**SW 605-003**  
**Infant and Child Development and Behavior**  
**Winter 2019**  
**Wednesdays 2 to 5 p.m.**  
**3 Credits**  
**Rm. 2752**

**Prof. Julie Ribaudo**  
(She, her, hers)

**Contact Info:**  
Office phone: 734.936.4949  
Email: jribaudo@umich.edu  
(I typically reply within 2 business days)

**Office:** 2710  
**Office Hours:**  
Tuesdays 1:00 - 1:45  
Wednesdays 11:15 - Noon  
Others by appointment (which I gladly offer – please email me!)

---

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

**Course Statement**

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 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 Objective and Competencies
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)

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 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.
Class Requirements

Required Text
New York: Guilford.
All other reading will be found in Canvas Files
We will discuss aspects of the assigned reading for the first 20 minutes of each class so please be prepared with questions, comments or observations. Your preparation and contributions to discussion will be part of your participation grade.

SEMESTER OUTLINE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FOUNDATIONAL CONCEPTS</td>
<td></td>
</tr>
<tr>
<td>1. Jan. 9</td>
<td>History of Developmental Theories</td>
<td></td>
</tr>
<tr>
<td>2. Jan. 16</td>
<td>Risk and Protective Factors</td>
<td>*Davies, Ch. 3</td>
</tr>
<tr>
<td></td>
<td>Prenatal Development</td>
<td>*Thompson, 2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Video - <a href="https://example.com">Epigenetics</a> (5 ½ minutes)</td>
</tr>
<tr>
<td>3. Jan. 23</td>
<td>Brain Development</td>
<td>*Davies, Ch. 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Sunderland, Intro and Ch. 1</td>
</tr>
<tr>
<td>4. Jan. 30</td>
<td>Attachment Theory</td>
<td>*Davies, Ch. 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Watch <a href="https://example.com">Attachment and cross-cultural differences</a></em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Sunderland, Ch. 2, 3, &amp; 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Zeanah and Benoit, 1995</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Groh, et al. 2017 (OPTIONAL)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*WMCI Interview questions (RESOURCE)</td>
</tr>
<tr>
<td>5. Feb. 6</td>
<td>Discipline and Development</td>
<td>*Fontes, 2005</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Pace, Lee &amp; Grogan-Kaylor, 2019</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Gershoff, Lee &amp; Durrant, 2017</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Durrant, 2014 (RESOURCE)</td>
</tr>
</tbody>
</table>
# EARLY DEVELOPMENT

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Feb. 13</td>
<td>Emotional Development</td>
<td>*Sunderland, Ch. 4 &amp; 5</td>
</tr>
<tr>
<td></td>
<td>Role of Play across Cultures</td>
<td>*Rosenblum, Dayton &amp; Muzik 2009</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Drewes, 2005 (pp. 26 -35)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Bernier et al., 2015</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Center on the Developing Child (RESOURCE)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Watch Executive Functioning (5:35 minutes)</td>
</tr>
<tr>
<td>March 6</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>8. March 13</td>
<td>Infant Development</td>
<td>*Davies, Intro to Part II &amp;. Ch. 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Watch Gopnick What Do Babies Think (TED Talk – 18 minutes)</td>
</tr>
<tr>
<td>9. March 20</td>
<td>Toddler Development</td>
<td>*Davies, Ch. 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Sunderland, Ch. 7 &amp; 8</td>
</tr>
<tr>
<td>10. March 27</td>
<td>Preschool Development</td>
<td>*Davies, Ch. 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Sunderland, Ch.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Forcier &amp; Olson-Kennedy, 2016</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Klein &amp; Knitzer, 2007</td>
</tr>
</tbody>
</table>

# CHILDHOOD

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. April 3</td>
<td>Middle Childhood Development</td>
<td>*Davies, Ch. 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Sunderland, Ch.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Zucker, et al. 20012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Solomon, 2012 “Son”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Fialka, n.d. (short)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Janvier, 2007 (short)</td>
</tr>
</tbody>
</table>
13. April 17  
Course Wrap Up

Course Requirements

Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
</tr>
</thead>
</table>
| 3 Quizzes (15 points each)                | Sunday 2/3 at midnight  
Sunday 3/17 at midnight  
Sunday 4/7 at midnight  
All to be taken online through Canvas | 45%                        |
| Development History  
OR  
Exploring Identities in Children | Sunday 3/24 at midnight  
Uploaded as a doc or docx (NO PDFs) through Canvas                     | 40%                        |
| Attendance and Participation             |                                                                          | 15%                        |

Quizzes

There will be three quizzes spaced through the semester. You will complete them on your own time (and independently – no group work) on the Canvas quiz site. Each should take no more than an hour if you prepare and have read ahead of time. I will also provide a brief study guide to each quiz approximately one week ahead of the quiz.

Papers

NOTE: There are sample papers in Canvas resources but only for quality of content, not for format. I change the parameters of the assignment every couple of years and the sample may not be solely emblematic of what you need to cover.

