1. COURSE STATEMENT INFORMATION

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.

2. CLASS REQUIREMENTS

A. TEXT AND CLASS MATERIALS

A variety of reading sources from books, scientific and popular presses will be used in this course. All readings are available electronically on canvas and are listed here in the order they appear in the syllabus. Additional readings (with appropriate citations) required by one assignment are specified in the course schedule in the next section.

http://www.developingchild.harvard.edu


## B. CLASS SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>1. Jan. 14</td>
<td>Introduction to Infant and Child</td>
<td>Cohen et al., 2017; Gopnik et al. 1999, Ch. 1</td>
<td>Reflection Question#1</td>
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<td>Development</td>
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<td>2. Jan. 21</td>
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<td>Martin Luther King Day</td>
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<td>3. Jan. 28</td>
<td>Developmental Theories and New</td>
<td>Boyce et al., 1998; Conger &amp; Donnellan, 2007</td>
<td>Reflection Question#2</td>
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<td>Frontiers</td>
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<tr>
<td>4. Feb. 4</td>
<td>Risk, Protective Factors, and</td>
<td>Luthar et al., 2000</td>
<td>Reflection Question#3</td>
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<tr>
<td></td>
<td>Resilience</td>
<td><strong>Discussion leaders read Garmezy, Herbert</strong></td>
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<tr>
<td></td>
<td>Guest Speaker: Heather Dakki, MSW,</td>
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<td>Child and Adolescent Ambulatory</td>
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<td></td>
<td>Psychiatry, Michigan Medicine</td>
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<td></td>
<td>** Garmezy N (1993) Children in</td>
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<tr>
<td></td>
<td>poverty: Resilience despite risk.</td>
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<td></td>
<td>Psychiatry 56(1):127-136</td>
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<td></td>
<td>of the Orchid Child. Scientific</td>
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<tr>
<td></td>
<td>American Mind, 22(5), 70-71.</td>
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| 6. Feb. 18 | Infant & Toddler Development       | Raver, 2004                                                  | Reflection Question#5; **Discussion leaders read Sroufe, Ginsburg.**  
| 7. Feb. 25 | Attachment                         | Wolff & Ijzendoorn, 1997                                    | Reflection Question#6; **Discussion leaders read Zeanah; WMCI**  
**Zeanah, CH & Benoit, D (1995). Clinical applications of a parent perception interview in infant mental**  
| 8. Mar. 4  |                                    |                                                              | Spring Break                                |
| 9. Mar. 11 | The Developing Mind                | Center on the Developing Child, 2011                        | Reflection Question#7; **Discussion leaders read Perlman, Schwab**  
**Perlman, SB et al. (2008). The role of maltreatment experience in children's understanding of the antecedents of emotion. Cognition & Emotion, 22(4), 651-670.**  
| 10. Mar. 18| Preschool Development              | McLoyd, 1990                                                | Reflection Question#8                       |


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### CHILDHOOD

**11. Mar. 25**  
**Childhood Development**  
Davies, Ch. 11,  
Reflection Question#9;  
**Discussion leaders read**  
Heberle, Christensen


**12. Apr. 1**  
**Library/Bookstore Visit**  
Bigler & Wright, 2014  
Reflection Question#10

**13. Apr. 8**  
**The Family**  
Guest Lecture: Kate Balzer, M.S.W.  
Patient and Family Centered Care at Michigan Medicine  
Belkin, 2013  
Reflection Question#11;  
**Discussion leaders read**  
Schmitz, Zajicek-Farber.


**14. Apr. 15**  
**Global Context**  
Elaine Chen, 2nd year MSW Student  
Lansford et al., 2016;  
**Discussion leaders read**  
Walker et al., 2011; video  
Walker, Engle.


