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 problem behaviors (e.g., failure to thrive, prematurity, and developmental delays) 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 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 through 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 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

Upon completion of the course, students will be able to:

1. Describe key developmental stages and their associated issues, conflicts, and tasks during the infancy, toddler, early childhood, and middle childhood periods.
2. Describe patterns of life cycle development from a multicultural perspective, including gender, ethnicity, social class, and religious and regional beliefs.
3. Describe how theoretical knowledge of coping and adaptation in children, their caregivers, and the caregiving contexts relate to social work practice.
4. Demonstrate the ability to evaluate and critique various theories of development.
5. Discuss typical ethical concerns related to infant and child development and behavior.

4. Course Design

This course will include a series of readings, lectures, class discussions, videotapes, and student presentations on topical issues. We will make use of Ctools for this course; please visit it throughout the semester to access assigned articles in pdf files, to obtain handouts for assignments, to communicate with the class, and to check for any scheduling changes. You may access the site for this class at: https://ctools.umich.edu/portal

5. Relationship of 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.

6. Relationship of the Course to Social Work Ethics and Values

As child development is so profoundly impacted by environmental and social conditions, a number of ethical dilemmas may arise for social workers working with this population. Dilemmas will highlight the importance of identifying client strengths and working with the entire family or community in determining appropriate interventions. This course will address the impact of social conditions and social policy and the need for macro and micro intervention to improve the conditions under which many children develop.

7. Assignments and Grading.

♦ Attendance and Participation

Attendance at all classes is required, as is participation in the class. Students are responsible for securing lecture notes and handouts from fellow classmates when circumstances require them to be absent. I plan to engage the class with the material as much as possible and as such will base 10% of your grade on your attendance and participation.

♦ Assignments

Assignment 1: Child Observation and Paper

Observation: Observe a child (2.5 to 5 years) in a group setting for approximately two hours (in two separate sessions) at the University of Michigan Children's Center for Working Families (UMCCWF: 716 S. Forest Ave.; 998-7600). The first day of class will involve an orientation at the UMCCWF which will include guidelines and logistics for observations. Because this activity includes a significant out of class time requirement, I have blocked off two hours of class time in the course of the semester to allow students to observe. However, you are encouraged to observe at other times according to the schedule to be provided at the UMCCWF orientation.

Before observing, please read the Observation Exercise on p. 334 of the Davies text and use it as a guide for your observations. In the first 10 minutes of your observation on the first day, choose a child to observe; you do not need to know the child’s name in order to observe them. On the second day, you may choose to (1) observe the same child, noting similarities or differences in her or his behavior across the two days, (2) observe a different child of similar age, comparing and contrasting their interests, abilities, and behaviors with the first child you observed, or (3) observe a child of a different age, comparing and contrasting their interests, abilities, and behaviors with the first child you observed.

Observation Notes. Carefully observe the child’s behavior and take detailed notes without making judgments or forming conclusions. Try to describe in as much detail as possible
exactly what and how the child says and does something, what is said and done to him or her, and how the child interrelates with people and materials—every gesture, facial expression, and movement. Your observations should be strictly objective, including only the actual behaviors you observe. As much as possible, take detailed notes on what the child is doing in one or more domains: physical activity, verbal expressions, emotional expressions, play behaviors, interactions with adults or peers. Use only the first letter of the child’s name in your notes to preserve confidentiality. I will be providing more detailed instructions for this assignment in a separate handout. After each hour of observation, you should have between 3-4 pages of notes. You will turn these in with your paper.

**Paper:** Using your observations, write a brief paper (2-3 pages) using theories or concepts you have learned in class to interpret the behaviors you witnessed and place them in a developmental context. You may also choose to discuss the significance of the child’s behavior for their development, make comparisons among the abilities and skills of your focal child and other children, discuss how one area of development you observed influences or is influenced by another area of development. I will provide you a handout with more detailed instructions for this paper early in the course.

