The University of Michigan  
School of Social Work  
Infant and Child Development and Behavior  
SW 605.002  
Winter 2016

Professor Cristina Bares  
2736 SSWB  
Office: (734) 615-2582  
Email: cbb@umich.edu  
Class time: Wednesdays 2:00-5:00 p.m.  
Class location: B684 SSWB  
Office hours: Tuesdays 1:00pm-2:00pm and by appointment

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 as well as stages of adolescent development and how these are influenced by social contexts. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)

2. Identify and describe biological, psychological, and social changes that characterize normative development specific to the various stages infancy/early childhood through adolescence. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)

3. Critique and evaluate various theories of development from a multicultural perspective and a social justice perspective. (Practice Behaviors 4.IP, 4.SPE, 4.CO, 4.MHS)

4. Specify how risks, protective and promotive factors contribute to child and youth safety, health, security and well-being. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)

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. (Practice Behaviors 4.IP, 4.SPE, 4.CO, 4.MHS, 5.IP, 5.SPE, 5.CO, 5.MHS, 7.IP, 7.SPE, 7.CO, 7.MHS)

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. (Practice Behaviors 4.IP, 4.SPE, 4.CO, 4.MHS, 5.IP, 5.SPE, 5.CO, 5.MHS)

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. (Practice Behaviors 4.IP, 4.SPE, 4.CO, 4.MHS, 5.IP, 5.SPE, 5.CO, 5.MHS)

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. (Practice Behaviors 2.IP, 2.SPE, 2.CO, 2.MHS)
COMPETENCIES AND PRACTICE BEHAVIORS

Theme Relation to Social Justice
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.

Theme Relation to Behavioral and Social Science Research
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 to SW Ethics and Values
As child development throughout the lifecourse 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 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 intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.
COURSE DESIGN
The course content will be delivered using a series of readings, lectures, class discussions, videos, and guest speakers. Assignments may include preparation of discussion questions, writing personal reflections on the readings, discussion of popular articles on child development, critical analyses of child-focused empirical research, and examination of the influence of social events on the attainment of developmental tasks.

TEXTBOOKS

COURSE REQUIREMENTS

OVERVIEW
1. Participation 10 points
2. Writing Assignments 5 points each
3. Papers
   • “The Glass Castle” Write Up 30 points
   • Transactional Influences on Behavior 40 points
4. Student Presentation
   • Transactional Influences on Behavior 20 points

DESCRIPTION OF REQUIREMENTS

PARTICIPATION
Your attendance at each class meeting is expected. You are also expected to be an active participant in each class session and to contribute to class discussions. In addition to voicing your opinions and views, you also will have opportunities during class to share your views through written means. In-class assignments cannot be made up. When you miss class you will lose the chance to earn participation points.

WRITING ASSIGNMENTS
(Practice Behaviors: 7.IP, 7.SPE, 7.CO, 7.MHS)

The Writing Assignments give opportunities for students to apply course content. In the Writing Assignments, students will write a brief (1 page to 1.5 pages) reflection about a particular topic covered in a reading, summarize a current magazine article, reflect on the material covered in class, or prepare questions for a guest speaker.

Each writing assignment is worth 5 points and will be graded for meeting the objectives of the assignment, exhibiting critical thinking in your preparation for this assignment and in your reflection of the readings. The schedule below has the dates for when each Writing Assignment is due through Canvas. *Some Writing Assignments will be prepared and completed in class.
PAPER: “THE GLASS CASTLE” WRITE-UP

In this assignment, students are asked to read the book “The Glass Castle” and then prepare a written, 3-4 page paper that describes the family and community that Jeannette, the main character and author, experienced as an infant and child and then identify the risk and protective factors (at least one of each) that influenced the development of Jeannette as an infant and child. Students will identify the system where each risk and protective factor was located and provide specific examples from the book. Students will then consider the Walls family as if they lived in the present day and contrast what resources there may be available in the present day (compared to what was available to them as described in the book) to mitigate the risk factors present in Jeannette’s childhood. Lastly, students will image themselves as the social worker asked to intervene with the Walls family and discuss which ethical issues arise in attempting to introduce social services to this family.

The assignment is worth 30 points and will be graded for meeting the objectives of the assignment, exhibiting critical thinking in the preparation for the assignment and in the quality of the writing, providing supporting definitions and concepts from the book, appropriately citing these definitions, for organizing the assignment, and for proper use of writing mechanics.

PAPER: TRANSACTIONAL INFLUENCES ON BEHAVIOR
(Practice Behaviors: 7.IP, 7.SPE, 7.CO, 7.MHS; 5.IP, 5.SPE, 5.CO, 5.MHS)

The purpose of this assignment is for students to identify multiple influences on behavior and development. Students will choose a developmental period and specify the key developmental issues, tasks, and conflicts, as well as the biological, psychological and social changes that are characteristic of the period. Students will then describe how risks and protective factors at multiple levels (micro, mezzo, macro) work on the biological, psychological and social influences described earlier. At least one example per level will be expected.

