

Eastern Kentucky University
Department of Psychology
PSY 377 Psychology of Adoption
3 Credit Hours CRN: XXXXX
Fall 2014

Instructor: Myra Beth Bundy, Ph.D.
110 Cammack Hall
(859) 622-1105
Myrabeth.bundy@eku.edu

Online Office Hours: If you don't receive a reply from me within 24 hours, please e-mail again.
My e-mail volume is extremely high and sometimes I need a reminder.

Catalogue Course Description:

PSY 377 Psychology of Adoption (3)A. Prerequisites: PSY 308; PSY 312, 280, or 280W. A survey of developmental, familial, cultural, and psychological factors in the adoption experience.

Welcome! Welcome to the Psychology of Adoption. As you know, we'll be taking this entire course online! While this will offer great flexibility to us all, it will also require hard work on everyone's part to keep up with this fast (8 week) workload and to learn and benefit from our course material. Deadlines are absolutely firm, for everyone's benefit. We will all need to work together and support each other to succeed!

Carefully read this syllabus and our course schedule. These documents will give you the instructions you need for taking and doing well in our course. Contact Dr. Bundy with any questions or concerns at any time.

This class is unique because of the wide variety of learning materials you'll be required to obtain and work through. Completing each module's readings/learnings will require the entire week... end of the week attempts to complete all of the work will not be successful.

Required Text and Associated Materials:

Because I could not locate an up to date psychology text related to adoption, our reading and learning for this course will come from the following sources.

1. Weekly empirical articles and online pieces. See how to obtain these inside each Bb's assignment folder.
2. For Ning discussion week 8 and Week 8 Weekly Reaction Paper, your choice of **one** of the following books. To reduce costs, I hope you will consider checking one out from a library, ordering one inexpensively online, etc.

Gray, D. (2012). *Attaching in Adoption: Practical Tools for Today's Parents*. Indianapolis, Perspectives Press, Inc.

Holden, L. & Mass, C. (2013). *The Open-Hearted Way to Open Adoption*. Maryland, Rowman & Littlefield Publishers, Inc.

Hopkins-Best, M. (2012). *Toddler Adoption...The Weaver's Craft*. London, NJ, Jessica Kingsley Publishers.

John, J. (2002). *Black Baby White Hands: A View from the Crib*. Maryland, Soul Water Publishing.

Keck & Kupecky (2009). *Adopting the Hurt Child: Hope for Families with Special Needs Kids. A Guide for Parents and Professionals*. Colorado Springs, Navpress.

Purvis, K., Cross, D., & Sunshine, W. (2007). *The Connected Child: Bring Hope and Healing to Your Adoptive Family*. USA: McGraw-Hill.

Vardolis, Nia (2013). *Instant Mom*. USA: Harper-Collins.

OR

A professionally written book that you submit to me for approval for this project. E-mail me your ideas at least 2 weeks before week 8.

3. You will register for and complete a short series of paid courses and webinars from Adoption Learning Partners. This is an online learning system focusing specifically on adoption related education for adoptees, adoptive families, and professionals working in areas related to adoption. Since you will not be purchasing a book, you will be paying to complete these courses or access these webinars. *The ALP total cost should come to just over \$100.00 and will be spread out across the 8 weeks*. I hope this makes it easier to manage. See specific required classes in the schedule below. For ALP courses, the number of credits for a particular course is a guide for about how much time it will take you to complete the course, i.e., 1 credit hour, around 1 hour of time to go through the course.

<http://www.adoptionlearningpartners.org/catalog/courses/index.cfm>

In addition to reading these books and taking these online courses, on some weeks you will also be asked to read additional readings/resources posted in some modules or to view relevant video or other media. Because this is a very high level undergraduate course, you may find that the texts are more complex and lacks some of the easy access features that lower level textbooks include. This text may be written more like those you might encounter in a graduate level class or like a book a non-student would read to gain information or knowledge.

There will be a number of extra instructional tools for your listening or viewing in each module's assignment folder as well. These will include resources like Dr. Bundy's audio introductions and brief powerpoint slide/audio teaching summaries for each week.

You will need to access ECU Blackboard, Ning.com, and possibly additional online resources.

Course Objectives:

The study of the phenomenon of adoption and of individual and family development in relationship to adoption is of interest to psychology. The field of psychology has much to learn from and to offer to understanding adoption.

