### 1. Course Statement

This course will provide an opportunity to understand the unique developmental needs of infants and young children (0 to 5) and their caregivers. It will examine theories and techniques for observing and understanding infants and young children and their caregivers' behavior and interactions. This course will emphasize evidence-based tools for observation of interactions that address diverse groups of infants and young children in their primary environments (e.g., family and alternative caregiving contexts). Special attention will be given to diversity issues related to understanding the nature of interactions and developing anti-racist practice skills. The course will be divided into classroom and community-based learning opportunities.

#### a. Course Description

We will address the objective aspects of observing and interacting with young children and their caregivers and the subjective experience of interacting with them, many of whom face significant environmental challenges, including poverty and maternal depression. Specific strategies for helping children who are distressed or dysregulated will be addressed. Finally, students will observe and reflect upon...

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Course title: Observation and Interaction with Young Children and their Caregivers

Course #:/term: 721-001, SS 2023

Time and place: Thursday, 1 to 5:00 pm, Room 3752

Credit hours: 3

Prerequisites: 506 or permission of instructor

Instructor: Julie Ribaudo

Pronouns: She/Her/Hers

Contact Info: Email: jribaudo@umich.edu

Phone: 734.936.4949

I try to respond within 48 hours. If you don’t hear back from me, please nudge me as I may have overlooked it accidentally

Office: 2710

Office hours: I am glad to meet individually. Please email me or talk to me in class to arrange a mutually agreeable time.

Course Text: Lieberman, 2018. The emotional life of the toddler
multiple domains of child development, including state regulation, attachment behaviors, and emotional, language, cognitive, and motor development.

b. Course Objectives and Competencies
Students will:
- Develop the ability to utilize a developmental frame to observe and understand infant/toddler behavior, and infant/toddler-parent interactions
- Develop core skills of MSW students in observation and assessment;
- Through the use of videotapes, observation notes, and individual feedback, specifically develop competency to understand and respond to the unique communications of young children, who are much less able to utilize words to express their needs;
- Consider the behaviors and interactions observed through a multicultural lens, making accurate meaning of what is observed through understanding the child in the context of their caregiving environments, which are influenced by broader societal influences;
- Complete one aspect of training for post-graduate endorsement in infant-family practice.

c. Course Design
This course will teach through lectures, videos, guest lectures, and activities inside and outside the classroom.

d. Intensive focus on PODS
This course integrates PODS content and skills with a particular emphasis on identifying practices and 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 in developing a vision of social justice, learning to recognize and reduce mechanisms that support oppression and injustice, working toward social justice processes, applying intersectional and intercultural frameworks, and strengthening critical consciousness, self-knowledge, and self-awareness to facilitate PODS learning.

e. Pathway Associations
   Children and Families (Host) – Elective
   Interpersonal Practice - Elective

2. Class Requirements

a. Text and class materials
   ISBN: 978-1-4767-9203-3 (Paperback)
   ISBN: 978-1-4767-9204-0 (eBook)
All other materials will be found in weekly modules.

Expectations: Per federal requirements regarding credit workload expectations, I aim to assign about 2 to 3 hours of reading/media viewing or listening per week (under the requirements, but allows for various reading speeds and allows you time to digest the material). In addition, we may meet asynchronously in some semesters for some of the assigned class time. In that case, I will assign alternative videos, podcasts, or recorded lectures to account for the asynchronous time. That material is considered a substitute for in-class time and in addition to the material that you would be assigned anyway. You will only glean more from the class if you do the reading.

In most weeks, students will meet in small groups to discuss the readings at the start of class. Some weeks, I may post “prompts” in the announcements to help focus your reading.

b. Class Schedule

The weekly topic and readings are found in modules.

c. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response to Week One Material</td>
<td>5/14/23 at 11:59 through Canvas</td>
<td>10%</td>
</tr>
<tr>
<td>In-Class Observation Notes</td>
<td>6/1 and 6/29 during class</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Please bring paper to class to complete the assignment.</td>
<td></td>
</tr>
<tr>
<td>Observation Annotation</td>
<td>7/1/23 at 11:59 through Canvas and UMN Ant</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Please see rubric in the assignment tab for my expectations and grading criteria.</td>
<td></td>
</tr>
<tr>
<td>Observation Presentation</td>
<td>7/6 and 7/13, Sign up will be described in class</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>See assignment description and rubric in the assignment tab of Canvas</td>
<td></td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>No submission required</td>
<td>20%</td>
</tr>
</tbody>
</table>

