SW605: Infant and Child Development and Behavior

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, pre-maturity, 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 a 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 care-giving 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 care-giving 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.

I also want students to be able to:

1. Reflect on and be able to articulate your own position regarding specific topics/issues in the area of infant’s and children’s growth and development.
2. Develop skill in verbal presentations, leading discussions and critiquing of growth and development issues/concerns.
3. Have an appreciation and understanding of the factors that may influence a child’s development, how to promote development and possible ways to intervene when development is not optimal.
4. Contribute to the learning process of themselves and their classmates through participation in class.

4. Course Design:

This course will include a series of readings, lectures, class discussions, videotapes, and experiential exercises. Students may be asked to assume various roles during some of these experiential exercises.
5. 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.

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

Since 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.
I. Grading criteria:

A. Course Grade will be based student achievement in each of the following components:

- Journal Critique (1) 10%
- Exams (2) 30%
- Class participation 20%
- Presentation/Discussion 30%
- Position Paper 10%

B. Course letter grades are based on the University scale:

<table>
<thead>
<tr>
<th>Percentage/Grade</th>
<th>Grade</th>
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<tbody>
<tr>
<td>97-100</td>
<td>A+</td>
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<tr>
<td>87-89</td>
<td>B</td>
</tr>
<tr>
<td>&lt;80</td>
<td>C+</td>
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<tr>
<td>93-96</td>
<td>A</td>
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<td>83-86</td>
<td>B</td>
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<tr>
<td>90-92</td>
<td>A-</td>
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<tr>
<td>80-82</td>
<td>B-</td>
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II. Journal Critique (1 worth a total of 10% of grade):

A. Purpose:
1. To prepare students for Presentation.
2. To evaluate each student’s ability to critique research articles, whether the findings are applicable to the clinical setting and if the researcher is really testing what is stated. Could there be other explanations for the findings?
3. To sharpen writing skills.

B. Guidelines
Students are required to write 1 journal critique related to the topic they have chosen for their presentation.
Critiques must be APA formatted, approximately 3-4 typed pages.

C. Grading criteria:
1. Describe the main points/issues/premises of the article.
2. Discuss which developmental theorist would be most aligned with the premise of the article? Use examples to support the theorist you chose.
3. Describe what you think is being tested. Are there other possible explanations for the results?
4. Describe how you would apply your knowledge of this issue to your life experience or work with children.
5. Demonstrate appropriate use of grammar, spelling, punctuation, and sentence structure.

D. Due date: September 21, 2001 at start of class.
When in doubt, cite references – plagiarism is a violation of the School Code of Conduct and will result in a failing grade.
III. Exams (2 worth a total of 30% of grade):

A. Purpose:
   1. To ensure that you have an adequate understanding and ability to recall the essential concepts and basic definitions covered in class and in the readings.
   2. To assess each student’s understanding of developmental theories and how they apply to their career in Social Work.

B. Grading Criteria:
   Each exam will be worth 10%. There will be 30-50 multiple-choice, matching questions on the October 19 and December 7 exams.

IV. Class Participation/Attendance (20% of grade)

A. Purpose:
   1. To promote discussion of material covered in readings, cases presented, and outside class experiences.
   2. To promote learning from each other as we share thoughts and ideas.
   3. To gain experience in discussing what matters most to us regarding the promotion of the growth and development of children while respecting and actively listening to the beliefs of others.

B. Attendance Criteria:
   1. Attendance at each class - just like at work
   2. Arrive on time and leave at end of class (This will avoid disruptions and not waste time answering questions on material already covered).
   3. Attend to discussion (Attend to instructor and other students when they speak).
   4. Participate in class activities/discussions (Actively participate in class activities, answer calls for volunteers, answer questions and make comments and show evidence of being prepared).