The total assignment will be graded on a 20 point scale: objectivity and thoroughness of observation notes (5 points), quality of interpretations and links to theory and key concepts in text (10 points), synthesis and conclusion (2.5 points), and presentation (spelling, grammar, punctuation, organization: 2.5 points).

**Assignment 2: Proposed Infant Assessment Protocol**

The majority of work for this assignment will take place in class on February 15th. The class will be separated into small groups. Each small group will be given an aspect of infant development (physical, cognitive, language, social-emotional) and assigned the task of creating a protocol to assess the developmental skills and level of a 10 month old infant that will be conducted in the next class period (a 10 month old infant will be present with her mother and father). Each group will have 15 minutes in which to conduct its assessment. You are encouraged to draw upon the examples of experiments in the text and discouraged from doing only an observation. On the day of the assessment, you and your group members are responsible for bringing any props or script required for the assessment. The group as a whole is responsible for distributing work for this project as equitably as possible (e.g., writing up protocol, gathering necessary props, conducting the assessment in class). Each group is required to submit to me by noon on Thursday February 17th a written description of the group’s proposed protocol. The proposal should include: (1) the ability or phenomenon to be assessed, (2) the procedures for the assessment (including any experimental manipulations), (3) how the proposed assessment should tap the ability or phenomenon, and (4) which studies or examples from the text you used as your inspiration. I will provide feedback by 5:00 Friday the 18th in order to allow any adjustments in the protocol to enhance the assessment. This assignment will be graded on a 10 point scale based on thoughtfulness (3), originality (4), and feasibility (3). Please note: Each group member will be assigned the same grade for this assignment.
Assignment 3: Literature Review for Issue Paper

In order to assist you in preparing for your issue paper and class presentation, you will conduct a literature review of your chosen topic and submit it for me to review. Please see item (2) under Assignment 4 for the four types of sources that are required; at minimum, you will review 12 sources but are encouraged to review more than that. For each source, please provide the full citation (per APA Style) including URL if applicable, provide a one paragraph summary of its content, and provide a 1-2 sentence “take-away” of what you have learned from this source for your issue paper. Grading will be on a 10 point scale and will be based on the breadth (how many sources did you consider) and depth (how deeply did you delve into the articles) (3 points), the thoroughness of your one page summaries (4), and the extent to which you engaged with the source for your “take away” lesson from the source (3).

Assignment 4: Issue Research Paper

In this assignment, you are encouraged to choose a child development issue about which you are inherently curious and to research it across sources, across time, and across cultures in order to fully understand the multiple sides to the issue. You may choose one of the issues below or you may choose a different issue with permission of the instructor. The paper should be 10-15 double-spaced pages and will follow APA format for citations and references (consult the 2001 (5th) edition of the APA Publication Manual available in the References area of the Social Work Library). In this paper, you will:

1) Give a brief history of how this issue has evolved over time.
2) Utilize multiple sources of information on the issue and note any inconsistencies or biases among them. You are required to use four types of sources:
   - At least 5 empirical (research-based) articles (search for articles on your issue in the UM Library’s Networked Electronic Resources such as Social Work Abstracts, PsycINFO, Sociological Abstracts, etc). I am happy to provide a few initial references or suggestions to get you in the right direction.
   - At least 3 online sources of information on the issue (these can be governmental, research-based, advice-based, non-profit or advocacy based, etc).
   - At least 2 parenting or child care advice books (several are on reserve in the Social Work Library—see below).
   - At least 2 books or articles that consider the topic from an international, cross-cultural perspective. (Several books taking a cross-cultural perspective on child development and child rearing are on reserve in the Social Work Library—see below.)
3) Describe the developmental tasks, abilities, or challenges associated with this issue and the implications of different perspectives on this issue for child development.
4) Summarize competing perspectives on the issue within the U.S., including from different racial-ethnic and cultural groups.
5) Explore international differences by comparing and contrasting the prevailing attitudes and behaviors on the issue in the U.S. with attitudes and practices in other countries.
   - Cross-cultural comparisons on policies can be gleaned from the following websites:
6) Summarize what you have learned about the issue.
Possible issues for this paper include, but are not limited to:

