SW 605
Infant and Child Development and Behavior
Winter 2014
Monday Class

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Office hours –
Mondays 12:15 – 1:15
Tuesdays 1:00 - 1:45
Others by appointment

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

Required Text

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.

II. COMPETENCIES AND PRACTICE BEHAVIORS
The Council on Social Work Education (CSWE) requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies and each course is also designed to cover some, but not all of the practice behaviors within a competency. Upon completion of this course, students will able to demonstrate the following practice behaviors within the noted competencies:

Competency Practice Behaviors
Competency #3 - Apply critical thinking to inform and communicate professional judgments.
Social workers
- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation;
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Competency #4 - Engage diversity and difference in practice.
Social workers
- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- recognize and communicate their understanding of the importance of difference in shaping life experiences
- view themselves as learners and engage those with whom they work as informants.

Competency #6—Engage in research-informed practice and practice-informed research.
Social workers
- use practice experience to inform scientific inquiry
• use research evidence to inform practice.

**Competency #7—Apply knowledge of human behavior and the social environment.**

Social workers
• use conceptual frameworks to guide the processes of assessment, intervention, and evaluation
• critique and apply knowledge to understand person and environment.

**Competency #8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social workers
• analyze, formulate, and advocate for policies that advance social well-being
• collaborate with colleagues and clients for effective policy action.

**Competency #9—Respond to contexts that shape practice.**

Social workers
• continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
• provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Competency #10 (a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

**Assessment**
Social workers
• collect, organize, and interpret client data;
• assess client strengths and limitations;
• develop mutually agreed-on intervention goals and objectives;
• select appropriate intervention strategies.

**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 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 (please see participation rubric at end of syllabus). I will provide mid-term feedback about your participation grade.

• Completion of assignments
  • Child Observation (45 points) Due Saturday March 15 @ 11:00 p.m. via ASSIGNMENT TAB ON CTOOLS
  OR
  Developmental History (45 points) Due Saturday March 15 @ 11:00 p.m. via ASSIGNMENT TAB ON CTOOLS
  • In-Class Quizzes each worth 15 points (45 points)

Observation Paper
8 – 12 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. 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. 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 dullled, 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. Next, discuss the child’s behaviors within the context of two relevant developmental theories (i.e., Erikson, Piaget, Mahler, Attachment Theory, etc.). *It helps if you have researched the theories you will be using ahead of time so you know some areas to be sure to look for.* Give a *cited* overview (using the Davies text WILL NOT be enough, you will need to do some additional research on your own) 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? (NOTICE: you cannot say, based on this observation, that a child “clearly shows a secure attachment” - you can only say “Child did... all markers of security of attachment”). 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. 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. What did you notice about your automatic assumptions and what, if anything, changed as you tried to anchor your observations in a theoretical frame.

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.

The paper should be 8 - 10 double pages in length (including the observation and discussion).

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 - 12 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.

After you have finished with the “objective history” write a summary paragraph of your impressions of the child’s development. Are there areas of particular strength or concern? What questions did you have about their developmental progress? Did you have any concerns about the parent or the relationship between parent and child?

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 13
Introduction to Course
History of Models of Understanding Human Development
Observation and Assessment

Video Exercise – Learning to Observe

Class Two – January 27
Prenatal and Neonatal Development
Video:
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 – February 3
Emotional Development
Video – First Feelings

Reading Assignment
Watch Film: The Emotional Life of a Baby (20 minutes) (http://www.youtube.com/watch?v=TV775Dv3h6k)

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


**Ctools** – Policy Strategies for Promoting Social, Emotional and Behavior Health (Center for the Study of Social Policy).

Class Four – February 10 – QUIZ (Classes – 1 – 4)
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 17
Parental Representations

*Reading Assignments*

Sunderland: Sleep and Bedtimes

**Ctools** Zeanah and Benoit - WMCI Article

**Ctools** WMCI Interview questions

**Ctools** Lewis, M.: Haircombing Interactions

Class Six – February 24
Infant Development

*Reading Assignments*

Davies: Introduction to Part II – Chapter 5 (pp.127-162)
Sunderland: Your Child’s Brain


OPTIONAL:
March 3 - Spring Recess - Enjoy!

Class Seven – March 10 (Papers Due 3/15 @ 11:00 pm via Ctools Assignments Tab)

Toddler Development
Video: Journey through the Lifespan - Infant and Toddler Stage

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 17
Preschool Development (QUIZ – Class 4 – 8)
Journey Through the Life Span - Preschoolers

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 24
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 31

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 7 (QUIZ – Class 9 - 11)

Developmental Disabilities
Impact on Family; Educational system

Video:

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 14
Role of Play across Cultures
Class closing

Reading Assignments


Professional Conduct
Class participation is more than mere attendance. It is arriving on time, reading the assigned material, preparing for class with questions, contributing appropriately to class discussions (not dominating, attending to others, adding relevant material, not surfing the web or texting), doing assignments, and participating in class activities. The class participation grade is a subjective grade – I will use this matrix to determine the class participation grade (modified from Maznevski, M. (1996). Grading Class Participation. Teaching Concerns. http://www.virginia.edu/~trc/tcgpart.htm).

CLASS PARTICIPATION GRADING CRITERIA (Carpenter-Aeby, 2001)

<table>
<thead>
<tr>
<th>0 No effort</th>
<th>Absent No effort, disruptive, disrespectful</th>
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| 6 - 7 Infrequent Effort | □ Present, not disruptive (This means coming in late.)
   | □ Tries to respond when called on but does not offer much.
   | □ Demonstrates very infrequent involvement in class. |
| 7 - 8 Moderate Effort | □ Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.
   | □ Offers straightforward information (e.g. straight from the case or reading), without elaboration or very infrequently (perhaps once a class).
   | □ Does not offer to contribute to discussion, but |
contributes to a moderate degree when called on.
- Demonstrates sporadic involvement.

- 8 – 9 Good Effort

- Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.
- Offers interpretations and analysis of case material (more than just facts) to class.
- Contributes well to discussion in an ongoing way: responds to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.
- Demonstrates consistent ongoing involvement.

- 9 – 10 Excellent Effort

- Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).
- Offers analysis, synthesis, and evaluation of case material, e.g. puts together pieces of the discussion to develop new approaches that take the class further.
- Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggest alternative ways of approaching material and helps class analyze which approaches were effective.
- Demonstrates ongoing very active involvement.

**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

- **90 – 94.9 A-** The difference between A and A- is based on the degree to which the above described skills are demonstrated

- **87 – 89.9 B+** Mastery of subject content beyond expected competency; is growing in insight, clinical acuity, and self-reflection and in mastery of core concepts
84 – 86.9 B Mastery of subject content at level of expected competency – meets course expectations

80 – 83.9 B- Less than adequate competency, but demonstrates student learning and potential for mastery of subject content

70 - 79 C or C- Demonstrates a minimal understanding of core content, and of self and others. Significant areas need improvement to meet course requirements.

69 and below Student has failed to demonstrate minimal understanding of subject content.