PDE: Promoting Social Emotional Development in Young Children

Instructor & Course Information

Credits	3/45 Instructional Hours
Grading	S/U or Letter grade or both
Instructor	Kristen Votava, PhD, CCC-SLP
Email	kristen.votava@und.edu
Phone	701.777.5683
Office Hours	*See Faculty section in Blackboard*

Please email or phone with any questions during regular working hours. I usually respond within hours, but a response should be provided within 24 hours of receipt. Always feel free to contact the instructor directly; I encourage your questions and communication so that you feel comfortable in the course. I will respond back to you within 24 hours during the week and may not respond on the weekend until the next business day.

About the Professor/Instructor

Dr. Votava is a speech-language pathologist and early interventionist specializing in work with birth to 5-year-olds. Dr. Votava has 20 years experience in the field of Early Intervention. She has worked as an early interventionist, provided technical assistance for early intervention programs, and has been an adjunct in the Early Childhood Education, Physical Therapy, Special Education, and Communication Sciences and Disorders at the University of North Dakota. Dr. Votava is trained in Hanen, routines-based interview/family assessment, adverse childhood experiences (ACES), trauma and resilience, and NEAR@home toolkit.

Course Description:
This course explores strategies and meaningful family-practitioner partnerships to support early social-emotional development through a review of environmental influences, guiding principles, supportive strategies, effective family-provider communication, and sustaining social-emotional development.

Course Objectives
Participants will

1) Recognize the impact of early social-emotional development.
2) Explain environmental influences and the educator's role.
3) Identify guiding principles for supporting social-emotional growth in young children.
4) Recognize potential roadblocks to implementation.
5) Identify effective strategies for family-provider communication.
6) Recognize ways to support sustained healthy social-emotional development.

Textbook and Course Materials

Edwards, Nicole, (2018). *Early Social-Emotional Development.* Baltimore, MD: Paul H. Brookes Publishing, Co.

      ISBN-13: 978-1681251929

      ISBN-10: 1681251922
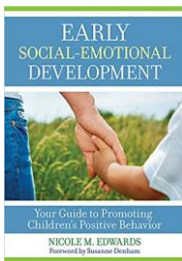
Technical Requirements

You will use Microsoft Word to complete assignments (or if something different will be used, spell out specifics). Students are expected to use their official UND email in the course. The UND technical support webpage contains information on your UND email and how to download a free version of Microsoft Office.

View the basic technical requirements for every online course.

Course Overview and Organization

The course content is organized into eight lessons. Each lesson contains a purpose, learning outcomes, and a variety of links to articles, video/audio, and other instructional resources selected to enhance the learning experience and support the various topics in social emotional development. A variety of activities will be used to assess your comprehension and application of those materials.

Each lesson contains:

- Lesson Learning Outcomes/Objectives and To-Do List
- Required Reading
- Video and Supporting Material
- Assessment (questions, activities, case studies, and assignments)

Assessment and Grading

This course is made up of a series of assessments which will be graded. You will work on a combination of reflections and activities.

The full description of assignments is within the lesson in the Blackboard site:

1. **Educator Introduction:** *(1 instructional hour/10 points)* Post your introduction to share about your professional background and work, including your interest in this experience.
2. **Lesson Readings** *(3 instructional hours per lesson/24 total instructional hours)* Complete weekly readings.
3. **Social Emotional Self-Assessment:** *(1 instructional hours/10 points)* Complete the self-assessment and reflect on what you learned about yourself.
4. **Lesson Activities:** *(1-2 instructional hours per activity/11 activities/16 instructional hours/10 points each)* Complete the activity posed in the lesson following the appropriate rubric.
5. **Post-Assessment with Reflection:** *(1 instructional hour/10 points)* Complete the post-assessment and reflect on what you learned about yourself. Write an action plan for yourself.

Lesson	Lesson Objectives	Lesson Assessment
Lesson 1	Introduction	✓ Acquire textbook

5 *Instructional Hours*	• Complete Introduction • Explore your social-emotional self	✓ Practice accessing course features on Blackboard ✓ Review syllabus ✓ View videos ✓ **Read Resources** ✓ **Upload L1 Introduction** ✓ **Upload L1 Pre-Assessment Reflection**
Lesson 2 **5** *Instructional Hours*	Social-Emotional Development • Recognize the impact of early social-emotional development.	✓ View videos and resources ✓ **Read Chapter 1** ✓ **Upload L2 Social Emotional Impact** ✓ **Upload L2 Attachment and SE Development**
Lesson 3 **7** *Instructional Hours*	Environmental Influences • Explain environmental influences and the educator's role	✓ View videos and resources ✓ **Read Chapter 2** ✓ **Upload L3 Coercion Theory** ✓ **Upload L3 Co-Regulation**
Lesson 4 **5** *Instructional Hours*	Explore Evidence-Based Frameworks • Identify guiding principles for supporting social-emotional growth in young children	✓ View videos ✓ **Read Chapter 3** ✓ **Upload L4 Behavior**
Lesson 5 **5** *Instructional Hours*	Strategies Supporting Social-Emotional Growth • Identify effective strategies to support young children	✓ View videos and resources ✓ **Read Chapter 4** ✓ **Upload L5 Strategies**
Lesson 6 **5** *Instructional Hours*	Potential Roadblocks to Implementation • Recognize potential roadblocks to implementation	✓ View videos and resources ✓ **Read Chapter 5** ✓ **Upload L6 Feelings**
Lesson 7	Effective Family-Provider Communication • Identify effective strategies for family-provider communication	✓ View videos and resources ✓ **Read Chapter 6** ✓ **Upload L7 Brendan's Case Study** ✓ **Upload L7 Sharing Information with Families**

5 Instructional Hours		
Lesson 8 8 Instructional Hours	Sustaining Healthy Social-Emotional Development • Recognize ways to support sustained healthy social-emotional development	✓ View videos and resources ✓ **Read Chapter 7** ✓ **Upload L8 Working with Caregivers** ✓ **Upload L8 Post-Assessment Reflection**

Activity Response Rubric

	9-10 Points Excellent	7-8 Points Good	5-6 Points 5-7 Marginal	0-4 Points Below Standards
Description	Specific, detailed response based on critical analysis and/or evidence. No errors in grammar, spelling, or usage. Reference to text or readings with citation.	Organized information based on readings. Few errors in grammar, spelling, or usage. References text and readings with APA citation.	Limited response with inadequate information within the discussion. Several errors in grammar, spelling, or usage. References text and readings with APA citation with errors.	Minimal organization to support discussion with no critical analysis. Contains consistent errors in grammar, spelling, or usage. No reference to text or readings.

Grading Scale
The following grading scale will be used based on total number of points:
A	100% to 90%
B	89% to 80%
C	79% to 70%
D	69% to 60%
F	Below 59%

Satisfactory   Above 70%
Unsatisfactory Below 69%

Netiquette
Netiquette is a set of rules for behaving properly online. Here are a few basic points to remember when communicating in this course:
- **Be scholarly.** Use proper language, grammar, and spelling. Explain your thoughts, justify opinions, and credit the ideas of others by citing or linking to scholarly resources. Avoid misinforming others when you are unsure of the answer. When discussing something and supplying a guess, clearly state that.
- **Be respectful.** Respect the privacy of others. Do not share personal or professional information about others unless permission has been granted. Respect diversity and opinions that differ from their own. Be tactful when you communicate.
- **Be professional.** Everyone should strive to give their best impression online. Truthfulness, accuracy, and running a final spell check are appropriate expectations for university students. Writing in a legible font and limiting the use of emoticons is considered professional behavior. Profanity and participation in hostile interactions, known as flaming, is unprofessional as well as disruptive.

- **Be polite.** Students should be addressing professors and instructors by the appropriate title or requested name. Students should interact online politely, just as they would be expected to do in a physical environment. Sarcasm rudeness, and writing in all capital letters (shouting) should be avoided.

For more information, read the [Top 12 Be-Attitudes of Netiquette for Academicians](#).

About UND Professional Development for Educators Courses

You have up to four months to complete this course from the time of your enrollment. You may work at your own pace and complete lessons/exams on your own schedule, submitting up to 3 per week for grading.

After you finish your course, your final grade will be posted in Blackboard. Please **allow 3-5 business days for your final grade to appear** on your transcript in Campus Connection. You will receive a confirmation email from the Enroll Anytime staff once the final grade is officially posted on your transcript. You may then order an official transcript, if desired.