**15. Apr. 22**  
**Deeper Dive**: Student Presentations  
Exploring Identities Paper due.

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Note: **Denotes readings to be done only by the discussion leaders.
C. ASSIGNMENT INFORMATION

OVERVIEW

1. Participation 10 points
2. Reflection Questions 5 points each
3. Discussion Lead 30 points
5. Presentation: Deeper Dive 30 points

DESCRIPTION OF COURSE 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 summaries of the readings, opinions, and views, you also will have opportunities during class to share your views through written means. Any in-class assignments missed due to an absence cannot be made up. When you miss class you will lose the chance to earn participation points.

REFLECTION QUESTIONS

The Reflection Questions give opportunities for students to reflect on course readings and to prepare for active class discussions. In the Reflection Questions, students will write a brief summary of the week’s readings and will pose a thoughtful question for each reading listed. The brief summary and question should show that students have a deep understanding of the reading(s), that they have reflected on the content of the reading(s) and that they have attempted to integrate the readings together with other course content. Students should come to class prepared to share their question to the class and to propose an answer to their question during class. Questions about clarifying a point in the reading are not appropriate to submit as reflection questions but are welcome to be shared during class.

Out of the 11 opportunities to turn in a Reflection Questions students can choose to do 9. Reflection Questions are to be submitted through Canvas each week on the day prior to class by 5 pm EST (Sunday). Students are not required to turn in a Reflection Question on the week they lead a discussion and one additional week at the students’ discretion. Students will turn in 9 out of 11 Reflection Questions.

DISCUSSION LEAD

Groups of 2-3 students will lead the class in a discussion of that day’s readings. In addition to the reading that all students are expected to do for each week, discussion leaders will be responsible for doing additional readings. These additional articles (listed on the syllabus with **) take a specific issue and explore it in greater detail. The students who are leading discussion for any particular week are free to create a discussion using any learning aid that they chose (i.e. cases, videos, role plays, set of thought provoking questions) as long as it engages students in active discussion about the week’s topic. If videos are used to explain the concept, please keep these
brief, and do not rely on video to explain all concepts in the readings. Your classmates and I want to hear directly from you.

Students will sign up at the beginning of the semester for the week they will lead discussion. Students will meet outside of class with other students signed up for that same week to work on preparing the discussion.

Each group will turn in a written document to the instructor containing a summary of the 1) class readings, 2) discussion readings, and 3) a plan for how they will structure the discussion. This written assignment is due on the day the class meets and should contain the names of all students who actively participated on preparing the discussion.
For this assignment, students will have the opportunity to examine who is portrayed in children’s books. Students will visit a public library (Ann Arbor Public Library, Ypsilanti Public Library, or other location of their choice) or bookstore (i.e. Barnes and Noble, Nicola’s Books) to look and review books in the children’s section. To complete this activity, students are encouraged to review many books (20+), to work in a group of other students to gather and review books, and are highly encouraged to choose books at random (i.e., start with a random shelf in the library or bookstore and pick every 7th book until you have 20 or more books).

In this assignment, students will consider the age, gender, heritage, race or ethnicity, sexual identity, familial status, economic background, mental health, species, etc. of the character(s) in the books. Students will write a paper (4 page to 5 pages, 12 point font, 1 inch margins all around) about the books they reviewed describing (1) how the identities of characters in children’s books are portrayed, (2) whether the books as a collective help children learn about one group over another, (3) whether the books introduce any type of bias through their content, and (4) the degree to which the books could be used as tools to begin conversations with children about diversity in identity/social categories. For instance, are any of the books on your list useful for discussing differences in race? Or do the books ignore race by depicting every character as belonging to the same group? As another example, if you find books that depict individuals of various abilities (some abled, some physically disabled) children could be invited to talk about differences in physical abilities that they see. In addition to the narrative reflection, also include a simple table (sample below, not counted in the total pages allowed) with the title of each book and what identity/social category was portrayed.

There is a reading that should be read after students have collected books and reviewed them.

