

**FHCD 2200: Introductory Workshop in FCHD: Home Visiting in Early Childhood (ONLINE)**

Department of Family, Consumer, &amp; Human Development, Utah State University

Dr. Lori Roggman [Lori.Roggman@usu.edu](mailto:Lori.Roggman@usu.edu)**Course Description**

The use of home visiting in early childhood programs and early intervention has been expanding rapidly in recent years, creating a need for practitioners trained to work with families with infants and young children. Students who major in Early Childhood, Child Development, or Special Education are often hired to be home visitors, but they often lack the knowledge and skills for collaborating with parents to support the child's development. Home visiting services not only provide developmental activities to family homes but also use a unique approach of working *through* the parent to support children's development. Research shows that home visitors not only need knowledge about children's development but also knowledge about parenting and how to work effectively with families. This course is designed to meet that need.

**NOTE: \*Modules are the equivalent of one "week" of the course to be completed in 8-10 hours. Some students can complete a module in fewer hours, and some may need more hours. All requirements within each module must be completed in the sequence listed. Each module must be complete before opening the next module. Due dates are based on the expectations of a *flex* course that allows late enrollment, so they are all at the end of semester. If you wait that long, it is likely to be stressful. For those who register very late in the semester and must complete the course in a very short time, please email the instructor to ask for advice about some tips for doing that.**

**How to Succeed in this Class**

1. **Watch all the videos, read all the readings, do all the assignments.** Readings have been limited to an appropriate amount for an introductory university-level course. You can get a higher grade if you follow instructions carefully for the assignments and apply the course content from that Module.
2. **Take notes** on readings, lectures, and videos. Wuiiz questions may be taken from any content.
3. **Work 8-10 hours per module** for this 3-credit class (the expectation at most universities).
4. **Think** about what you are reading and learning. Research shows that thinking actually helps you learn.
5. **Be healthy.** Eat right, sleep well, get exercise, reduce stress, and spend time with people you love.
6. **Talk to the instructor right away if you have a problem.** Don't wait until it is too late.

**LEARNING OUTCOMES**

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***Upon completion of this course you will be able to:***

1. Understand and explain the purpose and rationale for home visitation services.
2. Understand strategies to engage parents in supporting children's health and development.

3. Understand strategies for building relationships and collaborating with parents.
4. Apply and reflect on this knowledge to develop and document information, ideas, materials, and plans for home visiting.

## LEARNING RESOURCES

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### **Canvas**

- <http://canvas.usu.edu>
  - Your **username** is your **A#**, and your **password** is your global password (the same one you use for Banner or Aggiemail).
- For [Canvas](#), [Passwords](#), or any other computer-related technical support contact the [IT Service Desk](#).
  - 435 797-4357 (797-HELP)
  - 877 878-8325
  - <http://it.usu.edu>
  - [servicedesk@usu.edu](mailto:servicedesk@usu.edu)

### **Textbook & Reading Materials**

The text for this class will be

Roggman, L. A., & Boyce, L. K., & Innocenti, M. S. (2008). *Developmental parenting: A guide for early childhood practitioners*. Baltimore, MD: Paul H. Brookes Publishing.

Medina, J. (2010). *Brain rules for baby: How to raise a smart and happy child from zero to five*. Pear Press.

You may purchase these books at the [USU bookstore](#) or online at [Brookes Publishing \(Links to an external site.\)](#) or [Powells \(Links to an external site.\)](#).

Additional assigned readings are available on the **Module Pages**

## LEARNING ACTIVITIES

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**Watch & Listen** - Each of 12 Modules will begin with an introduction through one or more short videos. Videos for each Module will be available on the **Module Page**.

**Learn** - Instructional lectures will be available as videos of a narrated slide presentation within each Module. A pdf file with the lecture slide content will be available on the **Module Page**.

**Read** - Selected chapters from the text or other assigned readings (with links) will be listed on the **Module Page**.