Clinical, developmental, and possibly other psychology specialties may apply their conceptualizations and skills to individuals who have built their families or become part of their families through adoption. This course will take a psychological perspective and will not only survey several specific concept areas in adoption, but will also address behavioral, developmental, cognitive, biological, emotional, and social/environmental factors that have potential to impact individuals in families built through adoption.

I hope that this course will provide the tools for you to begin thinking critically about the characteristics, strengths, and needs of these families and individuals and also, that you will adopt an empathic and informed view about adoption as it fits into families and communities.

PSY 377 Student Learning Outcomes:

This course is designed to introduce students to multiple psychological perspectives on adoption. *It will include source materials from conflicting viewpoints and materials with a diversity of intended audiences/purposes.* Upon successful completion of the course, students will be able to do the following (*Method of Evaluation of Outcomes in italics*):

1. Demonstrate understanding of physiological, behavioral, psychological, developmental social, and cultural/environmental influences related to adoption (*Quizzes, Discussion Forum Posts, Weekly Reaction Papers*)
2. intellectual and developmental disabilities in childhood, adolescence, and in transition into adulthood. (*Quizzes*)
4. Demonstrate effective critical and creative thinking, concept application, and oral communication skills in relationship to video case studies *Role Play Videos*)
5. Analyze and apply psychological theories, principles, and concepts to real-life examples related to their own experience and/or in popular media (*Weekly Reaction Papers, Discussion Forum Posts*).
6. Integrate scientific and/or community-resource based research related to subtopics within adoption (*Weekly Reaction Papers, Discussion Forum Posts*)
7. To critically analyze and review the student's own written reactions and discussion posts throughout class. (*Ning Self-Reflection*).

Last Date to Drop the Course/Important Dates:

Deadlines for add/drop, and refunds can be found at <http://colonelscompass.eku.edu/>.

Official E-mail:

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address

DISABILITY ACCOMMODATION STATEMENT

A student with a "disability" may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA.

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the office in the Whitlock Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

ACADEMIC INTEGRITY

Students are advised that ECU's Academic Integrity Policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.ecu.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

STUDENT PROGRESS

You will be able to see each grade for each assignment on Bb. I will typically send a weekly grading e-mail each week to let you know that the week's grading is complete and available for your review. You'll receive grades for all assignments and will also need to read my comments on your written work, including media reactions and your journal assignments. Click on your grade for the assignment to read my written comments. Please read my comments. Otherwise, I'll be talking (writing) to myself! (:

To help you monitor your learning (as opposed to your grade), there will be self-assessment study questions available to you each week in your book's online student companion site. With these, you can assess what you're learning and how you are applying/understanding course concepts without worrying about a grade.

GRADING POLICIES

Final Grade

Your performance will be weighted as follows:

WEEKLY SHORT ANSWER QUIZZES: 28%
(15 points each, 8 quizzes in all, *120 points total*—1 quiz each week)

DISCUSSION FORUM: 30% (8 discussion weeks, 2 points each week, *16 points total*)

WEEKLY REACTION PAPER ASSIGNMENTS: 35% (8 reactions, 1 point for weeks 1-6 and 8, 3 points for week 7 *10 points total*)

VIDEO ROLE PLAY SCENARIO: 7% (25 points total)

How does Blackboard compute your grade? Your obtained total points in each area above will be divided by the points possible in each area and then multiplied by the area's weighting percentage. Then these area figures will be added to provide a total final percentage.

Letter grades will be awarded as follows:

90-100%=A

80-89%=B

70-79%=C

60-69%=D

0-59%=F

If you find yourself doing more poorly in this class than you would like, or if you have difficulty with assignments, please feel free to e-mail me to discuss your situation. There will be no extra credit assignments for this class. We will all be too busy keeping up with the regular assignments that we must complete and grade each week!

To ensure credit, make sure to turn in assignments when they are due (each Saturday at noon) and where they are supposed to be turned in, e.g., discussion posts on Ning and all other assignments on Bb. E-mail doesn't work as a venue for turning in and keeping up with student work. I receive a high volume of e-mail and assignments that come in through non-standard means like e-mail can easily get misplaced.

STANDARDS FOR WRITTEN ASSIGNMENTS: Standards for Written Assignments:

Writing Quality: Students in all psychology courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in grading all out-of-class writing assignments. If you would like assistance with your writing, you may contact the Noel Studio, in the Library: The Noel Studio for Academic Creativity is a free resource for the ECU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written or oral communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at <http://www.studio.ecu.edu/> or call 859-622-6229.