Papers are expected on time. If you have an unavoidable emergency, let me know. In all cases, I will deduct 5% if turned in within 48 hours and 10% if turned in with 5 days. Paper submitted more than five days late will not receive any feedback and will be subject to a deduction of 15%. I will not accept any papers more than 7 days late.
Developmental History (Option 1)
(Competencies 1, 2, 4, 6, 7)
~10 – 12 pages, double-spaced

History Section:
Complete a developmental history for an infant or child up to the age of 11 (not your own or your partner’s). Use a pseudonym, not the child or family’s real name. 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 CANVAS FOR YOU TO USE if you are not already using one in your field placement. You can also use much of the Working Model of the Child Interview. If you are using an agency one, make sure you review in the Canvas document format so you don’t miss any domain of inquiry. If you are doing a history of a school age child, you should also ask about current functioning and peer and school relationships.

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 Zeaah article to familiarize yourself with the “scales” that are noted through the interview. You must reference the WMCI scales when decoding the parenting representation.

Analysis Section:
After you have finished with the “objective history” write a summary of your impressions of the child’s development. Using the Davies and Sunderland texts as guides, what are the areas of particular strength? Any particular concerns? What questions did you have about their developmental progress? Did you have any concerns about the parent or the relationship between parent and child? Address how you understand the responses to the WMCI questions and if the responses seem balanced, distorted, or disengaged (you MUST use Zeaah and Benoit article as a guide). This is not a section to give your opinion (i.e., “this is clearly a great mom”) but to practice using professional language to share what you learned about the child and the parent/child relationship.

Reflection Section:

a) Your reactions to actually interviewing the parent(s) and asking, at times, personal questions

b) Any ethnic or cultural similarities or differences with the parent you interviewed and how that impacted your interview;

c) Did you have any reactions to what you heard from the parent? Again, this is not a place to make vague statements but to ponder how and why you reacted as you did (even if positive reactions). It might be that you share similar values and that was reassuring to you, or you could write about negative reactions and how your own values or triggers might have played into your reactions.

d) What you learned about child development or the development of the parent (i.e., becoming a parent is a process) through this exercise

e) Any other comments you wish to make
Could this assignment have been made more meaningful for you? If so, how?

GRADING will be based on:

15 pts. - Analysis of child’s development (i.e., accurately notes areas of precociousness or struggle); thoroughness of analysis and use of text to anchor analysis

10 pts. - Thoroughness of history or explanation of information not obtained

5 pts. - Awareness and beginning accuracy in interpreting parental representations about their child

5 pts. - Reflective capacity (capacity to examine your own thoughts, feelings and reactions to what you heard or saw, including attention to your own lens and biases based on your own history, culture, identities)

5 pts. - Writing, grammar and clarity

OR

EXPLORING IDENTITIES IN CHILDREN’S BOOKS (Option 2)
(Competencies 4, 5, 7)

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 expected to review at least 20 books (you can choose to work in a group of other students to gather and review books but the analysis will be your own), 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, gender identity, sexual identity, familial status, economic background, mental health, religion, etc. of the character(s) in the books. Students will write a reflection (3 to 5 page reflection) about the books they reviewed describing at least the following:

- How the identities of characters in children’s books are portrayed (make sure to address developmental differences in your analysis of the characters – i.e., what is portrayed for a 5-year-old reader may be less complex than for an 8-year-old).
- Whether the books as a collective help children learn about one group over another,
- Whether the books introduce any type of bias through their content,
- 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. Be sure to include your ideas about how you would use the book(s) specifically if one or more is helpful in developing conversation

- What themes are introduced in the books and do you have any thoughts about identity and particular themes intersect (i.e., belonging, loss, separation, responsibility, family ties, friendship themes, etc.)
- After you have collected your books and reflected on them, review the blog, journal article and YouTube clip that go with this assignment and address how any one of these fits w
- 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.

If students work in groups to collect the books, the names of each student should be listed on the table of books and a description of how the work was divided should be included in the written reflection.

<table>
<thead>
<tr>
<th>Title</th>
<th>Age</th>
<th>Gender</th>
<th>Race/Ethnicity/Species (if animals are depicted)</th>
<th>Familial Status</th>
<th>Language</th>
<th>Economic Background</th>
<th>Sexual Orientation</th>
<th>Ability Status (Physical and Mental Health)</th>
<th>Gender Identity</th>
<th>Religion</th>
</tr>
</thead>
</table>

Below is the rubric used to grade this assignment:

**GRADING will be based on:**

- 15 pts. - Analysis section (Thorough and thoughtful summary of the impact of identities/social categories including identities portrayed, helping children to learn about groups, bias introduction, conversation starters)
- 10 pts. - Subjective reaction (thoughtful analysis and exploration of your reactions to your findings)
- 5 pts. - Table of Books
- 5 pts. - Evidence of use of reading and blog to inform/deepen your response
- 5 pts. - Writing, grammar and clarity

YouTube Clip: https://bookriot.com/watch/seeing-myself-in-literature/

Blog:

Journal article:
Reading, writing, arithmetic and racism.pdf

Attendance and class participation

Attend all sessions (15% 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
- *Please refrain from texting, web surfing, emailing, etc., in class. It is distracting to others, including me. I may not say anything to you directly, but I notice and it will significantly affect your grade*
- Your active participation includes listening well to others and contributing at least occasionally. Please be mindful of contributing too much or too little.
- More than occasional tardiness will also negatively affect your grade

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*