**Remember** - Quizzes for each Module will include 20 questions on the content. A link to the Module Quiz will be on the **Module Page**.

**Apply** - For each Module, an application assignment is available that usually involves completing a worksheet form (rtf format). A link to the Module Assignment will be on the **Module Page**.

**Reflect** - Each Module will conclude with a Discussion Query to help you reflect and comment on what you have learned and to read and respond to others' comments. A link to the Module Query will be on the **Module Page**.

## GRADES

### **Course Assignments and Grading Scheme**

**Quiz (40 pts each):** 20-question timed quiz on Canvas for each module. Each question is worth 2 points.

**Workbook assignments (32 pts each):** Each assignment comes with a form or report to complete. Completed assignments must be uploaded as files (pdf, doc, or docx). Assignments are graded using a rubric that allocates points as follows: 25% of points if content is relevant to the Module topic, another 25% if content shows understanding of course content (but not required to always agree!), another 25% if content integrates accurate course content with other new information, another 25% if content is clear, organized, interesting, and accurate, with correct spelling and grammar.

**Reflection Query (8 pts each):** Participation is graded based on quality of comments to Discussion queries. Points are allocated as follows: 25% of points if content is relevant to the Module topic, another 25% if content shows understanding of course content, another 25% if content integrates accurate course content with other accurate previously learned knowledge or experience, another 25% if content is clear, organized, interesting, and accurate, with correct spelling and grammar.

**GRADES** are total points earned divided by the total points possible:

93% - 100%+ = A, 90% - 92.9% = A-

87% - 89.9% = B+, 83% - 86.9% = B, 80% - 82.9% = B-

77% - 79.9% = C+, 73% - 76.9% = C, 70% - 72.9% = C-

67% - 69.9% = D+, 63% - 66.9% = D, 0% - 62.9% = F

**Grading Schedule:** You will get quicker feedback on your Assignments and Queries (and be able to track your grade better) if you turn in assignments the week of the semester that corresponds to the **Module number**:

Week 2, Module 1 Assignments and Queries will be graded.

Week 3, Module 2 Assignments and Queries will be graded.

Week 4, Module 3 Assignments and Queries will be graded.

Week 5, Module 4 Assignments and Queries will be graded.  
Week 6, Module 5 Assignments and Queries will be graded.  
Week 7, Module 6 Assignments and Queries will be graded.  
Week 8, Module 7 Assignments and Queries will be graded.  
Week 9, Module 8 Assignments and Queries will be graded.  
Week 10, Module 9 Assignments and Queries will be graded.  
Week 11, Module 10 Assignments and Queries will be graded.  
Week 12, Module 11 Assignments and Queries will be graded.  
Week 13, Module 12 Assignments and Queries will be graded.  
Week 14, remaining Assignments and Queries from Modules 1-4 will be graded.  
Week 15, remaining Assignments and Queries from Modules 5-8 will be graded.  
Finals Week, remaining Assignments and Queries from Modules 9-12 will be graded and final grades calculated.

## COURSE POLICIES

### ***Accommodation***

In cooperation with the Disability Resource Center, reasonable accommodation will be provided for qualified students with disabilities. ***Please contact the instructor during the first week of class to make arrangements.*** Alternative format print materials (large print, audio, CD, or braille) will be available through the Disability Resource Center.

### ***Instructor Feedback/Communication***

The best way to communicate with the instructor is to email directly: [Lori.Roggman@usu.edu](mailto:Lori.Roggman@usu.edu)  
Expect a reply within 24 business hours (longer on a weekend). If it's an emergency, relax or work on another class while you are waiting for a reply. We will figure it out so you can get back to work learning about home visiting.