Because this is a time-intensive assignment, you will have part of a class session to work on this assignment. If students work in groups, the names of each student should be listed on the assignment and a description of how the work was divided should be included in the written reflection.
The assignment will be graded for meeting the objectives, exhibiting critical thinking in your preparation and writing for this assignment. Below is the rubric used to grade this assignment:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thorough review of the books.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thoughtful and reflective summary of the impact of identities/social categories in the books including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identities portrayed</td>
<td></td>
<td></td>
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<tr>
<td>• Allow children to learn one group over another</td>
<td></td>
<td></td>
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<tr>
<td>• Introduce bias</td>
<td></td>
<td></td>
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<tr>
<td>• Conversation starters</td>
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</tr>
</tbody>
</table>

Identity/Social Category table of books.
DEEPER DIVE

At the end of the semester, students will take one of the Reflection Questions that they have posed and research an answer that will be presented to the class in a presentation. The answer that students will research should contain outside references (no more than 10) that students should search for on their own.

The presentation should include 5 slides: In addition to including a (1) title slide with the title of the presentation and their name, (2) students should include background information as they lead up to the question that they have chosen to explore further. The background information can be the relevant readings that students completed for this course that gave rise to the question. (3) Students will also share what their question was and how they searched for information to retrieve relevant articles. (4) Lastly, students will integrate (not just summarize) the articles that they read to come up with an answer that addresses (a) how specific risk and protective factors contribute to child and youth development, (b) describes the transactional relationship between a child’s development and their environment, (c) specifies how history, culture, group memberships and social positions shape children’s perceptions, attitudes, and cognition, (d) touches on any ethical dilemmas, and 5) present their answer. The presentation will be an individual presentation to last 5-7 minutes. Using a visual aid (MS Power Point, Keynote, Prezi) is required and will be submitted through Canvas on the last day of class.

The assignment will be graded for meeting the objectives, exhibiting critical thinking in the preparation for this assignment, and in the student’s oral presentation skills. Below is the rubric used to grade this assignment:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interesting and informative title</td>
<td></td>
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<tr>
<td>Background information clearly and intelligently reviewed</td>
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<tr>
<td>Question posed shows integration of readings and thoughtfulness</td>
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<tr>
<td>High level integration of course objectives in the answer</td>
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<tr>
<td>Well-prepared, thoroughly researched, engaging, and visually appealing presentation</td>
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</tbody>
</table>

11
D. CLASS POLICIES

Accommodations
If you need or desire an accommodation for a disability, please let me know soon and bring to me the appropriate documentation. 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.

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. Also make sure to visit at office hours for course-related questions.

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.

Missing class
As described in the MSW Student Guide, attendance in all class meetings is required. 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 or individual meetings for missed classes will not be available and any points earned during classes cannot be made up; please plan your semester carefully.

Late assignments
Late assignments will be penalized no matter the reason for their tardiness. 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. When as assignment is due through Canvas it will not accept submissions past the deadline – please plan carefully and do not wait until the last minute to turn your work in. Emailed assignments (late or otherwise) are not accepted.

E. GRADING

Each assignment that you complete and classes you participate in earns you points towards your final grade. The total number of points that you earn is based on your completion of the above assignments, your participation 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- 93-95.5%    B+ 90-92%
B 86-89%     B- 83-85%    C+ 80-82%
C 76-79%     C- 73-75%    D<72%

The best way to not be surprised about your grade at the end of the semester is to keep track of
each assignment and the points you earned. Review these periodically. If you need to adjust how you are preparing for the assignments and the class make an appointment with me to discuss different strategies and techniques to try and services around campus to use. There are no make-ups for missed assignments or rewrites for assignments in which you earn low grades. Give yourself plenty of time to do the readings, read the instructions to each assignment carefully, ask for clarification questions, and make sure you have ample time to work on the assignments so that you can produce a product that is high quality and your best work.

F. ADDITIONAL INFORMATION

Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism