

BRIERCREST

PSY 607 Child Development Winter 2021

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(Note that Tamara will be on sabbatical from January to March 2021; please contact Tracy if you have any questions during this time.)

Course Dates: May 3-7, 2021, with weekly online portion of course beginning Feb 11
Orientation Class: December 18, 2020 at 4 pm CST (1 hour) - to be recorded if unable to attend live

3 Credit Hours

COURSE DESCRIPTION

This course surveys the stages of child development from infancy until adolescence. Included will be a consideration of the bio-psycho-social-spiritual influences in child development. Special attention will be given to childhood disorders and treatment.

COURSE INTEGRATION

This course provides an understanding of development that is foundational for any work with children, adolescents or adults. It aims to create an awareness of the maturation processes in the context of attachment, from how we connect and relate to ourselves, our family system, our community and our God.

COURSE TEXTS

Neufeld Intensive I: Making Sense of Kids online course (2010); 20 hours of lectures in video format, with supporting written and audio material provided through the Neufeld Virtual Campus. *(Note this will be the foundational "textbook" for this course.)*

Crain, William. *Theories of Development: Concepts and Application*. NJ: Prentice Hall
(note that the 6th Edition (2010) is the most recent (375 pages), but you can use any edition for the purposes of this course)

Movies:

Inside Out (2015). *(Will be referred to on May 4th, come prepared to discuss in small groups.)*

Recommended:

Beach, H. & Strijack, T. (2020). *Reclaiming Our Students*. Vancouver, BC: Page Two.

Neufeld, G. & Mate, G. (2013; updated version). *Hold On To Your Kids*. Toronto, ON: Vintage Canada.

Students are expected to refer Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <http://briercrest.ca/current/seminary/academics/important-documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>); cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

COURSE OUTCOMES

By the end of this course, each student should:

- 1) learn an integrative developmental paradigm;
- 2) have a working knowledge of the factors of attachment, vulnerability and maturation, especially as they apply to children and adolescents;
- 3) be able to evaluate and assess the needs of children and adolescents, including level of risk and crises management;
- 4) learn and apply interventions using the factors of attachment, vulnerability and maturation in working with children and adolescents.

COURSE OUTLINE AND CONTENT

Date	Topic	Reading/Viewing/Assignment due
Thurs, Feb 4	Neufeld Intensive I begins online	
Thurs, Feb 11	Session 1: Distinctives Session 2: The Maturation Factor	forum response forum response
Thurs, Feb 18	Session 3: The Emergent Process Session 4: The Adaptive Process	forum response forum response
Thurs, Feb 25	Session 5: Adaptation & Aggression Session 6: The Integration Process	forum response forum response
Thurs, Mar 4	Session 7: The Tempering Effect Session 8: The Vulnerability Factor	forum response forum response

Thurs, Mar 11	Session 9: Vulnerability & Maturation Session 10: The Attachment Factor	forum response forum response
Thurs, Mar 18	Session 11: Six stage model Session 12: Attachment empowers	forum response forum response
Thurs, Mar 25	Session 13: The Alpha Dynamic Session 14: Shyness & Detachment	forum response forum response
Thurs, Apr 1	Session 15: Attachment & Maturation Session 16: Collecting our Children	forum response forum response
Thurs, Apr 8	Session 17: Bridging & Matchmaking Session 18: Compensating	forum response forum response
Thurs, Apr 15	Session 19: Softening Defenses Session 20: Priming Maturation	forum response forum response
Thurs, Apr 22		Case Study #1 due
Mon, May 3 <i>9 am to 2 pm</i>	Helping Children Flourish Maturation processes Defense system Development of Attachment	<i>Crain: Theories of Development</i>
Tues, May 4 <i>9 am to 2 pm</i>	The Science of Emotion The role of emotion in development	Inside Out (prep for discussion)
Wed, May 5 <i>9 am to 2 pm</i>	Stuckness and Childhood Problems A look at childhood disorders through a developmental lens	
Thurs, May 6 <i>9 am to 2 pm</i>	The Healing Nature of Play Creating a context for connection Softening defenses The therapeutic role of play	
Fri, May 7 <i>9 am to 2 pm</i>	Therapeutic Approaches	
Fri, May 14 <i>3 pm to 5 pm</i>	Creative Assignment Sharing (online)	Creative Assignment due

ASSIGNMENTS

Pre-Course Assignments:

Course readings:

Crain reading to be completed before the first day of class (May 3, 2021).

Forum Responses: *see outline* 20%

Submit brief responses online to our group forum on the Neufeld Virtual Campus* (primers will be given as a guideline), for a total of twenty sessions. *(More information will be given on this assignment during the online orientation class.)*

Case Study #1 (child) April 22, 2021 20%

You will be given a case study of a child following Session 20 of the Intensive I video lectures.

Part 1: Using the course material as a guideline (making sure to include consideration of maturation, vulnerability and attachment), describe what you see.

Part 2: Using these observations, how might you work with this child? (Include possible approaches and ideas, with reasoning to support your suggestions.)

[max. length: 6 pages]

Mid-Course Assignments:

Participation/Contribution 10%

Includes class responses: You will be asked to briefly reflect on the class material at the end of each day, including highlights, key learnings, and an opportunity to pose any questions that were stirred up.

Post-Course Assignments:

Creative Application Assignment May 14, 2021 20%

For this assignment, you can choose something from the course that impacted you and apply it in a creative way of your choosing (e.g., song, poem, collage, painting, dance, sculpture, etc.). Write a short paper (2-3 pages) to go along with your project describing how it ties into the course material and reflecting on what the process was like for you. You can also include how this might impact or influence your work with children. *(We will also have an optional online class on May 14 to share these projects. If you choose to present your project at this online class, the accompanying paper is not required. More information to be provided in class.)*

[suggested length: 2 to 3 pages]

Insights Paper

July 2, 2021

10%

Apply your learnings on maturation, vulnerability and attachment to your own journey. How might these insights impact your experience working with others? How will it impact how you see yourself, and how you see others?

[suggested length: 2 to 3 pages]

Case study #2

July 2, 2021

20%

You will choose a child or youth for this case study, and include the following:

Background: Provide some background information, including presenting concern (maximum one page; can be in note form).

Part 1: Using the course material as a guideline, describe what you see.

Part 2: Using these observations, how might you work with this child? (Include possible approaches and ideas, with reasoning to support your suggestions.)

Reflection: Share a window (about a paragraph) into what the process of writing this case study was like (e.g., challenges, surprises).

[suggested length: 6 - 8 pages]

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Online Courses

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Semester-Based Courses

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive

absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

Course Schedules

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

Academic Accommodations

Any student with a disability, injury, or health condition who may need academic accommodations (permanent or temporary) should discuss them with the course instructor after contacting the Director of the Academic Resource Centre in person (L234 in the Library), by telephone (1-306-756-3230) or by email (academicresourcecentre@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).