### ***Student Feedback/Communication***

Please be civil in all your communications in this course. If you are feeling stressed by a problem or discussion, re-read your message before sending or posting. And please read others' messages with a kind eye, knowing that sometimes people forget to re-read.  
Email is an official form of communication at USU. Any communication to you about this course will be to the email address you have listed in ACCESS as your preferred address. You are responsible for any information conveyed to you at that email address. To make sure that the university is using the email account you prefer, do the following:

- Log in using your A number and Password
- At the USU website, click on the link "MyUSU" at the top right of the page
- Click on "Launchpad" (on the left navigation)
- Click on "Banner"
- Under "Banner" click on the link "View/Edit Personal Information"

- Click on "Personal Information"
- Click on "View/Update Preferred E-mail Address"
- Follow the short instructions to update your preferred email address

### **Late Work**

Late work, after the due date, will not be accepted. The course is designed so that one module should be completed each week of the semester. For example, Module 1 should be completed by the end of week 1, Module 12 by the end of week 12. However, this is a "flex" course, in which students may enroll up to the 10th week of the semester, so due dates are all in the last 4 weeks and represent that **absolute last minute an assignment can be turned in**. Each module must be complete before opening the next, and each learning activity (quiz, assignment, discussion query) within each module must also be complete before opening the next. There will be no make-up quizzes or assignments. Each Module is worth 80 points.

### **Course Schedule for FCHD 2200 Introductory Workshop in FCHD: Home Visiting**

<b>Modules*</b>		<b>Course Content</b>
<b>#</b>	<b>Topic</b>	<b>Questions addressed</b>
0	Course Information	1. How can I be a successful student?
<b>Part 1 Overview of Home Visitation</b>		
1	What is Home Visiting?	1. What is home visiting? 2. Who is it for? 3. How does it work?
2	Early Development & Home Visiting	1. What do we know about early development? 2. What gets in the way of early development? 3. How can home visiting help?
3	Evidence-Based Home Visitation Programs	1. Is home visiting effective? 2. What makes home visiting effective? 3. How else can we think about "home visiting"?
4	Developmental Parenting Approach to Home Visitation	1. What is the Developmental Parenting approach? 2. What home visiting behaviors does research recommend? 3. How can home visiting programs improve quality?
<b>Part 2 Early Child Development in the Home</b>		
5	Parenting and Healthy Physical Development	1. What health outcomes do we want? 2. How do parents promote good health? 3. How can home visiting help?
6	Developmental Parenting and social- emotional development	1. What child social-emotional outcomes are important? 2. What kinds of parenting lead to those outcomes? 3. How can home visiting help?
7	Developmental Parenting and cognitive-language development	1. What child cognitive-language outcomes are important? 2. What kinds of parenting lead to those outcomes? 3. How can home visiting help?
8	Parenting Observation &	1. Why observe parenting behavior?

	Feedback with PICCOLO	2. What is PICCOLO? 2. How can PICCOLO be used with families?
<b>Part 3 Home Visiting Implementation</b>		
9	Building Relationships with Diverse Families	1. How are families diverse? 2. How does culture influence parenting? 3. What attitudes are needed to work with diverse families?
10	Engaging Parents in Supporting Child Development	1. How can home visitors engage parent and child together? 2. How can home visitors identify and support developmental parenting behaviors? 3. How can home visitors help parents use everyday materials and activities to support children's development?
11	Planning with Parents and Adapting Curricula to Families	1. Why plan home visits with parents? 2. How does planning together help parents? 3. How can curriculum resources be adapted to each family?
12	Home visiting observation with the Home Visit Rating Scales	1. What are the Home Visit Rating Scales? 2. What do the Home Visit Rating Scales measure? 3. How can the Home Visit Rating Scales be used in practice?
13	Planning & Professionalism in Home Visitation	1. What is a home visiting theory of change or logic model? 2. What training and supervision do home visitors need? 3. What else do home visitors need to know (ethics, reporting requirements, fidelity)?

\*Modules are the equivalent of one "week" of the course and require 8-10 hours to complete. Each module must be completed before the student can open the next module.