculty has the option to temporarily remove the student from the class environment.

An instructor may remove the student from his or her class for that day and the next class meeting if the student has interfered with the instructional process per FHDA AP 5520 and the California Education Code.

*California Education Code Section 76032: The adopted rules of student conduct may authorize an instructor to remove a student from his or her class for the day of the removal and the next class meeting. The instructor shall immediately report the removal to the chief administrative officer (or designee) for appropriate action.*

### **DEANZA COLLEGE DSPS SYLLABUS STATEMENT**

De Anza College views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. Disability Support Services (DSS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations

- ❖ If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact DSS to arrange a confidential discussion regarding equitable access and reasonable accommodations.

- ❖ If you are registered with DSS and have accommodations set by a DSS counselor, please be sure that your instructor has received your accommodation letter from Clockwork early in the quarter to review how the accommodations will be applied in the course. Students who need accommodated test proctoring must meet appointment booking deadlines at the Testing Center.
- ❖ Exams must be booked at least five (5) business days in advance of the instructor approved exam date/time.
- ❖ Finals exams must be scheduled seven (7) business days/weekdays in advance of the instructor approved exam date/time.
- ❖ Failure to meet appointment booking deadlines will result in the forfeit of testing accommodations and you will be required to take your exam in class.
- ❖ Contact the DSS if you cannot find or utilize your “MyPortal” Clockwork Portal.
- ❖ DSS strives to provide accommodations in a reasonable and timely manner, some accommodations may take additional time to arrange. We encourage you to work with DSS and your faculty as early in the quarter as possible so that we may ensure that your learning experience is accessible and successful.

DSS Location: RSS Building, Suite 141 Phone: 408-864-8753 On the web:  
<http://www.deanza.edu/DSS/> Email: [DSS@deanza.edu](mailto:DSS@deanza.edu)

### **De Anza College Mental Health Statement**

Find out more at <http://deanza.edu/psychologicalservices/> or by calling 408-864-8868.

