Course Statement

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 in a 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 in 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 through out growth 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 Media Policy
Phone, laptops, tablets, etc are not permitted to be used in class. If you have a specific learning need please come speak with me and I am more than happy to find an appropriate solution with you. I also understand that emergencies sometimes happen, however please speak with me if you feel you have a reason to be exempted from this policy at any time during the semester.

Student Sexual Misconduct Policy
Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students’ academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy can be found with the Sexual Assault Prevention and Awareness Center (SAPAC) on their 24-hour crisis line, 734-936-3333 and at http://sapac.umich.edu/ (Links to an external site.) (Links to an external site.)Links to an external site.. Alleged violations can be non-confidentially reported to the Office for Institutional Equity (OIE) at institutional.equity@umich.edu. Reports to law enforcement can be made to University of Michigan Police Department at 734-763-3434.

Regarding Religious and Academic Conflicts:
Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University’s policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious
observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities.

It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Such notice must be given by the drop/add deadline of the given term. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course. Should disagreement arise over any aspect of this policy, the parties involved should contact the Department Chair, the Dean of the School, or the Student Ombudsperson. Final appeals will be resolved by the Provost.

Course objectives 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 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

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 be able to demonstrate the following practice behaviors within the noted competencies:

Competency #3 - Apply critical thinking to inform and communicate professional judgments.
- 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.
- 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.
- use practice experience to inform scientific inquiry
- use research evidence to inform practice.

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

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

**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 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.
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 intersectional and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

Class Requirements

Most class sessions will start with a discussion around the reading that was required for that date. The articles assigned can be found on Canvas.

Text Book (Required)


ISBN-10: 1585624551

Class schedule

Class will start on time every week. Each week the readings, topics, and events for that day will be written on the board. This is simply to help you to know what we are doing in class that week, and plan accordingly. The readings are required for the class discussions and assignments are due at the start of class on their specific due dates. Please note there is a required text. Please note in the calendar below the readings that are on canvas are denoted by **bold** text.

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Required Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Syllabus</td>
<td>Syllabus</td>
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<tr>
<td>January 13</td>
<td>Definition of Trauma</td>
<td>1. Lillias Wake and Stress Response Chart</td>
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<tr>
<td></td>
<td>Informed Work</td>
<td>2. ALSUP Review</td>
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<tr>
<td></td>
<td>Person of Significance</td>
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<tr>
<td>Week</td>
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<tr>
<td>2</td>
<td>January 27</td>
<td>THIS CLASS WILL BE TAUGHT BY: Rosalva Osorio</td>
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<tr>
<td>5</td>
<td>February 17</td>
<td>First Year Development</td>
</tr>
<tr>
<td>6</td>
<td>February 24</td>
<td>Therapy Modalities with Infants and Parents</td>
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<td></td>
<td></td>
<td>SPRING BREAK</td>
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<tr>
<td>7</td>
<td>March 9</td>
<td>Toddler Development 1-3 years</td>
</tr>
<tr>
<td>8</td>
<td>March 16</td>
<td>Working with 1-3 year olds</td>
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<tr>
<td>9</td>
<td>March 23</td>
<td>Pre-School Development 3-5 years</td>
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</tbody>
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Week 10  
March 30  
Family Development  
Independent Study Session  
1. Brandt et al.: *Infant and Early Childhood Mental Health*—Chapter 19 and 20

Week 11  
April 6  
School Development  
5-7 years  
ACE’s Study  
Dr. Nadine B. Harris Video  
1. Beyond the ACE score  
2. Bernier Secure Base

Week 12  
April 13  
Children with Differences In My Language Video  
1. Brandt et al.: *Infant and Early Childhood Mental Health*—Chapter 13 and 17

Week 13  
April 20  
Therapeutic modalities for School Age Children  
TBD

Assignments

Reflection One 3-4 Pages (10 Points)  
Paper Due: February 10, 2020

Pick an article you have not read before and sit quietly with a pad of paper next to you while you read. As you read through the article I want you to recognize any and all the little changes that are happening in your body. Are you distracted while you read? Do you have an itch? Does your foot start to tap or stop tapping at a certain point? Does your chest get tight? Do you feel tired all of a sudden? Do body parts start to ache? What specifically are you reading when these changes occur? This is simply a tool to practice observation... DO NOT JUDGE YOUR BODY OR YOURSELF! After you have finished the article write up what the changes were and if you noticed any connection between the reading sections and your body. Practice making observations and creating theories behind the thoughts and feelings...but do not judge! Practice not judging yourself as well.

Reflection Two 2-3 pages (10 Points)  
Paper Due: March 16, 2020

Is there an article that peaks your interest? After you read it did it satisfy, or leave you wanting to know more about the subject? Do you know why that particular article was one that struck you? Write which article it was, what was it about the article that caught your attention, and how does that relate to what you hope to do in the future. How does it connect with your history as a child? Do you see any connection between your future and your past?
Observation Assignment 10-14 pages (55 Points)

Paper Due: April 6, 2020 9AM

Choose a child to observe for 30-60 minutes. The child cannot be your own or a child you are raising. You may observe a child you are working with at your placement or have some other therapeutic relationship with. The child can be at the library, a playground, in any public space. The child can be in a group or individually. There is no need to record the entire observation, however it may take that long to see a significant range of emotions/events to use for this paper. The child cannot be a relative or a close friend’s child.

Purpose of Assignment:
The purpose of this assignment is to practice your observations skills, demonstrate your knowledge of attachment styles, and show how they connect to actions in later development. Keep in mind different domains of development such as affect, stress tolerance, problem solving capacity, and physical health are very important parts of a child’s overall development.

