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 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 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 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 OBJECTIVES:

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

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

RELATIONSHIP OF THE COURSE 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 themes 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 themes 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 themes 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

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.

TEXT/READINGS:


Coursepack: SW605 (at Union Bookstore)

COURSE DESIGN: This course will include a series of readings, lectures, videotapes, and class discussions
ASSIGNMENTS:

Scrapbook

Students are required to create a scrapbook of articles published in current major newspapers, periodicals, or journals. (Photocopies with APA citations are acceptable.) Ten entries are required; these should be spread evenly over the first ten weeks of the semester. Each article must relate to a different topic covered in this course (more than one entry on one topic is not acceptable).

Along with each article include an accompanying 1-2 typed pages on which you:

- Summarize the main points in the article.
- Clearly link the article to a topic covered in class.
- State how the article underscores, adds to, or alters concepts learned in this course.
- Briefly address any additional thoughts, opinions, or questions you may have on this topic that have been stimulated by information from the course and/or the article.
- Give a brief statement of how the topic is relevant to your career/placement and/or personal interests and how this knowledge will be useful.

Concept Paper

Choose a concept discussed in lecture or readings that you would like to learn about in more depth. As examples: resiliency, effect of divorce on children, the effects of race, gender, poverty as contexts for child development, the role of play in development, moral development, development of the capacity for empathy, caring, and commitment, the effect of developmental delays, temperament. These are only examples; any similar topics are acceptable. The topic should be one of personal interest to you. If you have questions regarding appropriate topic selection, please see me.

Read and cite at least five references regarding the concept in book chapters or professional journals. Include a bibliography of the references. Include footnotes if needed. Follow the APA format for this.

The paper will be 10-12 pages in length. It will include an overview/definition of the concept you have chosen based on research and/or theoretical aspects of the topic. Then illustrate the concept using an example (or examples) from your own experience, i.e. your clinical practice placement, family, or an observation in a school, day care center, place of worship nursery, or similar setting. Comparisons between normal/abnormal, age groups, or other dimensions may be used. If using clinical material, be sure to protect confidentiality by changing names or using initials only.

ATTENDANCE AND PARTICIPATION

Although this is a three hour Friday afternoon course, attendance is required. If you will be unable to attend a class, please discuss this with me ahead of time. Videotapes, lecture material, and class discussion are designed to enhance the textbook material and will be addressed in quizzes and in the final exam.
TESTS AND GRADING

Course letter grades are based on the University scale:

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<td>97-100</td>
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The course will be graded as follows:

- Class participation: 15%
- Scrapbook: 20%
- Concept Paper: 20%
- Quizzes (3): 15%
- Final Exam: 30%

Tests and assignments are due on the dates specified. Except for illness for which a physician’s note is necessary, all late assignments will have 5% of the grade deducted for each day it is late. Any missed test must be taken the following week during the instructor’s office hours. It will be your responsibility to arrange this.

If you have questions or disagree with a grade, you must bring this to my attention in writing or by emailing me within the week after the grade is received. Otherwise, all grades will stand as given.
COURSE OUTLINE, SCHEDULE, AND ASSIGNMENTS

WEEK 1 – SEPTEMBER 7
Course overview, assignments, grading
Introductions
Theories of Development
Assignment: Cobb: Chapter 1: Introduction and Theories of Development
Coursepack: Ecology of the Family as a Context for Human Development
Video: Piaget’s Developmental Theory: An Overview

WEEK 2 – SEPTEMBER 14
Nature vs. Nurture
Assignment: Cobb: Chapter 2: The Context of Development: Genetic Action and Environmental Influences
Zeanah: Chapter 1: Models of Development and Developmental Risk
Handout: The Effects of Poverty on Children’s Socioemotional Development: An Ecological Systems Analysis
Video: Genetic Prophesy (SW media library)

WEEK 3 – SEPTEMBER 21
Prenatal Development and the Newborn
Assignment: Cobb: Chapter 3: Prenatal Development
Zeanah: Chapter 10: Prematurity and Serious Medical Conditions in Infancy: Implications for Development, Behavior, and Intervention
Video: Newborn

WEEK 4 – SEPTEMBER 28
Quiz #1
Physical Development in Infants and Toddlers
Assignment: Cobb: Chapter 4: Infancy and Toddlerhood: Physical Development
Zeanah: Chapter 21: Feeding Disorders, Failure to Thrive, and Obesity
Video: Physical Growth and Motor Development (First 2 ½ Years)

WEEK 5 – OCTOBER 5
Psychological and Social Development in Infants and Toddlers
Assignment: Cobb: Chapter 6: Infancy and Toddlerhood: Psychosocial Development
Coursepack: The Role of Attachment in Personality Development
Rapprochement Subphase of the Separation Individuation Process
Transitional Objects and Transitional Phenomena
Video: Emotional and Social Development (First 2 ½ Years)
WEEK 6 – OCTOBER 12

Cognitive Development in Infants and Toddlers
Assignment: Cobb: Chapter 5: Infancy and Toddlerhood: Cognitive Development
Zeanah: Chapter 5: The Cultural Context of Infant Mental Health: The Developmental Niche of Infant-Caregiver Relationships
Videos: Cognitive Development (First 2 ½ Years)
Language Development (First 2 ½ Years)

WEEK 7 – OCTOBER 19
Quiz #2

Physical Development in Early Childhood
Assignment: Cobb: Chapter 7: Early Childhood: Physical Development
Zeanah: Chapter 11: Exposure to Violence and Early Childhood Trauma
Coursepack: The Chronically Ill or Disabled Child
Disorders of Early Parenthood
Video: Physical Growth and Motor Development (2 ½ to 6 Years)

WEEK 8 – OCTOBER 26
Psychological and Social Development in Early Childhood
Assignment: Cobb: Chapter 9: Early Childhood: Psychosocial Development
Coursepack: Developmental Impacts of Incest
Psychosocial Resilience and Protective Mechanisms
Video: Preschool Social Development

WEEK 9 - NOVEMBER 2
Cognitive Development in Early Childhood
Assignment: Cobb: Chapter 8: Early Childhood: Cognitive Development
Videos: Cognitive Development (2 ½ to 6 Years)
Role of Play (2 ½ to 6 Years)

WEEK 10 – NOVEMBER 9
Quiz #3

Physical Development in Middle Childhood
Assignment: Cobb: Chapter 10: Middle Childhood: Physical Development
Coursepack: Long Term Effects of Divorce on Children
Video: Life Without Father
WEEK 11 – NOVEMBER 16
Scrapbooks Due

Cognitive Development in Middle Childhood
Assignment: Cobb: Chapter 11; Middle Childhood: Cognitive Development
Kozol, Jonathan Savage Inequalities Chapter to be assigned (handout)
Video: Intellectual Growth and Achievement

NOVEMBER 23 – THANKSGIVING BREAK – NO CLASS – ENJOY

WEEK 12 – NOVEMBER 30
Concept Papers Due

Psychological and Social Development in Middle Childhood
Assignment: Cobb: Chapter 12: Middle Childhood: Psychosocial Development
Kozol: Finish reading assigned chapter
Coursepack: What Children Can Tell Us about Living in Danger
Video: Peer Relationships

WEEK 13 – DECEMBER 7
Sharing/discussion of concept papers
Class discussion of Kozol chapter
Review of course/questions

WEEK 14 – DECEMBER 14
FINAL EXAM