1. 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.

2. 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.

3. Course Objectives
Students who complete this course 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.

4. Course Design and Attendance Expectations
This course will use a combination of lecture, class discussion, case material, experiential exercises, group discussion and video material as appropriate.

5. Relationship of the Course to the 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.

**6. Relationship of this 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.

**7. Accommodation for Disability Statement**
Any Student who has a disability or condition that may interfere with your participation in this course, please feel free to contact me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000.

**8. Writing Assistance**
For further assistance with writing, you may go to the Writing Workshop 1139 Angell Hall 764-0429.
9. Statement on Plagiarism and Academic Integrity
All academic dishonesty, including plagiarism, cheating, fabrication, and misrepresentation will be treated seriously. You will find a discussion of plagiarism and other violations academic integrity. Please consult your Student’s Guide to the Master’s in Social Work Degree Program (online).

10. 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 stigma, 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.

11. Attendance Expectations
Students are expected to attend all class sessions. The instructor must be notified in the event of a possible absence.

• Attendance at each class session is expected. The learning in this class is experiential. More than two absences will result in a reduction in the final grade (½ step from A to A-).
• Assignments are expected to be on time. Assignments that are turned in late will result in an automatic reduction in the grade for the assignment. Submit written assignments electronically in the assignments section in Canvas by midnight of the assigned date to be considered on time.
• Class participation is strongly encouraged and is worth 10% of your final grade. If for personal reasons you find class participation to be difficult, please see me.

Required Texts


Course Assignments

1. Attendance and Participation: 10% of your grade
• Discussions on Readings done at home
• In-class group readings and processing of articles
• Rubric can be found in Canvas.
2. **Case Study Analysis and Discussion - 15 minute Discussion and Handout – Due February 1**
   
   This is assignment is 15% of your grade.

   Students will develop a case study analysis involving services for an infant, toddler or child and facilitate a roundtable discussion. The information should be presented in a handout for each student and discussed in class during a roundtable discussion. The student should demonstrate a working knowledge of child development, psychosocial aspects of health, an understanding of assessment and goal-setting, and outline a treatment plan. Students will describe the child’s developmental stage, familial relations, and social environment. These elements should be examined in the processing of a specific issue, named by the student, and in the development of the treatment plan for the child and/or family. The case study should draw upon current theory and research related to pediatric health, behavioral health, and integrated care. The instructor’s copy of the case study should include research, theories etc… which support the student’s assertions and plan. Please upload a copy of the instructor and student handouts into Canvas for grading.

3. **Community/Parent Education Training, 1 pg Handout; 1 pg Summary, Due February 15**

   This is assignment is 15% of your grade.

   Each student will prepare a 15 minute training session designed to education parents and/or community members on a child development topic. The presentation should include language and clarity suitable for a lay audience and will emphasize the most important facts, practical advice and useful resources. Possible topics include:

   - Soothing a crying baby
   - Infant nutritional needs/feeding methods
   - Infant sleep issues and methods
   - Infant television viewing
   - Bilingualism
   - Recognizing signs of and identifying services for various developmental delays
   - Postpartum depression
   - Sudden Infant Death Syndrome
   - Regulatory disorders
   - Blended families solutions
   - Transition to parenting: family adaptation
   - Sibling response to the birth of an infant
   - Maternal work: effects on children
   - *Other topics will be considered as well*

   Students will email the instructor to obtain approval for their topic. Students will be asked to provide one another with written feedback about the quality of the presentation (both content and delivery). This can be anonymous if you wish. Prepare a handout that would be appropriate for new parents (e.g., summary of relevant information, good websites, relevant
organizations, local resources). The purpose of this assignment is to allow students an opportunity to practice translating scientific information into an engaging and useful format for a lay audience. **You must turn in a copy of any visual aids and references at the beginning of your presentation.**

4. **Remembering your childhood, 2 – 4 pgs, double-spaced – Due February 22**
   
   This is assignment is 10% of your grade

   Write a 2 – 4 page reflection paper detailing your first significant childhood memory that left a lasting impression on you. Process the memory using theories and principles from infant and child development discussed in this course and from your course readings; the processing of your experience should be at least one page in length.

5. **Child Observation and Reflection, 8 pages, double-spaced – Due March 28**
   
   This is assignment is 30% of your grade

   **Observation section:** Observe a child (age birth – 11 years; not your own or a child you are raising) individually or in a group, for one hour. Within that time, watch for a range of behavior, emotions, and ways of relating and be prepared to write about the child’s behavior, affect, and domains of the Stress Response system, being careful not to form conclusions or make judgments. In your observations, make sure to address the affective state of the child, how they appear physically and how they approach and engage with others. Write a 2 - 3 page description of your observations.