C. Guidelines:
I expect students to be prepared for class and to participate actively.
I expect this course to be fun and challenging for us all.
I expect students to provide feedback that will improve their learning.
V. Presentation/Discussion (30% of grade)
   A. Purpose:
      To disseminate knowledge, gain experience presenting information verbally, and moderating a group discussion.
   B. Grading: Pass/Fail
   C. Presentation/discussion is to cover the following:
      1. Select a relevant topic (Social Policy, Ethical Issue or a topic listed with each class) related to the growth and/or development of children.
      2. State why you chose this topic and why you believe it is important to SW and child development.
      2. Review the current literature related to your topic (3-5 journal articles).
      3. Discuss findings and how they relate to your own experience or practice.
      4. Discuss how one’s gender, culture or socioeconomic status may influence one’s perception of this topic.
      5. Lead a discussion of the topic and issues by preparing relevant questions, both general and open-ended. (May consider ranking ordering them).
      6. Summarize the discussion and what you learned from the class discussion.
      7. During your Presentation:
         Demonstrates knowledge of the subject matter,
         Clear understanding and grasp of the material,
         Present self in a professional manner,
         Respond to class questions/participation,
         Provide relevant handouts and reference page for instructor and class members. (APA format)
   D. Dates to be chosen by students second week of class.

VI. Position Paper (10% of grade)

On November 30 you will be given a specific topic relating to the growth and development of children. It will require you to reflect on and articulate your own position regarding the issue/topic and the opportunity to integrate what you have learned throughout the semester to your own practice with children and their families.
Your response will be due on December 7.

Late policy: All Critiques, Quizzes, Exams, Presentations will be due as assigned unless arranged with Instructor prior to the due date. A 5% grade reduction will be assigned for every day an assignment is late.
Required Texts:

http://www.apa.org/journals/webref.html


Recommended:


Journals

American Journal of Health Promotion
American Psychologist
Child Abuse and Neglect
Child Development
Child Psychiatry and Human Development
Child Welfare
Developmental Psychology
Health and Social Work
Journal of Advanced Nursing
Journal of Applied Behavioral Science
Journal of Child Psychology & Psychiatry & Allied Disciplines
Journal of Family Practice
Journal of Personality and Social Psychology
Social Work
Young Children

Coursetool site:
http://coursetools.ummu.umich.edu/2001/fall/hb/605/001.nsf

or student gateway site at:
http://coursetools.ummu.umich.edu/mycourses

*****Please note, all of the required readings are to be done prior to the start of class. Students are to choose one article or Web site from the recommended list and be prepared to discuss it in class.

CLASS CALENDAR & READINGS
September 7, 2001  Introduction

Read: Cobb, Chap. 1, Introduction and Theories of Development, pp.1-44

In Class: Vygotsky’s Developmental Theory: An Introduction
Learning Styles Self Test

Sept 14  Context of Development: Genetic Action & Environmental Influences

Goals for this week:

* Describe genetic & diagnostic tests used during pregnancy and the role of the SW in addressing the issues raised by these tests.

* Discuss and explore the social and ethical issues related to infertility, abortion, adoption, sex of infant, birth defects and HIV.

Zeanah, Chap.1, Methods of Development and Developmental Risk, pp. 3-19.

In Class:
A. Topics: Infertility Birth Defects  Gender Intersex Tests

B. Film: Reproduction/Fetal Development
   Classical and Operant Conditioning 5:45

C. What is your Fertility IQ?

D. Sign up for Presentations

Recommended:


http://www.birthdefects.org/
What is the best way to prevent birth defects caused by the environment?
Sept 21 Prenatal Development

**Goals for this week:**
*Describe the 3 stages of prenatal development and the developmental milestones that take place at each stage.

*Describe the role of teratogens and how they interfere with normal development.

*Describe the role of SW in working with families and infants to provide the best extra-uterine environment for high-risk infants. (Address SES, culture, ethnicity).

**Read:** Cobb, Chap. 3, Prenatal Development, pp.81-130.
Zeanah, Chap. 9, Maternal Substance Abuse and Child Outcomes, pp. 161-175.