Although I want you to practice good spelling, syntax, and grammar in your work, I am even more interested in the quality of critical thinking you show in your written assignments for this class. Please learn about Bloom's taxonomy (1956) and Anderson & Krathwohl's (2001) adaptations to this model (see the Appendix to this syllabus). The farther "up" the triangle you can go in your thinking, the more complex and creative your work will be.

Last Date to Drop the Course:

- UNKNOWN, 2014: Last day to register for or add/drop partial semester classes.
- UNKNOWN, 2014: Last day to withdraw from a partial semester class with no fee or instructor signature.
- UNKNOWN, 2014: Last day to withdraw from a partial semester class with withdrawal fee and instructor signature

Official E-mail: An official ECU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail, including that from Blackboard will be sent to this ECU email address.

COURSE REQUIREMENTS

Discussion Forum

The Discussion Forum provides you with an opportunity to respond to questions posed by Dr. Bundy. The questions will relate to readings assigned in the text as well as assigned videos and other ebook activities.

We will be using the Ning platform for our discussions. It is a little more fun, easier to personalize, and easier to read than the Blackboard discussion forum. You will receive an invitation to join the Ning site. If you do not, please e-mail Dr. Bundy--the e-mail I have for you on Bb may not be the one you want to use for Ning, your e-mail may be treating the Ning invitation as spam, etc. We'll work it out and we'll have fun on Ning this semester! Make sure to get in touch with me about any challenges you're having getting started with Ning.

Posts you make on this forum are graded by Dr. Bundy. You are required to post **AT LEAST TWO QUALITY RESPONSES TO EACH QUESTION** posted by Dr. Bundy (of course, you can post as many as you like in addition to the two that are required). The required posts must be made **ON AT LEAST TWO DIFFERENT DAYS and MUST BE MADE DURING THE WEEK THE TOPIC IS BEING COVERED**. At least one response should be your direct response to the instructor's question. The second response could be your comment on another student's post. Weekly discussion questions will be posted on Sunday morning. You will have until **NOON** the following Saturday (EST) to post your required comments. Any comments posted after noon will not be considered for a grade.

Contributions to the weekly Discussion Forum are worth a maximum of 2 points per week (1 point per post). If the required number of posts are made on two different days AND they are of acceptable quality, you will earn the full number of points. The quality of a post is determined by the degree to which it answers the question posed by the instructor, the degree to which it makes a substantive contribution to the discussion, and the degree to which it is based on material covered in the text (e.g., makes reference to information in the text). Since the weekly discussions are a process experience, there can be no "make-ups".

The following is an example of an appropriate contribution to the Discussion Forum. Suppose we were studying the relationship between stress and psychological disorders in young adulthood. A reasonable Discussion Forum question might be "Explain how two young adults who experience the same stressful event can have different psychological reactions to it." Here's an example of one quality response (i.e., one that would be worth full credit) from past student work: "One reason for this might be that the two people interpret the event differently. According to Lazarus's theory of stress, an event is likely to be experienced as stressful if a person sees the event as a threat and believes that he/she lacks the resources to cope with the threat. Another person, one who is better prepared to cope with stress, might not perceive the same event as a threat. Lazarus adds the critical variable of individual differences in perception of events." Although not perfect, this is a good response for several reasons:

1. It's brief
2. It makes reference to material from the book.
3. The information included in the response is accurate. It reflects application and analysis of what the book says about Lazarus. This moves beyond just summarizing information from the book.

As elsewhere in our writing in this class, I refer you to Bloom's taxonomy. Bloom outlines different levels of reading and responding to information. I hope that at least some of your writing for this class will make it to the synthesis and evaluation levels! The deeper (or the higher on this triangle) your responses can be, the better their quality and the more critical thinking involved. A graphic of this taxonomy is attached to this syllabus and there are several good websites providing examples, including the following link. Pay attention mainly to the cognitive aspect for the purposes of this class.

<http://www.nwlink.com/~donclark/hrd/bloom.html>

Just to show you that opinion/point of view can be a good part of the discussion forum, here's another good discussion forum response: "I viewed the mother-infant video and got a little upset. The woman seems to be expecting Anna to perform something--I think the woman is entirely too quiet and "observant." What Anna needs most (according to this highly opinionated, very verbal parent) is to hear lots of ordinary speech with real words, or music, or whatever, rather than to be stared at (scrutinized for) whatever she might try to do "on her own." I know I dislike being "watched" like that, much preferring genuine interaction."