   **Theory Section:** Next, discuss the child’s behavior using the Stress Response Chart (describing what markers of stress responses you saw). For a second lens of understanding child development, choose and summarize one developmental theory such as Attachment Theory, Cognitive Theory (Piaget), Erikson’s Stages of Development, Greenspan’s Stages of Emotional Development, or another theory that has a strong history of contributing to our understanding of children or a research base. If you are doing an observation on a child for whom there is already a concern, you could also use Greene’s Assessment of Lagging Skills and Unsolved Problems to help frame your observation. Using the Davies text WILL NOT be enough to explore any one theory, you will need to do some additional research on your own.

   **Summary Section:** In this section, please give examples of behavior and/or interaction you observed and explain how the behavior was relevant to your chosen developmental theory. **This is where you can address what you inferred by the behaviors you saw - but it must be anchored in a theoretical understanding.** 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 showed A, B, C behaviors/emotions/relational cues…all markers of security of attachment”). Also describe how/if markers of stress responses may have influenced the child’s behavior. Describe what you think might be the primary form this child shows stress, if you think you saw ways to infer the typical stress response. If the child showed markers of a stress response, how did he/she/hir seem to utilize caregivers or peers in managing the stress.

**Reflection Section:** 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.

6. **Analysis of an Infant/Child Centered Community Program – Due April 18**

   This is assignment is 20% of your grade

Students will choose one evidence-based or research based program that is family centered, community-based or preventive. Analyze the program using course learning such as principles of infant mental health, social work perspectives, research and theory on risk and resilience, and then describe the program in terms of its procedures for engagement, assessment, intervention, and evaluation. Examine the program’s strength and propose ideas to improve the program’s services to children. Students will present their findings in a 15-minute presentation.
# Course Schedule (Flexible)

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<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>1/11</td>
<td>Introduction and Overview of the Course Introduction to Child Development Theories Video: <em>The History of Parenting Practices</em></td>
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| 2  | 1/18 | MLK Day – NO CLASS | Davies: Introduction: Perspectives on Development  
Sunderland: Your Child’s Brain (pp. 14 - 35) |
| 3  | 1/25 | Importance of the Brain Prenatal and Perinatal Development Substance and Alcohol use during pregnancy Epigenetics | Davies: Chapter 2 Brain Development (pp. 39- 59) |
| 4  | 2/1  | Social and Emotional Development Risk and Protective Factors Resilience  
**Case Study Analysis Roundtable Discussions** | Davies: Chapter 3 Risk and Protective Factors (pp. 60 - 104)  
Sunderland: The Chemistry of Love (pp. 184-215) |
| 5  | 2/8  | Attachment and Environment Fathers and Siblings Observation and Assessment | Davies: Chapter 1 Attachment as a Context of Development, (pp. 3-38)  
Sunderland: Crying and Separations |
| 6  | 2/15 | Group Presentations: *Community Parent Education Training Due* | |
| 7  | 2/22 | Infant Development & Physical Health Perinatal Mood Disorders  
**Remembering Your Childhood Paper Due** | Davies: Chapter 5 Infant Development (pp.127-162)  
Sunderland: Sleep and Bedtimes |
| 8  | 2/29 | Spring Break! Enjoy! | |
| 9  | 3/7  | Guest Speaker: TBD Adoption, Foster care and relative caregiving  
Guest Speaker: Julie Payne, LMSW Catholic Social Services of Washtenaw Co. | Davies: Chapter 6 – Practice with Infants (pp. 163 - 184) |
| 10 | 3/14 | Toddler Development Brain Development and Positive Discipline Effects of Poverty on child development | Davies: Chapter 7 Toddler Development (pp. 185-224)  
Sunderland: Behaving Badly |
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<th>Date</th>
<th>Assignment</th>
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<tr>
<td>11</td>
<td>3/21</td>
<td>Preschool Development</td>
<td>Davies: Chapter 9 Preschool Development (pp. 251-303)</td>
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<tr>
<td>12</td>
<td>3/28</td>
<td>Middle Childhood Development Abuse, neglect, bullying and other childhood stressors</td>
<td>Davies: Chapter 11 Middle Childhood Development (pp. 337-383) Sunderland: All about Discipline</td>
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<td><strong>Child Observation and Reflection Papers Due</strong></td>
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<td>13</td>
<td>4/2</td>
<td>Families, Schools’ and Communities’ Role in Child Development Impact of Technology on Children and Families Play across Cultures</td>
<td>Davies: Chapter 12 (pp 384 – 414), Sunderland: Looking After You</td>
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<tr>
<td>14</td>
<td>4/9</td>
<td>DSM; Grief &amp; Loss; PTSD; Developmental Delays Video: Grief and loss: a child's perspective</td>
<td>DSM 5 (online) Neurodevelopmental Disorders pp. 31 - 86</td>
</tr>
<tr>
<td>15</td>
<td>4/18</td>
<td><strong>Group Presentations</strong> Analysis of Infant/Child Serving Program</td>
<td>Davies: Chapter 13– Developmental Practice and Knowledge (pp.415-419).</td>
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