**In Class:**
A. FAS: Pretest and Post-test

B. Topics: LBWT Teratogens Ma & Paternal factors Childbirth practices

C. Films: Hello Baby
   *Broken Cord*

D. Presentations:
1. 
2. 
3. 

E. Journal Critique Due at start of class.

**Recommended:**


[http://www.nichd.nih.gov/strategicplan/cells](http://www.nichd.nih.gov/strategicplan/cells)
National Institute of Child Health and Human Development
Developmental Biology: Understanding Normal and abnormal development

Depression: What every women should know
Sept 28  Neonate

Goals for this week:
*What is considered the best extra-uterine life for high risk infants and how can it be provided.

*Understand the role that gender, culture and ethnicity may play in the shaping of care and responses to the infant.

*Be able to articulate your beliefs in relation to the care of infants with birth defects and relate these beliefs to a developmental theory.

Read:  Zeanah, Chap.5, The Cultural Context of Infant Mental Health, pp. 91-108  
Zeanah, Chap. 7, Early parenthood in Context, pp. 129-144.  
Zeanah, Chap. 10, Prematurity and Serious Medical Conditions, pp176-194.

In Class:
A. Topics: Feeding Parenting PP depression Premies Reflexes States APGAR

B. Film: News about newborns (HelloFamily)

C. Presentations:
1.  
2.  
3.  

Recommend:


http://KidsHealth.org/

www.nursingsociety.org  Click on Continuing Education, then Well Infant with Non-organic sleep disturbance

http://www.med.umich.edu/1libr/1week.htm  
Breastfeeding fact or fiction

http://www.aap.org/policy/re9850.html  
circumcision policy statement
Oct 5  Infancy and Toddlerhood: Physical Development

Goals for this week:

*Describe the process by which the infant develops a sense of self & relate this process to various theorists.

*Describe the experiences that contribute to infant brain development.

*Describe the threats to physical development at this age and how SW might intervene to diminish these threats (Address SES, culture, ethnicity and the role they may play).

Read: Cobb, Chap. 4, Infancy and Toddlerhood – Physical, pp.131-167.
       Zeanah, Chap. 6, The Impact of Poverty on the Mental Health, pp. 113-128.
       Zeanah, Chap. 21, Feeding Disorders, Failure to Thrive and Obesity, pp. 339-352.

In Class:

   A. Topics: FTT Growth  Motor Development  Nutrition Senses SIDS States
      Shaken Baby Syndrome Toilet Training

   B. Film: First Days at Home, St Joe’s (1,4,5,8,9,10 from Joyce)

   C. Presentations:
      1.
      2.
      3.

Recommend:


   Thomas, J.L , Sperry, L. & Yarbrough, M. S. (2000). Grandparents as Parents:
      Research findings and policy recommendations. Child Psychiatry and Human
      Development. 31 (1), 3-22.

http://www.nursingsociety.org
Case study on toilet training and constipation
Click on continuing education and then on case study

Intersex Society of North America
http://www.isna.org

http://www.nichd.nih.gov/strategicplan/cells//sids.cfm
Sudden Infant Death Syndrome
Oct 12 Infancy and Toddlerhood: Cognitive Development

Goals for this week:

* Describe how infants become efficient in perceiving and making sense of the world based on the different theorists.

* Describe the role of SW in promoting development of cognitive skills when working with families from various SES and cultures.

* Contrast different theories of language development.

Read: Cobb, Chap. 5. Infancy and Toddlerhood – Cognitive, pp. 169-211.
Zeanah, Chap. 15. The Observation and Assessment Children, pp. 249-265.

In Class:

A. Topics: Language Discipline Developmental tasks Immunizations Regulatory Disorders

B. Films: Cognitive Development
Language Development 7:18
Pediatric Brain Development 8:57

C. Presentations:
1.
2.
3.

D. Midterm Course Evaluations

Recommended:


http://www.immunize.org
Review section on autism and MMR vaccine
http://www.rarediseases.org
autism
http://www.neuroguide.com
ADD, autism, CP, DD and LD
Oct 19 Infancy and Toddlerhood: Psychosocial Development

Goals for this week:

* Describe attachment, why it is important, the different theories concerning it and how SW might promote healthy attachment.

