"If a society values its children it must cherish their parents"
~John Bowlby

Required Text (on reserve and at Ulrich’s)

New York: Guilford.


Course Description:
This course will focus on biological, psychological, and social experiences, challenges, and changes characteristic of the first decade of life viewed from a multicultural perspective. "Normal" development, as well as the prevalence, etiology, and prevention of a variety of developmental risks will be reviewed. Emphasis will be placed on the integration of research and practice, with particular attention to the development of resiliency and social competence among infants and children. This course will also analyze how various environmental influences such as a parental behavior, poverty, and social justice impact infant and child development.

Course Content:
This course will present developmental and social systems frameworks for assessing human development during the early stages of the life span. Individual development will be considered within the context of human relationships and particular social
environments. Emphasis will be placed on fostering the student’s understanding of how culture and biology interact to promote or inhibit adaptation and coping at particular life stages within social settings. Human development from conception up to the transition to adolescence will be explored through a variety of topics including: ecology of the family as a context of human development, biological aspects of development, family and caregiving relationships, social risk factors and resiliency, peer relations and the school environment, and the interface of mental and physical health and well-being.

Insights that illuminate the life span developmental process will be drawn from a variety of social science disciplines, including developmental and social psychology. The relationship between theoretical insight and social work practice, and empirical based interventions will be continually addressed. Special attention will be given to the relationships among life stage, critical life conditions, (i.e., poverty, ethnicity, gender, class, sexual orientation), life events, (i.e., separation, illness, and transition to school) and psychological and physical functioning.

Throughout this course, relevant social science research will be examined and emphasis will be placed on the research methodology employed concerning issues of gender, ethnicity, and social class. The relevance of this course to Interpersonal Practice Methods courses and Field of Service courses, such as those dealing with families and children, will be explicated.

**Course Objectives:**

Upon completion of the course, students will be able to:

1. Specify the key developmental issues, tasks, and conflicts during infancy, toddler, early childhood or middle childhood and how these are influenced by social contexts.

2. Identify and describe biological, psychological, and social changes that characterize normative development specific to the various stages infancy/early childhood through adolescence.

3. Analyze and evaluate various theories of development from a multicultural perspective and a social justice perspective.

4. Specify how risks, protective and promotive factors contribute to child and youth safety, health, security and well-being.

5. Describe the transactional relationship between a child or youth’s development, their environment, and any influencing historical or cultural inequities that may be at work.

6. Specify how history, culture, group memberships and social positions within society (ascribed and earned) shape children’s, youths’, and families’ perceptions, attitudes, cognitive processes and actions. Recognize the roles in development and family relationships played by ability, age, class, color, culture,
ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation.

7. Critically examine the influences of interpersonal, community, governmental, societal, and cultural forces from the perspective of how these forces promote or disrupt privilege, oppression, diversity and social justice for children, youth and their families.

8. Discuss ethical dilemmas that may arise for social workers engaged in working with children and youth and their families at the various levels of practice and across the various stages of development.

Course Design:
This course will include a series of readings, lectures, class discussions, videotapes, guest speakers, and experiential exercises.

Relationship of the Course to Four Curricular Themes:
- **Multicultural and Diversity** themes will be addressed by careful attention to the impact of culture, gender, social class, religion, family structure, and ability on child behavior and development. Different patterns of development which may result from different biological and/or social environments will be identified and differentiated from those patterns of development which may result from deprivation or impairment.

- **Social Justice and Social Change** will be addressed through discussion of the impact of economic and social oppression on infant and child development. The potential impacts—both positive and negative—of social work intervention on the child, the family, and the child’s relationship to the family and community will be discussed.

- **Promotion, Prevention, Treatment, and Rehabilitation** will be particularly important in social work with infants and young children because of the potential lifelong impact of facilitating or harmful conditions at this stage of life. This course will emphasize factors that may contribute to resiliency and vulnerability and identify the kinds of environmental conditions, programs, and interventions that promote optimal development.

- **Behavioral and Social Science Research** will be emphasized throughout the course which will draw on empirically based knowledge from a number of other disciplines, particularly developmental psychology. Discussion of developmental theories will emphasize critical evaluation of these theories in light of behavioral, social science, and biological research.
Relationship of the Course to Social Work Ethics and Values:

As child development throughout the life course is so profoundly impacted by environmental and social conditions, this course will emphasize the critique and evaluation of various developmental theories from a multicultural perspective and a social justice perspective. This course will also consider potential ethical dilemmas that may arise for social workers working with children and families. The impact of social conditions and social policy and the need for macro and micro intervention to improve the lives of children will also be addressed.

Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS):

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectional and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

Accommodations:

If you need or desire an accommodation for a disability, please let me know soon. The earlier that you make me aware of your needs the more effectively we will be able to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site and the like. If you do decide to disclose your disability, I will treat that information as private and confidential. Also, please notify me if religious observances conflict with class attendance or due dates for assignments so we can make appropriate arrangements.