**Early Care**
- Breastfeeding (whether to, how long to)
- Interventions at childbirth (e.g., epidural, pitocin, forceps, Caesarean section)
- Co-sleeping/Family bed
- Swaddling
- Male circumcision
- Pacifiers and thumb sucking
- The “let them cry it out” approach to sleeping through the night
- Genetic testing
- Immunizations

**Parental Discipline**
- Spanking and child abuse
- Optimal parenting style or parenting practices
- Promotion of individualism vs. collectivism

**Social and Policy Issues**
- Child care
- Head Start
- Transracial adoption
- GLBT parenting/adoption
- Parental leave
- Seatbelts and carseats
- Working mothers
- Television and video games
- Child labor

Grading of this paper will be graded on a 35 point scale according to the following criteria:
(1) Content: How well did you summarize the competing perspectives on the issue, including how they have evolved over time? To what extent did you address cross-cultural and international similarities and differences related to this issue? (20 points);
(2) Organization: Is the paper logically organized? Is the writing style easy to follow yet persuasive? (10 points); and (3) Presentation: Grammar, punctuation, typographical errors, APA style (5 points).

**Assignment 5: Lay Issue Summary**

Your final assignment will be to take what you have learned about the issue you review in your research paper and distill it in such a way that it can be understandable and useful to a lay (i.e., unfamiliar with research jargon and possibly research methods) audience. You may choose to target your summary to either (a) parents, or (b) policy makers. I will provide examples of each type of summary early in the semester as a guide.

If you choose parents as your audience, your goal is to produce a double-sided, single page pamphlet that could be distributed in a school family life office or a doctor's office or clinic. You will summarize the issue, the debate surrounding it (e.g., pros and cons), and current recommendations from experts regarding the issue (cite at least 2 references). Your goal is to make clear recommendations that are supported by research. I encourage you to creative with the format in order to be most engaging to parents.
If you choose policy makers as your audience, you will summarize the history of the issue, describe current attitudes about and laws regarding the issue in the U.S. compared with other countries, and outline implications for current laws and policies or recommend changes or additions to current laws and policies. The summary for policy makers should be two pages with only 2-3 references.

Grading of this assignment will be on a scale from 0 to 15 based on (1) ability to translate research into lay language (5 points), (2) persuasiveness in framing of the issue and recommendations, and (3) creativity of presentation (5 points).

♦ Grading

Course Grade Components
Your grades for this course will be based on the following:

Class Attendance and Participation 10%
Child Observation and Paper 20%
Proposed Infant Assessment Protocol 10%
Literature Review for Issue Paper 10%
Issue Research Paper 35%
Lay Issue Summary 15%

Grading Scale

A or A- Mastery of subject content, demonstration of critical analysis, creativity, and/or complexity in completion of assignment. The difference between an A and an A- is based on the degree to which these skills is demonstrated.

B+ Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity, or complexity in the completion of the assignment.

B Mastery of subject content at level of expected competency – meets course expectations.

B- Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.

C or C- Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.

D Substantial deficiency in competency. No course credit.

E Failure in competency. No course credit.
8. Readings

Required Texts:
(Available at Michigan Union Bookstore, Ulrich’s Bookstore, Michigan Book & Supply)


Required Readings (see Class Calendar below for assignment due dates):
Each of these articles is accessible through the UofM library system and through our course website in CTools.