* Describe the + and – effects of day care on child development and how to choose the “best” day care or babysitter for an infant.

* Describe the role of shame and guilt in regulating a child’s behavior according to the various theorists. How might this differ based on SES and culture?

Read: Cobb, Chap. 6, Infancy and Toddlerhood –Psychosocial, pp. 213-247.
Zeanah, Chap. 18, Autism and the Developmental Disorders, pp. 298-310.
Zeanah, Chap. 22, Disturbances and Disorders of Attachment, pp. 353-368

In Class:

A. Topics: Attachment  Day Care Temperament Emotions Child Welfare

B. Films: Autism: The child who couldn’t play
   Mental Growth in Infants 9:56
   Early Child Socialization 7:49

C: Presentations:
   1.
   2.
   3.

D. Exam

Recommended:


http://www.temperament.com
Oct 26 Early Childhood: Physical Development

Goals for this week:

*Identify risk factors and protective factors and the role SW plays in decreasing the former and increasing the later.

*Describe the behavioral and developmental consequences of play.

*How can parents help their child develop restraints?

Read: Cobb, Chap. 7. Early Childhood – Physical, pp. 249-293.
Zeanah, Chap. 20. Sleep-Disorders, pp. 326-338

In Class:
A. Topics: Impulse Control Injury Prevention Maltreatment Motor skills Nutrition Poverty Sleep

B. Films: Preschoolers in 3 cultures (288730)

C. Presentations:
1. 
2. 
3. 

Recommended:


(boy 4 – 12 years if age and his years of abuse).
Nov 2 Early Childhood: Cognitive Development

Goals for this week:

* Identify how the symbolic play of preschoolers differs from that of toddlers.

* How can we know if young children are able to distinguish appearance/pretense form reality and why is this important to SW?

* Describe 3 ways to promote cognitive development in young children – and how it may be influenced by SES, culture, gender or ethnicity?

Read: Cobb, Chap. 8. Early Childhood – Cognitive, pp. 295-331

In Class:

A. Topics: LD ADHD Communication Play Regulatory Disorders Seizures

B. Films: Intellectual Growth and Achievement Cognitive Development 2½ – 6
Growing Minds: Cognitive Development in Early Childhood
The Diagnosis and Treatment of ADD 8:38

C. Presentations:
1. 
2. 
3. 

Recommended:


ADD, CP, DD and LD
http://www.neuroguide.com

Learning Disabilities of North America
http://www.ldonline.org/ld_indepth/general_info/early_childhood_inter.html
Nov 9  

**Early Childhood: Psychosocial Development**

**Goals for this week:**

*Describe how autobiographical memory and the development of self-concept are affected by family culture.*

*Describe how the child proceeds from gender labeling to a sense of sex constancy.*

*Describe the factors that affect a child’s social competence and the role SW plays in promoting these factors.*

**Read:**  Cobb, Chap. 9. Early Childhood –Psychosocial, pp. 333-371.  
Zeanah, Chap. 25. Aggressive Behavior Disorders, pp. 397-411.  

**In Class:**

A. Topics: Adoption Aggression Gender Parenting Styles Play Peer Relations Self-concept

B. Films: Self, Testing & Intelligence

   - Promised Land 3: The Walls of Jericho & Role of Play (28885)
   - The Facts Behind Sex Differences 7:43
   - Early Child Socialization 7:49

C. Presentations:

   1.
   2.
   3.

**Recommended:**


Film: *Ma Vie en Rouge* (My Life in Pink) @ Liberty Street Video
Nov 16 Middle Childhood: Physical Development

Goals for this week:

* Describe the physical changes that occur during middle childhood and how the pattern of growth changes from earlier patterns.

* Describe developmental asynchronies that occur during middle childhood and explain how the various sleep related problems, including enuresis are treated.