There will be several discussion forums, split by alphabetization of last name.

Finally, as a last requirement for your discussion posts, I would like for you to cite a source in APA style for at least one of your posts each week. This source can be our textbook, can be a high quality website, or another professionally relevant source. You should include the in-text part of the citation (Bundy, 2012) in your actual post and then at the bottom of your post include the actual reference as I have done below.

Bundy, M. (2012). How to write a good discussion post. *Journal of Discussion Post Writing*. Richmond, KY: APA publishing.

The Purdue Owl is a great resource for how to cite in APA style:
<http://owl.english.purdue.edu/owl/resource/560/01/>

You will typically receive an e-mail message from Dr. Bundy after the due date/time for discussion forum posts and other weekly assignments. This message will alert you that grading for the week has been completed and will summarize thoughts on the week's discussion. Make sure to check your EKU student e-mail address regularly so that you will receive this and other e-mails related to this course.

VIDEO ROLE PLAY SCENARIO

You are going to create a fictional video to share with the class on Week 8. In contrast to the traditional final paper type assignment, I hope that this will be a creative final product—fun to make and enjoyable and interesting for us all to share.

Your 15-20 minute video must illustrate informed questions related to some aspect of adoption. You can make a single character, two characters, or multiple characters. Think about some of the different issues and scenarios we have learned about throughout class and create a dialogue, monologue, or discussion to video. You must play at least one of the roles in the video and can invite others you know to volunteer to play the other character(s). Some starter ideas that I created include: a monologue depicting thoughts and feelings of an adult adoptee who is at some point in the process of resolving feelings about birth and adoptive family membership; a dialogue between a social worker and prospective adoptive parents; a dialogue between a child adoptee and adoptive parents with the child asking questions about their family story; a dialogue between an adult adoptee and a birth parent—maybe meeting for the first time or maybe an imaginary dialogue that the adult would like to have with the birth parent; a dialogue between a social worker and new adoptive parents when the newly formed family is experiencing challenges; the first time a parent(s) meets their new child... the possibilities are endless!

See handout on Bb for more hints for this project.

To receive full credit for this project, you must also provide 2 apa style citations that you used/consulted to create it.

Weekly Reaction Papers

You will be required to write and turn in a weekly reaction paper based on each week's set of readings, webinars, online courses....whatever learning pieces are assigned for the week. Within this paper, each assigned article, media piece, or chapter must be represented—not summarized—but critiqued. A reaction paper is your chance to ask questions about the readings, provide your thoughts, critiques, reactions about them, and show me that you have thought about them carefully. I will be grading your reaction papers by looking for evidence of your thoughtful consideration of the set of readings. If one of your pieces assigned for the week is an Adoption Learning Partner class, then you must attach your certificate of completion for that class to your reaction paper

assignment to receive credit for the reaction. You should prioritize the ALP classes and complete them at the beginning of the class week. I think you will find these little mini-courses enjoyable. **Do not wait until the end of the week to complete the ALP course, because it can take several days to receive your certificate.**

If you choose to write about personally relevant material in your papers, make sure to relate the information to the readings. A little personal revelation can help make the context of making course material meaningful, interesting, and applicable to you and your learning.

Please do not turn in outlines of the readings as your reaction papers. I have read the readings and do not need a review. But I would love to read writings that show evidence of insight and reflection. If you can, apply the readings to the real world in some way.

To help you meet the goals we outline above, for *each reading/website* for the week, make sure your reaction paper addresses the following questions:

1. What is the most *important* point of article/class/media piece in your opinion?
2. What is the one thing you found the most *interesting* about the piece?
3. What is an unanswered *question* you have about the piece?
4. If you had to create an interesting *bumper sticker* to capture the theme of this week's readings, what would it be? Be brief and be catchy.

The reaction papers should be at least 1 full page, double spaced, and could be as long as two pages. As with other class assignments, reaction papers are absolutely, totally due by Saturdays at noon, on Blackboard.