Students will write a paper that is approximately 4-6 pages, double-spaced typewritten, following APA style guidelines for citing references.

The assignment is worth 40 points and will be graded for meeting the objectives of the assignment, exhibiting critical thinking in the preparation for this assignment and in the quality of the writing, providing supporting definitions and concepts from the text, appropriately citing these definitions, for organizing the assignment, and for proper use of writing mechanics.

PRESENTATION: TRANSACTIONAL INFLUENCES ON BEHAVIOR

At the end of the semester, students will present the developmental period they chose in the paper (described above) and expand on it by including a discussion of the influence of the environment. Students are asked to search the library for empirical articles that describe the systemic (micro, mezzo, macro) influences on the developmental period they wrote about in their paper. If possible, students should also present whether there is evidence of transactional (bidirectional) influences. These empirical articles should provide evidence for how the
environment influences a developmental period. If there is no available evidence of transactional influences in the empirical literature (i.e. from child back to the environment), students will be asked to make theoretically-based predictions regarding the ways in which infants and children will change the environment. Students should find a total of 5-8 empirical articles to support their argument. Multiple environmental systemic influences may be explored if the research is available.

The presentation will be an individual presentation to last 15 minutes. Using a visual aid (MS Power Point, Keynote, Prezi) is required and will be submitted through Canvas.

The assignment is worth 20 points and will be graded for meeting the objectives of the assignment as described above, exhibiting critical thinking in your preparation for this assignment, in your oral presentation skills, and in leading the class in a discussion.
CLASS POLICIES

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.

Grading
The total number of points that you earn based on your completion of the above assignments and the number of total available points will be used to determine the letter grade you earn at the end of the semester:

- A 96-100%
- A- 93-95%
- B+ 90-92%
- B 86-89%
- B- 83-85%
- C+ 80-82%
- C 76-79%
- C- 73-75%
- D<72%

Staying in touch
You are welcome to write me emails if you have questions about a reading, an assignment, or need to arrange an appointment. I intend to respond to each of your emails within 48 hours, Monday through Friday.

Missing class
Students who miss more than 2 classes will receive a full letter grade deduction at the end of the semester.

If as a result of an emergency you miss a class, please make arrangements with a classmate to get the notes, handouts, or other materials. You will be able to find the readings, handouts, and assignment instructions on the Canvas website for this class. Alternate assignments for missed classes will not be available.

Use of devices
Using devices (smart phones, tablets, laptop computers) for purposes other than to take notes during class is discouraged. Keep texting and other non-academic uses of your personal devices to a minimum, as doing so will distract your classmates and I.

Late assignments
Late assignments will be penalized. I use the following rule for all late assignments: For each day, including weekends, that an assignment is late 10% of the total available points for the assignment will be deducted.
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<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>1. Jan. 6</td>
<td>Introduction to Infant and Child Development</td>
<td><em>Gopnik et al. 1999, Ch. 1</em>; Davies, pg. 3-6</td>
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<td>2. Jan. 13</td>
<td>Developmental Theories and Attachment</td>
<td>Davies, Ch. 1</td>
<td>Writing Assignment #1*</td>
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<td>3. Jan. 20</td>
<td>Risk and Protective Factors</td>
<td>Davies, Ch. 3</td>
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<td>4. Jan. 27</td>
<td>Prenatal Development</td>
<td><em>Davies, Ch. 2; Eliot Ch. 2</em></td>
<td>Writing Assignment #2</td>
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<td>5. Feb. 3</td>
<td>Infant Development</td>
<td><em>Davies, Ch. 5</em></td>
<td>Writing Assignment #3*</td>
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<td>6. Feb. 10</td>
<td>Toddler Development</td>
<td><em>Davies, Ch. 7; Eliot, Ch. 12</em></td>
<td>Writing Assignment #4</td>
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<td>7. Feb. 17</td>
<td>The Developing Mind</td>
<td><em>Thompson, 2008</em></td>
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<td>8. Feb. 24</td>
<td>Preschool Development</td>
<td><em>Davies, Ch. 9</em></td>
<td>The Glass-Castle Write-Up</td>
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<td>9. Mar. 2</td>
<td>Spring Break</td>
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<td>10. Mar. 9</td>
<td>Childhood Development</td>
<td><em>Davies, Ch. 11</em></td>
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<td>12. Mar. 23</td>
<td>Environmental Influences, Part II</td>
<td><em>Shook et al., 2004</em>; <em>Duncan &amp; Brooks-Gunn, 2000</em></td>
<td>Writing Assignment #5*</td>
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<td>13. Mar. 30</td>
<td>Library Day</td>
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<td>14. Apr. 6</td>
<td>The Influence of Interventions</td>
<td><em>Menna &amp; Landy, 2001</em>; <em>Johnson et al., 2004</em></td>
<td>Writing Assignment #6*</td>
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<td>15. Apr. 13</td>
<td>Student Presentations</td>
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<td>Presentation: Transactional Influences on Behavior</td>
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