* Describe the typical fine and gross motor changes and how these might increase the risk factors for children.

Read: Cobb, Chap. 10. Middle Childhood-Physical, pp. 373-405.
Zeanah, Chap. 27. Somatic Expressions of Disease, pp. 425-436.
Zeanah, Chap. 33. Early Childhood Policy, pp. 503-518.

In Class:
   A. Topics: Brain Dev Enuresis Homeless Maltreatment Motor Skills Nutrition Prevention

   B. Film: Brain Sex 2: Anything You Can Do, I Can Do Better
      Youth Sports 5:50

   C. Presentations:
      1.
      2.
      3.

Recommended:


http://childtraumaacademy.com
How child learn prejudice
Nov 30 Middle Childhood: Cognitive Development

Goals for this week:
* Describe the changes in the child’s cognitive processes in middle childhood.

* Describe the effect gender stereotypes, parenting styles and violence in the media may have on children.

* Describe multicultural education and how children might learn to overcome cultural differences.

Read: Cobb, Chap. 11, Middle Childhood – Cognitive, pp. 407-445.
Zeanah, Chap. 11, Exposure to Violence, pp. 195-208.
Zeanah, Chap. 16, Mental Retardation, pp. 271-281.
Zeanah, Chap. 23, Posttraumatic Stress Disorder, pp. 369-381.

In Class:
A. Topics: Gender Gifted LD MR Parenting Violence in Schools

B. Films: Violence on Television: The Impact on Society
Solutions for Children
The Study of Memory 8:03

C. Presentations:
1.
2.
3.

D. Hand out Position Paper topic

Recommended:


http://www.learningco.com/
Learning Company
**Dec 7**  
**Middle Childhood: Psychosocial Development**

**Goals for this week:**
* Describe the factors that influence how the child’s self-concept develops during middle childhood.

* Describe how self-esteem may be connected to the child’s relationship with his/her parent, friendship groups and ethnicity.

* Describe moral development in relation to Freudian and a social-cognitive perspective.

**Read:**  
Cobb, Chap. 12. Middle Childhood-Psychosocial, pp.447-493.  
Zeanah, Chap. 35, Divorce and Custody, pp. 533-547.  

**In Class:**

A. Topics: Death  Divorce  Friendship  Morals  Self Violence  
Health Behaviors in School age children (WHO, 1996)

B. Films: How Relationships are Formed  
Domestic Violence, Street Violence  
*Emotional Intelligence 4:42*  
*Sibling Rivalry 10:32*

C. Turn in Development Paper  
Take Last Exam

D. Course Evaluations

**Recommend:**


http://www.parentplace.com/parentsplace/  
site for multiple issues on parenting, Divorce

http://www.parentsoup.com/families  
site for multiple articles on children, TV violence, etc.
Online Resources:

Information Quality Tool
http://hitiweb.mitretek.org/iq/questions.asp

Intelligence theory and testing
http://www.indiana.edu/~intell/map.html
History of the influences in the development of intelligence testing.

HIV/AIDS Bureau, Health Resources and Services Administration
http://hab.hrsa.gov/womencare.htm
A guide to Clinical Care of Women with HIV

Learning Style Test, Felder and Soloman:
http://www2.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/styles.htm

Social Work Careers Quiz
is a comprehensive review of the types of careers open to Social Workers, Salaries, Job Market and potential problems in your first job. http://www.abacon.com/socwk/quiz

Test for Hidden Bias:
www.tolerance.org includes tests on Black & White Race Bias, Age Bias, Gender Bias, Skin-color Bias, Asian-American Race Bias, and Body Image Bias:
http://www.tolerance.org/hidden_bias/tutorials/06.html
Student Profile

Name: Phone: Program:

Experience working with children:

Prior Growth and Development coursework:

My goals for this semester are:

My career goals are:

How can the instructor facilitate your learning during this semester?

Is there anything your instructor needs to know about you that might influence your performance/learning in SW605?

Saved as My Documents: SWClassSchedule or SW605kk