Special Reaction Assignment for Week 7:

For this reaction, you'll be reading one of the books listed above (or one of your own choosing, approved by Dr. Bundy). See the "tip sheet" on Bb for structure on how to write this 1-2 page book review. After doing all of the reading for this class, you will be a well-read person to review a book about adoption. You'll also post some information about the book you chose to read on Ning this week so that we can all share each other's reading experiences.

Readings and Media pieces

As discussed earlier, you will be assigned weekly readings. Because there are no lectures for this course, completing these readings will be a critical mechanism for learning the course material. Check the reading assignments carefully. A detailed schedule of readings is included in the Course Schedule section. Brief power point presentations related to each chapter will be posted in the appropriate module.

Hints about Written Assignments

Please cut and paste all written assignments into the window provided in Bb Assignments--do not attach files unless yours is too long to fit into the text window.

In addition to a grade, you will receive written feedback from Dr. Bundy or a course facilitator for each piece of written work that you complete. Please read our feedback—we love writing to you!

QUIZZES

Weekly Chapter Quizzes

There will be 8 short answer Chapter Quizzes. Quizzes will cover material presented in the text as well as any other assigned materials, such as the video segments. Information related to the Discussion Forum is also fair game for quizzes.

Quizzes will be administered on-line. You'll find quizzes and other weekly assignments in each week/module's "assignments" folder.

The main portion of each quiz will consist of short answer thought questions from each chapter for the week. There may be a few quick multiple choice questions added in for some quizzes too. The quizzes are timed so that once you begin the quiz you will only have 1 hour to complete it. Furthermore, each quiz can only be accessed once (i.e., you can't take it, or even start it, then go back later and try to take it again).

Students are on the honor system. You should not confer with others regarding the quiz. You may consult your reading or other materials while taking the quiz, but the purpose of the time limit is to make it difficult for students to do so (you won't have time to read the entire chapter after beginning the quiz).

Quizzes will be made available between Thursday at 8 a.m. and Saturday at 12 noon only (EST). So, for example, during the week we are studying identity development in adoption, we will begin the unit on Sunday morning (that's when the Discussion Forum questions will be posted). The chapter quizzes for this topics will be available for students to take at any time between 8 a.m. Thursday and noon Saturday of that week. The quiz will be taken off-line at noon and will no longer be accessible.

There are no make-up quizzes, but these are unnecessary except in extreme emergency situations, since you have several days to flexibly decide when to take your quizzes.

The schedule for quizzes is included in the Course Schedule section.

You should print out and post the Course Schedule section to remind yourself about the timelines for discussion posts and quizzes until you become familiar with the routine.

In addition to your graded quizzes, each week, there will also be optional, no grade, weekly self assessments. These will be an option to help you review, assess your knowledge on what you have been learning, and practice thinking about our course materials.

Because of the other final week projects (Ning self-reflection and Book Review for Week 8 Media Reaction), there will be no cumulative final exam for this class—only the weekly quizzes).

Course Outline: (Take my word for it.... You should print this for weekly reference!!)

Introductory Module: Complete before class begins or during the first week for catch up.

Week 1/ Module 1 8/17-8/23

PATHS TO ADOPTIVE PARENTING

OPTIONAL ORIENTATION CHATS Wednesday 8/20 9 am or 6 pm EST

*Read: One article of your choice (please make a choice other than in international adoption area) from the following National Council for Adoption Reading List:

<https://www.adoptioncouncil.org/publications/suggested-reading.html>

Make sure to name the piece you chose when you react to it. **Online**

*For Reaction: Webinar: *HOLT Adoption 101* Go to holtinternational.webex.com and click "view event recordings" in the top right area of the screen. **Online**

*Wittman, P. & Bundy, M.B. (2013). Adoptive Parenting video **on Bb**

* <http://birthmothers4adoption.blogspot.com/2013/11/open-adoption-blogger-event.html> on Bb and **online**

*Complete Adoption Internet Activity Sheet (attach completed sheet to media reaction)

*Kentucky Adoption FAQs. Please choose to read several FAQs that are questions that you have had.
<http://chfs.ky.gov/NR/exeres/FF2ED61D-FC45-41D0-A501-05DDD3E71F42.htm> **online**

Discussion Forum and Weekly Reaction Paper: open 8 am 8/17 and close noon on 8/23

Quiz available 8 am on 8/21 and close at noon on 8/23

Weekly Reaction Paper 1: due by noon on 8/23

Week 2/Module 2 8/24-8/30

DEVELOPMENT and ADOPTION

For Reaction Read:

*Nelson, C. (2007). A neurological perspective on early human deprivation. *Society for Research on Human Development*, 1(1), 13-18. **Available online.**

* Dr. Bundy's Genetic/Environmental Contribution Metaphor. **On Bb.**

*Reaction and Certificate: Adoption Learning Partners Class: Tough Starts: Brain Development Matters (\$25, 1 credit hours)

*Reaction and Certificate: Adoption Learning Partners Class.