Materials on Reserve in Social Work Library:
The following books have been placed on reserve at the Social Work Library for your use throughout the class but particularly for the Issue Research Paper:


Dare to discipline / James Dobson. Wheaton, Ill., Tyndale House Publishers [1970] HQ 769 .D64


Kids : How biology and culture shape the way we raise our children / Meredith F. Small. RJ 47 S4751 2001


Our babies, ourselves : How biology and culture shape the way we parent / Meredith F. Small. 1998 RJ 61 .S63451 1998

What to expect the first year / Arlene Eisenberg, Heidi E. Murkoff, Sandee E. Hathaway. HQ 774 .E471 1996

Recommended Journals:

Applied Developmental Science
Child Abuse and Neglect
Child Development
Developmental Psychology
Development and Psychopathology
Family Relations
The Future of Young Children
Journal of Applied Developmental Psychology
Journal of Family Psychology
Journal of Marriage and the Family
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<tr>
<th>Date</th>
<th>Class #</th>
<th>Topics</th>
<th>In-Class Activity</th>
<th>Readings*</th>
<th>Assignments</th>
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| January 11th | 1       | **Themes and Theories of Development and Research Methods** | 10:00 - 11:00 Orientation to U of M Children's Center for Working Families 716 S. Forest Ave. | 1. SDE: Ch. 1 (pp 2-37)  
2. SDE: Ch. 9 (pp. 330-367) |                                                                               | 72  |
| January 18th | 2       | Prenatal Development, Birth, and the Newborn         | Video: Life's Greatest Miracle (60 min)                                           | 1. SDE: Ch. 2 (pp. 42-80)                                                |                                                                               | 38  |
| January 25th | 3       | Genetics and Physical Development                     | 10:00 - 11:00 Opportunity for Child Observation at CCWF                           | 1. SDE: Ch. 3 (pp. 84-121)  
2. Davies: Ch. 6 (pp. 172-192) |                                                                               | 57  |
| February 1st | 4       | Cognitive Development                                 | Video: Piagetian Tasks (30 min)                                                   | 1. SDE: Ch. 4 (pp. 126-165)  
2. SDE: part of Ch. 5 (pp. 183-205) |                                                                               | 57  |
| February 8th | 5       | Language Development                                  | Guest lecture                                                                     | 1. SDE: Ch. 6 (pp. 210-247)  
2. Davies: Ch. 8 (pp. 234-257) | Idea for Issue Research Paper due via email to: liztg@umich.edu               | 60  |
| February 15th | 6       | Attachment and Self-Regulation                        | Small group brainstorming: Creating an assessment protocol for a 10-month old      | 1. SDE: part of Ch. 11 (pp. 412-423)  
2. SDE: Ch. 10 (pp. 372-408)  
3. Davies: Ch. 1 (pp. 21-38) | *Due by noon on Thurs. 2/17: Proposed Infant Assessment Protocol               | 64  |
| February 22nd | 7       | Intelligence and Academic Achievement                  | Assessment of a 10-month old                                                       | 1. SDE: Ch. 8 (pp. 288-325)  
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<th>Date</th>
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<td>March 1st</td>
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<td><strong><strong>SPRING BREAK</strong></strong></td>
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<td>March 8th</td>
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<td>Self, Gender, and Ethnic Identity Development</td>
<td>10:00 - 11:00 Opportunity for Child Observation at CCWF</td>
<td>1. SDE: part of Ch. 11 (pp. 424-447) 2. Yunger et al. (2004)</td>
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<td>March 15th</td>
<td>9</td>
<td>Moral Development</td>
<td>Evaluating research assessments</td>
<td>1. SDE: part of Ch. 14 (pp. 532-554) 2. Koenig et al. (2004)</td>
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<tr>
<td>March 22nd</td>
<td>10</td>
<td>Peers, Play and Aggression</td>
<td>Case Studies</td>
<td>1. SDE: Ch. 13 (pp. 494-527) 2. SDE part of Ch. 14 (pp. 555-567)</td>
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<td>April 5th</td>
<td>12</td>
<td>The Family and Parenting</td>
<td>Video: The Secret of the Wild Child (60 min)</td>
<td>1. SDE: Ch. 12 (pp. 452-489) 2. Collins et al. (2000)</td>
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* SDE = How Children Develop by Siegler, DeLoache, & Eisenberg

Average per week: 56