Course requirements:

- Attend all sessions (10% of final grade); absences will lower your grade since:
  - Some material considered essential to the objectives of the course will only be presented in class
  - The application of key concepts and student co-learning requires participation in class discussions and exercises
  - *Predictability, reliability and consistency are core to any strong relationship..."being there" is incredibly important to clients, so it is important in this class*
  - You will be marked down significantly for texting, web surfing, emailing, etc., in class. I may not say anything to you directly but I notice and it will affect your grade
  - Your active participation includes listening well to others and contributing at least occasionally
• Completion of two assignments
  • Child Observation (45 points) Due March 11 @ 11:00 p.m.
  \[\text{OR}\]
  • Developmental History (45 points) Due March 11 @ 11:00 p.m.
  • Final Exam (45 points) Due date April 22 @ 11:00 p.m.
  Will be multiple choice, T/F, fill in the blank and short essays

Observation Paper
8 – 10 pages, double-spaced

Observe a child (age birth – 12 years; not your own or a child you are raising) individually or in a group, for approximately 30 minutes to an hour. Carefully observe the child’s behavior (think about domains of development to give you an idea of what to look for) and affect, being careful not to form conclusion or make judgments… I simply want you to practice observing. Unless it would be absolutely too intrusive, take specific notes about the context and content (i.e. what the child is doing) of the observation. \textbf{For some guidance on what to observe, see Davies Child Development observation exercises at the end of each practice chapter, depending on the age of the child(ren) you are observing. You are NOT limited only to his guidance - also include anything else that seems relevant to you.}\n
In your observations, make sure to address the affective state of the child (describe how they show their emotions on their face), how they appear physically (what signs of health do you see – is their skin and eyes bright or sort of dulled, are they flushed or pale; do they appear physically robust or more frail) and how they approach and engage with others. You can also use the questions at the end of the observation exercises by Davies as a guide (again, you are not limited to his questions); write a 2 - 3 page description of your observations. \textbf{Next, discuss the child’s behaviors within the context of two relevant developmental theories (i.e., Erikson, Piaget, Mahler, Attachment Theory, etc.). Give a cited overview of the theories you chose and how each was helpful to you in understanding the child’s behavior. For example, if you chose Erikson’s stages of development, how did the child’s behavior demonstrate trust vs. mistrust? If you choose Mahler, how did the child demonstrate differentiation? If you choose Attachment Theory, what attachment behaviors did the child show? In this section, please give examples of behavior and/or interaction you observed and explain how the behavior was relevant to the two chosen developmental theories. This is where you can address what you inferred by the behaviors you saw - but it must be anchored in a theoretical understanding, not just “person on the street” thinking. The paper should be 8 - 10 double pages in length (including the observation and discussion).}

In the last paragraphs,
1) Reflect on the experience of observation, what you learned about your observation style, and what, if anything was difficult, etc.
2) Describe how your observations were influenced by your own culture/history/privilege (i.e., how did your lens influence what you saw?). Did you have any emotional reactions to what you saw or heard?
3) Any other comments you choose to make.
4) Note what, if anything, could have made the experience more meaningful for you.

\textbf{GRADING will be based on:}
15 pts. - Thoroughness and relevance of observation descriptions
10 pts. - Description and understanding of theories used
10 pts. - Ability and accuracy re: relating observation with theory
2 pts. - Ability to suspend judgment in description of observations
4 pts. - Reflective Capacity
4 pts. - Writing, grammar, clarity
OR

Developmental History
8 - 10 pages, double-spaced

Complete a developmental history for an infant or child up to the age of 11 (not your own or your partner’s). The interview does not have to take place in a clinical environment. You can interview any parent about their child’s development. THERE IS A DEVELOPMENTAL INTERVIEW FORMAT IN CTOOLS FOR YOU TO USE if you are not already using one in your field placement. If you are using an agency one, make sure you review the sections in the Ctool format so you don’t miss any area. Practice using at least some of the WMCI. We will go over in class what to listen for and how to think about what you heard in using the WMCI. Be sure to read the Zeanah article to familiarize yourself with the “scales” that are noted through the interview.

In the last paragraph(s) reflect on:
   a) Any ethnic or cultural similarities or differences with the parent you interviewed and how that impacted your interview;
   b) Did you have any reactions to what you heard from the parent?
   c) What you learned about child development or the development of the parent (i.e., becoming a parent is a process) through this exercise
   d) Any other comments you wish to make
   e) Could this assignment have been made more meaningful for you? If so, how?

GRADING will be based on:
   12 pts. - Thoroughness of history or explanation of information not obtained
   10 pts. - Clarity of narrative of child’s development
   10 pts. - Demonstrates awareness of appropriate range of developmental milestones (i.e., accurately notes areas of precociousness or struggle)
   5 pts. - Awareness and beginning accuracy in interpreting parental representations about their child
   4 pts. - Reflective capacity
   4 pts. - Grammar and writing skills

Semester Outline:

Class One – January 9
   Introduction to Course
   History of Models of Understanding Human Development
   Observation and Assessment

   Video Exercise – Learning to Observe

Class Two – January 23
   Prenatal and Neonatal Development
   Video – The Miracle of Life
   The Breast Crawl

   Reading Assignments

Video - watch 13 minute video on Epigenetics
(http://www.pbs.org/wgbh/nova/body/epigenetics.html)