If you have an **administrative** question regarding course enrollment dates, extensions, withdrawals, questions regarding your transcript, or need exam assistance, please contact the **Office of Extended Learning** at und.courses@UND.edu or 701-777-0488.

Questions regarding **coursework** should be directed to the **instructor**.

For **technical support** including username and password help, assignment submission, or other technical assistance in the course, contact [University Information Technology.](#)

Student Resources

Many services are available to online students such as writing assistance from the UND Writing Center. Visit the [Student Resources page](#) for more information. You can also access the resources webpage from the *Student Resources* link in your Blackboard course menu.

University of North Dakota Policies & Resources

Academic Integrity

Academic integrity is a serious matter, and any deviations from appropriate behavior will be dealt with strongly. At the discretion of the professor, situations of concern may be dealt with as a scholastic matter or a disciplinary matter.

As a scholastic matter, the professor has the discretion to determine appropriate penalties to the student's workload or grade, but the situation may be resolved without involving many individuals. An alternative is to treat the situation as a disciplinary matter, which can result in suspension from the University, or have lesser penalties. Be aware that I view this as a very serious matter, and will have little tolerance of or sympathy for questionable practices. A student who attempts to obtain credit for work that is not their own (whether that be on a paper, quiz, homework assignment, exam, etc.) will likely receive a failing grade for that item of work, and at the professor's discretion, may also receive a failing grade in the course. Read more in the [Code of Student Life](#).

Disability Support and Medical Services

If you have emergency medical information to share with me, or if you need accommodations in this course because of a disability, please contact me. If you plan to request disability accommodations, you are expected to register with the Disability Support Services (DSS) office (180 McCannel Hall, 701.777.3425) or [you may register online](#).

If you have a temporary medical condition such as a broken arm or recovering after surgery, you may be able to arrange for courtesy services. In most cases, it is expected that you will make your own arrangements for these services. An example of a courtesy service includes access to a test scribe if the student has a broken hand. If you are unable to make your own arrangements, please contact DSS (701.777.3425). Unlike services and/or accommodations provided to eligible students with disabilities, the University is NOT obligated to provide courtesy services.

Resolution of Problems

Should a problem occur, you should speak to your instructor first. If the problem continues to be unresolved, go to the department chair, and next to the college Dean. Should the problem persist, you have the right to go to the Provost next, and then to the President.

Notice of Nondiscrimination

It is the policy of the University of North Dakota that no person shall be discriminated against because of race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran's status, or political belief or affiliation and the equal opportunity and access to facilities shall be available to all. Concerns regarding Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to Donna Smith, Director of Equal Employment Opportunity/Affirmative Action and Title IX Coordinator, 401 Twamley Hall, 701.777.4171, und.affirmativeactionoffice@UND.edu or the Office for Civil Rights, U.S. Dept. of Education, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

Reporting of Sexual Violence

If you or a friend has experienced sexual violence, such as sexual assault, domestic violence, dating violence or stalking, or sex-based harassment, please contact UND's Title IX Coordinator, Donna Smith, for assistance: 701.777.4171; donna.smith@UND.edu; or visit the UND Title IX site.

Faculty Reporting Obligations Regarding Sexual Violence

It is important for students to understand that faculty are required to share with UND's Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, learn more about confidential support services at UND.

UND Cares Program

The UND Cares program seeks to educate faculty, staff and students on how to recognize warning signs that indicate a student is in distress.

How to Seek Help When in Distress

We know that while college is a wonderful time for most students, some students may struggle. You may experience students in distress on campus, in your classroom, in your home, and within residence halls. Distressed students may initially seek assistance from faculty, staff members, their parents, and other students. In addition to the support we can provide to each other, there are also professional support services available to students on campus through the Dean of Students and University Counseling Center. Both staffs are available to consult with you about getting help or providing a friend with the help that he or she may need. Visit the UND Cares program webpage for more additional information.

How to Recognize When a Student is in Distress

The term "distressed" can mean any of the following:

- Student has significant changes in eating, sleeping, grooming, spending, or other daily activities.

- Student has cut off or minimized contact with family or friends.
- Student has significant changes in performance or involvement in academics, sports, extracurricular, or social activities.
- Student describes problems (missing class, not remembering, destructive behavior) that result from experiences with drinking or drugs.
- Student is acting withdrawn, volatile, tearful, etc.
- Student is acting out of character or differently than usual.
- Student is talking explicitly about hopelessness or suicide.