Depending on which time in the lifespan interests you, choose **ONE** of the following:

1. Older Child Adoption (\$35, 2 credit hours) OR

2. We're Home! Now What! For Parents of Newly Adopted School-Aged Children (\$20, 1 credit hour) OR

3. We're Home! Now What! For Parents of Newly Adopted Toddlers/Preschoolers (\$20, 1 credit hour)

Discussion Forum and Weekly Reaction Paper: open 8 am 8/24 and close noon on 8/30

Quiz available 8 am on 8/28 and close at noon on 8/30

Weekly Reaction Paper: due by noon on 8/30

Week 3/Module 3 8/31-9/6

ATTACHMENT in ADOPTION

*For Reaction: Read St-Andre, M & Karen, M. (2011). Clinical challenges of adoption: Views from Montreal and Tel Aviv. *Infant Mental Health Journal*, 32(6), 694-706. **Available online.**

*Reaction and Certificate: Adoption Learning Partners Class: The Journey of Attachment (\$35, 2 credit hours)

* <http://ordinary-time.blogspot.com/2012/09/h-has-been-home-six-months.html> **Available on Bb**

Discussion Forum and Weekly Reaction Paper: open 8 am 8/31 and close noon on 9/6

Quiz available 8 am on 9/4 and close at noon on 9/6

Weekly Reaction Paper: due by noon on 9/6

Week 4/Module 4 9/7-9/13

CULTURE and ETHNICITY IN ADOPTION

*For Reaction: Read John, J. (2003). *Honor is an Orchard*. A Soul Water Rising Publication. **Available on Bb.**

*For Reaction: Read Newman, E. (2013). History of Transracial Adoption: A New Zealand Perspective. *American Indian Quarterly*, 37(1), 237-257. **Available on Bb**

* For Reaction: Watch all that interest you, but you must watch two of her pieces on transracial adoption
<https://www.youtube.com/user/LSR1202>

Discussion Forum and Weekly Reaction Paper: open 8 am 9/7 and close noon on 9/13

Quiz available 8 am on 9/11 and close at noon on 9/13

Weekly Reaction Paper: due by noon on 9/13

Week 5/Module 5 9/14-9/20

INTERNATIONAL ADOPTION

*For Reaction Read:

*Baden, A. (2001). Transracial adoptees psychological adjustment not as dependent upon their cultural identity as presumed, according to new study. *American Psychological Association Press Release*. Retrieved from <http://www.apa.org/news/press/releases/2001/08/transracial-adopt.aspx>. **Available on Bb.** (note—I think some of these findings are interesting but have been debated since in more recent research—can you find any of this?)

*Brown, S. (2013, September 17). Overseas adoptions rise...for black American children. *CNN World*. **Available online**

*Friedlander, M., Larney, L., Skau, M., Hotaling, M., Cutting, M., & Schwam, M. (2000). Bicultural identification: Experiences of internationally adopted children and their parents. *Journal of Counseling Psychology*, 47(2), 187-198. **Available online**

*Voigt, K. & Brown, S. (2013, September 16). International adoption in decline as number of orphans grows. *CNN World*. **Available online.**

- There are many, many family blogs online. Here is a snippet about one family. In fact, the blog author was a consultant for the development of this class, although any and all mistakes are mine alone! Please read about them and feel free to sample one of their blog posts too if you are interested:
<http://www.thecorkums.com/about-us/> **Available online.**

Discussion Forum and Weekly Reaction Paper: open 8 am 9/14 and close noon on 9/20

Quiz available 8 am on 9/18 and close at noon on 9/20

Weekly Reaction Paper: due by noon on 9/20

Week 6/Module 6 9/21-9/27

ADOPTEE PERSPECTIVE AND ADOPTEE and FAMILY IDENTITY FORMATION

*Reaction and Certificate: Adoption Learning Partners: Adoption: The Identity Project: Real People, Real Stories, Real Insight for Parents (\$19, 1 credit)