OPTIONAL:
Sroufe: Chapter 2 – A Perspective on Development (pp. 23 – 45)
Ctools Bruschweiler-Stern, N (2004). A Multifocal Neonatal Intervention (pp. 188-212) (Optional - this is an intervention article)

Class Three – January 30 (Guest Speaker - Bev Davidson, MSW)
Emotional Development
Video – First Feelings

Reading Assignment

Sunderland: The Chemistry of Love (pp. 184-215)

Class Four – February 6
Context of Development; Attachment
Video – Templates

Reading Assignments

Davies: Introduction – Chapter 1 Attachment as a Context of Development, (pp. 3-38)
Sunderland: Crying and Separations

OPTIONAL:
Ctools Dozier, et. al, 2001. Attachment for Infants in Foster Care: The Role of Caregiver State of Mind

Class Five – February 13 (Guest Lecturer - Emily Stanton, MSW)
Parental Representations

Reading Assignments

Sunderland: Sleep and Bedtimes
Ctools Zeanah and Benoit - WMCI Articles
Ctools WMCI Interview questions
Class Six – February 20
Infant Development

**Reading Assignments**

Davies: Introduction to Part II – Chapter 5 (pp.127-162)
Sunderland: Your Child’s Brain
**Ctools** Lewis, M.: Haircombing Interactions

OPTIONAL:
**Ctools** Barclay Murphy, L. (2003). *When a Child is Inconsolable: Staying Near*
**Ctools** Mindell, et al. (2010). Parental behaviors and sleep outcomes in infant and toddlers: A cross-cultural comparison. *Sleep Medicine* (pp. 393 -399).

February 27 - Spring Recess - Enjoy!

Class Seven – March 5 –
*PAPERS DUE 3/11/12 @ 11:00 p.m. on Ctools*

**Toddler Development**
Video: Journey through the Lifespan - Infant and Toddler Stage
   Supporting Children in Transitions

**Reading Assignments**

Davies: Chapter 2 - Brain Development (pp. 39- 59)
Davies: Chapter 7 – Toddler Development (pp. 185-224)
Sunderland: Behaving Badly

OPTIONAL:
**Ctools** Teicher: Scars that won’t heal: The neurobiology of child abuse

Class Eight – March 12

**Preschool Development**
Journey Through the Life Span - Preschoolers
Video: Connecting with Every Child

**Reading Assignments**

Davies: Chapter 9 – Preschool Development (pp. 251-303)
Sunderland: All about Discipline
   Your Socially Intelligent Child

OPTIONAL:
Sroufe: Chapter 7 – Adaptation in the Preschool Period (pp. 121-147)


Class Nine – March 19
Middle Childhood Development
Video – Journey through the Life Span – School Age

Reading Assignments

Davies: Chapter 11 – Middle Childhood Development (pp. 337-383)

OPTIONAL
Sroufe: Chapter 8 – Adaptation in Middle Childhood (pp. 148-173)

Class Ten – March 26

Family and Child Development
Video - 20/20 Special on Spanking

Reading Assignments

Davies: Chapter 13–Developmental Practice and Knowledge (pp.415-419).
Sunderland: Looking After You

OPTIONAL

Class Eleven – April 2
Devotional Disabilities
Impact on Family; Educational system
Video:  Early On System  
Fialka - From Puddles to Pride

Reading Assignments


Ctools Sroufe: Chapter 12: Behavioral and Emotional Disturbance (pp. 239-264).

Ctools Fialka, J. You Can Make a Difference in our Lives and Advice to Professionals Who Must “Conference Cases.”


Class Twelve – April 9
Role of Play across Cultures

Reading Assignments


Final Exam due in Ctools on 4/22/12 by 11:00 p.m.

GRADING SCALE OF PAPERS AND TEST

The criteria for each grade are as follows:

100 - A+ Brilliant mastery of subject content; demonstrates exceptional skill, insight, reflection, understanding of self and others; exceptional mastery of core concepts

95 – 99.9 A Strong mastery of subject content, demonstration of insight, clinical astuteness, creativity and/or complexity in completion of assignment; strong capacity for self-reflection
<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>90 – 94.9</td>
<td>A-</td>
<td>The difference between A and A- is based on the degree to which the above described skills are demonstrated</td>
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<tr>
<td>87 – 89.9</td>
<td>B+</td>
<td>Mastery of subject content beyond expected competency; is growing in insight, clinical acuity, and self-reflection and in mastery of core concepts</td>
</tr>
<tr>
<td>84 – 86.9</td>
<td>B</td>
<td>Mastery of subject content at level of expected competency – meets course expectations</td>
</tr>
<tr>
<td>80 – 83.9</td>
<td>B-</td>
<td>Less than adequate competency, but demonstrates student learning and potential for mastery of subject content</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C or C-</td>
<td>Demonstrates a minimal understanding of core content, and of self and others. Significant areas need improvement to meet course requirements.</td>
</tr>
<tr>
<td>69 and below</td>
<td></td>
<td>Student has failed to demonstrate minimal understanding of subject content.</td>
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