TIP:
*Observing the child within a primary relationship will provide more material for your paper.
*Observe holistically: Physically (body size, and use), emotionally (facial expressions), and socially (approach and engage with others). Write 2-3 pages of your observations.
*Observe yourself holistically: How are you feeling? What are your beliefs about this child? What if anything is happening in your belly? Has your breathing changed? Are memories surfacing of your childhood, or your child’s childhood? Write 1-2 pages about your own physical and emotional responses to your observations—DO NOT JUDGE YOUR VOICE IN THIS PROCESS—IT IS ALL SIMPLY INFORMATION.

The theory part of your paper will be to discuss the connection between the child’s behaviors you have observed and two theories. First use Lilla’s Wake and Stress Response chart (in Canvas). This will help you to distinguish between significant responses and more “regular” responses of both the child and the caregiver. Then make a connection to a developmental model theory, such as Attachment Theory (Bowlby), Cognitive Theory (Piaget), Erikson’s stages of Development, or another theory that has had a STRONG history of contribution to our understanding of children or research base. Write a summary of the theory of your choice, show competence in your understanding of this theory.

After the summary of the theory sight examples of what you observed and how it relates to the developmental theories you have chosen. If there is already a concern about the child you observed it may be helpful to use Green’s Assessment of Lagging Skills and Unsolved Problems (on Canvas ALSUP) to help frame your observations. It is in this section that you can infer what your therapeutic hypothesis is, however you must show examples as to why and how you developed your hypothesis.
Finally write your reflection of this process. What, if any were your automatic assumptions, how did your hypothesis change as you started to look at the observations through different lenses? How were your observations influenced by your own culture/history/privilege? Thoughts and feelings about the entire assignment.

Reflection Three 2-3 pages (10 Points)
Paper Due: April 20, 2020
Why is learning about “normal” child development so significant? How does this relate to what you think is “normal” development. Were there any specific beliefs that were changed about development from the readings? What did you learn about PODS that you did not know before starting the class, be as specific as you can.

Grading (Specific to this assignment):

20 points—Thoroughness and relevance of observation descriptions, including observation of stress response
15 points—Description and understanding of theory used
10 points—Connection—Observation to theory
4 points—Ability to observe without judgment
4 points—Reflective capacity
2 points—Writing, grammar, clarity

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<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
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<tbody>
<tr>
<td>Reflection One</td>
<td>February 10, 2020 9AM Please submit on PAPER</td>
<td>10%</td>
</tr>
<tr>
<td>Reflection Two</td>
<td>March 16, 2020 9AM Please submit on PAPER</td>
<td>10%</td>
</tr>
<tr>
<td>Observation Paper</td>
<td>April 6, 2020 9AM Please submit on PAPER</td>
<td>55%</td>
</tr>
<tr>
<td>Reflection Three</td>
<td>April 20, 2020 9AM Please submit on PAPER</td>
<td>10%</td>
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<tr>
<td>Attendance and Participation</td>
<td>Please seen attendance policy for more information</td>
<td>15%</td>
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Classroom Etiquette, Participation, Attendance and Reading
**Expectations for our classroom community:**

A. We will develop an environment where individuals have the freedom to speak their mind and discuss difficult issues with compassion and sensitivity. I hope everyone will feel comfortable sharing appropriate personal life experiences with the intent of broadening all of our understanding of the session topic. We will work intentionally to create an environment where that sort of interaction is safe and constructive for the entire group.

B. We will develop an accessible classroom community that values diversity and accommodates the needs of everyone appropriately.

C. We will develop a community that tolerates others making mistakes and encourages everyone to learn from the experience.

D. I believe that we are all learners and teachers.

**Attendance:**

1. Please communicate with this instructor about all absences. Just not showing up for class is treated differently than an absence, which involves canceling or communicating with me about your circumstances.
2. Every "no-show" results in a deduction of ½ a letter grade (A- to a B+, for example)
3. First previously explained absence = no consequence
4. Second absence = Extra 1-2 page journal on the topic covered in class or deduction of ½ a letter grade.
5. Third absence = deduction of 1 letter grade.

**SSW Policy on Class Attendance**

**Accommodations:**

If you need or desire an accommodation for any reason, please let me know at your earliest convenience. Many aspects of this course, the assignments, the in-class activities, student performance evaluations and the way the course is taught can be modified to facilitate your participation and progress throughout the semester. The earlier 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, Sweetland Writing Center, and the like. If you do decide to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. Also, please notify me of religious observances and conflicts with class.

**Grading (Specific to Reflection Assignments):**

5% Grammar: Spelling, language use, and appropriateness of word choice  
i.e. *father* instead of *dad*
40% Relationship to the assignment: Did you answer all of the questions presented? Is the paper connected to the work we have done in class? What did you learn from class is that represented in your paper?

10% Presentation: Are the margins even, is the spacing consistent, did you remember page numbers, does it look orderly in general?

30% Depth of your response: Did you connect with the work? Is that connection represented in your paper? Will I know more about you after reading the paper? If you did not connect with the work, did you explain why?

15% Overall theme: Does your paper flow? Does your paper have a clear rhythm as it moves through the concepts you are explaining?

Basis of Letter Grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
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<td>A</td>
<td>96-99</td>
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<td>A-</td>
<td>90-95</td>
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<td>B+</td>
<td>87-89</td>
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<td>B</td>
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<td>B-</td>
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<td>C+</td>
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<td>C</td>
<td>73-76</td>
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<td>C-</td>
<td>70-72</td>
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Additional School and University policies, information and resources are available here: [https://ssw.umich.edu/standard-policies-information-resources](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