SW605: Infant and Child Development and Behavior

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CREDIT HOURS: 3
CLASS TIME: 2-5 PM Mondays
OFFICE HOURS: 12:30-1:30 PM Mondays

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:

- Exams (4) 55%
- Class participation 10%
- Presentation/Discussion 20%
- Integration Paper 15%

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>
</tr>
<tr>
<td>93-96</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B</td>
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<td>83-86</td>
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<td>80-82</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
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</tbody>
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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.

B. Grading Criteria:
   There will be 50-70 multiple-choice, short answer and/or essay questions on February 4, March 4, March 25 and April 15.

III. Class Participation/Attendance (10% 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).

IV. Presentation/Discussion (20% 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 related to the growth and/or development of children.
   2. State why you chose this topic and why you believe it is important to child development.
   2. Review the current literature related to your topic (2-3 journal articles, one being your journal critique article).
   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.
   6. Summarize the discussion and what you learned from the class discussion.
   7. During your Presentation:
      Demonstrates knowledge of the subject matter,
      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. Integration Paper (15%of grade)

On April 1 you will be given a specific directions regarding the integration paper. It will require you to reflect on and articulate your own position regarding a issue/topic and to integrate what you have learned throughout the semester. Your response will be due on April 15.

Late policy: All Exams, Presentations and the Paper are due as assigned unless arranged with Instructor prior to the due date. A 5% grade reduction will be assigned for every day an assignment/exam 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 Family Practice
Journal of Personality and Social Psychology
Social Work
Young Children

Coursetool site:
http://coursetools.ummich.edu/2002/winter/hb/605/001.nsf

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

*****Please note, all of the required readings are to be done prior to the start of class. Additional readings may be assigned throughout the semester.
CLASS CALENDAR & READINGS

January 7, 2002 Introduction

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


Jan. 14 Context of Development


In Class: Sign up for Presentations

Recommended:

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

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.

January 28 Prenatal Development

Read: Cobb, Chap. 3, Prenatal Development, pp.81-130.


Presentations:

1. 3.
2. 4.

Journal Critique Due at start of class.
Recommended:


http://KidsHealth.org/

http://www.med.umich.edu/1libr/1week.htm
Breastfeeding fact or fiction
http://www.aap.org/policy/re9850.html circumcision policy statement

Feb. 4 Infancy & Toddlerhood: Physical

Read: Cobb, Chap. 4, Infancy and Toddlerhood – Physical, pp.131-167.

Presentations:

1.  
2.  

Exam worth 10% (Covers theories, context of development and prenatal development)

Recommend:


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
Feb. 11  Infancy &Toddlerhood: Cognitive

Read: Cobb, Chap. 5. Infancy and Toddlerhood – Cognitive, pp. 169-211.

Presentations:
1.
2.
3.
4.

Recommended:


Zeanah, Chap. 15. The Observation and Assessment Children, pp. 249-265.


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

Feb. 18  Infancy &Toddlerhood: Psychosocial


Presentations:
1.
2.
3.
4.

Recommended:


Zeanah, Chap. 18, Autism and the Developmental Disorders, pp. 298-310.
March 4  Early Childhood: Physical

**Read:** Cobb, Chap. 7. Early Childhood – Physical, pp. 249-293.


**Presentations:**
1.
2.

**Exam** worth 15% (covering Infancy and Toddlerhood: Physical, Cognitive and Psychosocial)

**Recommended:**


Zeanah, Chap. 20. Sleep-Disorders, pp. 326-338

March 11  Early Childhood: Cognitive

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


**Presentations:**
1.
2.
3.
4.

**Recommended:**

March 18 Early Childhood: Psychosocial


Presentations:
1.
2.
3.
4.

Recommended:


Zeanah, Chap. 25. Aggressive Behavior Disorders, pp. 397-411.


Film: Ma Vie en Rouge (My Life in Pink) @ Liberty Street Video

March 25 Middle Childhood: Physical

Read: Cobb, Chap. 10. Middle Childhood-Physical, pp. 373-405.

Presentations:
1.
2.

D. Exam worth 15% covering Early Childhood (Physical, Cognitive & Psychosocial)

Recommended:

De Becker, G. (1999). *Protecting the gift: Keeping children and teenagers safe (and parents sane).*

Zeanah, Chap. 33. Early Childhood Policy, pp. 503-518

http://childtraumaacademy.com
How child learn prejudice

Test for Hidden Bias: 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

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**April 1 Middle Childhood: Cognitive**

**Read:** Cobb, Chap. 11, Middle Childhood – Cognitive, pp. 407-445.


**Presentations:**
1. 3.
2. 4.

**Integration Paper Directions**

**Recommended:**

Zeanah, Chap. 11, Exposure to Violence, pp. 195-208.

http://www.learningco.com/ Learning Company
April 8 Middle Childhood: Psychosocial

Read: Cobb, Chap. 12. Middle Childhood-Psychosocial, pp.447-493.


Presentations
1. 3. 2. 4.

Recommend:


Zeanah, Chap. 35, Divorce and Custody, pp. 533-547.

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.

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April 15 Last Class period

A. Turn in Integration Paper
B. Exam worth 15% (covering Middle Childhood: Physical, Cognitive & Psychosocial)
C. Course Evaluations
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: SW605kk1