*Listen/watch: <http://vimeo.com/73044194> (note: this particular adoptee--Carissa Woodwyk-- comes from a Christian religious perspective. Think about how that perspective works for her.) **Available on Bb**

*Read: “How much did you cost? The literal price of adoption” Transracial eyes. (read essay as well as adoptee comments below). **Available on Bb**

*Read: “Long Time” Lost daughters. **Available on Bb**

*Han, S. (2013, November). “November Cover Story: An Adoptee Meets His Birth Family and Gets the Surprise of His Life. *KoreAm*. **Available online and on Bb**

*Read the following storify page capturing an adoptee’s journey of searching for and eventually meeting his birthmother:

http://storify.com/obrienmedia/how-i-found-my-birthparents?utm_content=storify-pingback&utm_source=t.co&utm_campaign=&awesm=sfy.co_gYx4&utm_medium=sfy.co-twitter

*Read: http://adoptionvoicesmagazine.com/adoptee-view/adoptee_emotions/#.UrYzZGRDsm5 **Available on Bb**

Discussion Forum and Weekly Reaction Paper: open 8 am 9/21 and close noon on 9/27

Quiz available 8 am on 9/25 and close at noon on 9/27

Weekly Reaction Paper: due by noon on 9/27

(This week, part of your reaction paper will be to briefly describe the video role play you are planning to create for Module 8. Make sure to read for my comments and suggestions. You cannot turn in your role play video without this part of the process).

Week 7/Module 7 9/28-10/4

TRAUMA and other DEVELOPMENTAL/BEHAVIORAL/ENVIRONMENTAL CHALLENGES in ADOPTION

*BOOK REVIEW WEEK on Ning and Reaction Paper.

*Read for reaction:

Fagan, M. (2011). Relational trauma and its impact on late-adopted children. *Journal of Child Psychotherapy*, 37(2), 129-146. **Available online**

*For Reaction: Webinar: *Hoarding, Food Obsession and Weight Worries: Healing a History of Food Scarcity*. Go to holtinternational.webex.com and click “view event recordings” in the top right area of the screen.

*Reaction and Certificate: Adoption Learning Partners: Tough Starts: Treatment Matters (\$25, 1 credit hour).

Discussion Forum and Weekly Reaction Paper: open 8 am 9/28 and close noon on 10/4

Quiz available 8 am on 10/2 and close at noon on 10/4

Weekly Reaction Paper: due by noon on 10/4

Note: Make sure to prepare for a big project next week: The video role play you'll create and post on Ning.

Week 8/Module 8 10/5-10/11

PARENTING IN ADOPTION

KINSHIP CARE

Read for reaction:

*Wittman, P. & Bundy, M.B. (2013). Lifestyle performance video **and** handout **Bb**

*Read: Chamberlin, J. (December, 2005). Adopting a new american family. *APA Monitor*, 36(11), p. 70. (this one can be a little dry, but it is short and contains many important concepts—please read thoroughly). **Available on Bb.**

*Twohey, M. (2013, September 9). The child exchange. Inside America's underground market for adopted children. *Reuters Investigates*. **Available online and on Bb**

*Stacks, A. & Partridge, T. (2011). Infants placed in foster care prior to their first birthday: Differences between kin and nonkin placements, *Infant Mental Health Journal*, 32(5), 489-508. **Available online**

*Reaction and Certificate: Adoption Learning Partners: Tough Starts: Family Matters (\$10, 1 credit hour);

*Reaction and Certificate: Adoption Learning Partners: Connecting Your Family, Inside and Out (\$15, 1 credit hour)

Discussion Forum and Reaction Paper: open 8 am on 10/5 and close noon on 10/11

(This week you will be posting your created video role play on the Ning discussion forum for us all to view, react to, and enjoy—check in early in the week)

Quiz available 8 am on 10/9 and close at noon on 10/11

Weekly Reaction Paper: due by noon on 10/11

Video role play...create and post on Ning, review and comment on each other's work by Wednesday 10/8 (earlier is even better). Also turn in your video with your Weekly Media Reaction for this week.

No final exam/quiz! You have earned it!

These are Anderson & Krathwohl's (2001) updates to Bloom's (1956) taxonomy. Your goal is to try to push your reaction papers, journals, and discussion posts up up up to the top, more complex level of these triangles.

Changes to Bloom's