Any assignments due on Canvas should be uploaded by 11:59 p.m. on the due date, a Word Document (not PDF). The annotation assignment must include the video link for the annotation (I will explain this in class). **Assignments are expected on time;**
however, life happens. I give a 3-day grace period; no explanation is necessary. If you must submit past the 3rd-day grace, let me know. I reserve the option to deduct 5% if turned in within five days. Papers or annotations submitted more than five days late will not receive any feedback and will be subject to a deduction of 10%. I will not accept any papers more than seven days late.

d. Attendance and Class Participation
In keeping with the SSW Policy on Class Attendance, students are expected to attend all the live class sessions. In addition, students are responsible for all content of this course, including the content provided in the asynchronous and synchronous contexts.

To receive full credit, you are expected to attend every class session because:

1. Some material considered essential to the objectives of the course will only be presented in class;
2. The application of critical concepts and student co-learning requires participation in class discussions and exercises;
3. Predictability, reliability, and consistency are core to any strong relationship… “being there” is incredibly important to children, so it is essential in this class;

Attendance means participating and attending to others. Using computers or mobile devices to text, game, shop, Facebook, etc., will reduce your grade. That behavior not only distracts me and your classmates but has been found to lower academic performance and increase distractibility (https://doi-org.proxy.lib.umich.edu/10.1016/j.compedu.2011.12.023 and https://doi-org.proxy.lib.umich.edu/10.1016/j.compedu.2008.05.006).

4. You can doodle, knit, stand, stretch, or play with fidget toys. Please put your phones away unless you have a family emergency (and please speak to me about it beforehand). We will develop other “ground rules” as a class to create a civil, conducive-to-learning environment.
5. If we meet by Zoom, I encourage you to keep your camera on. This helps promote class cohesion, and it assists in limiting distractibility and multitasking.
6. Please see the UM-SSW Student Guide: Policy on Class Attendance.

In the SS semester, the coursework is accelerated. You can only pass the course if you have two or fewer absences. If you must miss a class, please submit a 3-page written paper reviewing and synthesizing the assigned material for the week, due and emailed to me before the next class session unless you make alternate arrangements with me.

e. Grading
Please see the MSW Student Guide policies on field education, Student Grievance procedures, and the policy for grading in special circumstances. All assignments have a
rubric to review as you prepare to complete them. If a student is within .5 points of the
next highest grade at the end of the term, I reserve the option to assign the next highest
grade.

f. Class Recording and Course Materials
Audio and video recording of in-class lectures and discussions is prohibited without my
advanced written permission. Students with an approved accommodation from the
Office of Services for Students with Disabilities permitting the recording of class
meetings must present documentation to me before any recording is done. I reserve the
right to disallow recording for some class time where privacy is a particular concern. If I
record a class (typically by Zoom) and post it to Canvas, please preserve confidentiality
when watching it and delete it when you are done. On days when classes are recorded,
students will be notified that a recording is occurring. Class recordings and course
materials may not be reproduced, sold, published, or distributed to others, in whole or in
part.

COVID-19 Statement
Although the pandemic is over, many students and faculty are affected by or care for
others with health conditions that put them at risk. I encourage all of us to be respectful
and courteous regarding using masks. I commit to testing weekly to ensure I am not
unintentionally exposing students to risk.

For the safety of all students, faculty, and staff on campus, we must be mindful of the
safety measures put in place for our protection. Your participation in this course is
conditional upon your adherence to all safety measures mandated by the state of
Michigan and the University, including properly wearing a face covering in class and
compliance with the University COVID-19 Vaccination Policy. Other applicable and
additional safety measures may be described in the Campus Maize & Blueprint. Failure
to comply with campus safety measures may impact your ability to participate in this
course. Individuals seeking to request an accommodation related to the face covering
requirement under the Americans with Disabilities Act should contact the Office for
Institutional Equity, and those seeking an exemption related to the vaccination
requirement should submit an exemption request through Wolverine Access. I also
encourage you to review the Statement of Student Rights and Responsibilities and
the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

g. Health-Related Class Absences
Please evaluate your health status regularly and refrain from attending class and
coming to campus if you are ill. You are encouraged to seek appropriate medical
attention for treatment. School of Social Work students who miss class due to illness
will be given opportunities to access course materials online or provided with alternative
learning opportunities. Please notify me by email about your absence as soon as
practical so that I can make accommodations.
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