THE UNIVERSITY OF MICHIGAN
SCHOOL OF SOCIAL WORK

SW 605
Infant and Child Development
Winter 2003
Monday, 2:00 – 5:00pm
Office hours: Mondays,
11:30-1:30 or as arranged

Linda Bird, MSW, RN
Office: SSWB 2760
Phone: 763-8016
Email: lbird@umich.edu or lbirdedu@comcast.net

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 late 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 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:

SSW LIBRARY RESERVES: You should be able to access these electronically.

**NOTE: All required readings are to be done prior to the start of class (with exception of the first class). Students should come to class prepared to discuss readings.

The text has a useful accompanying website: www.ablongman.com/html/fabestour/multimedia.html It provides interesting web connections on a variety of topics as well as multiple choice quizzes on material covered within each chapter. It is a highly recommended way to enhance your learning.

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

We will make use of the CourseTools site. Please check it for messages between classes. I will also post presentation outlines that you may download for review. You may access this at http://coursetools.ummu.umich.edu/2003/winter/hb/605/001.nsf or go to the student gateway at http://coursetools.ummu.umich.edu/my courses

ASSIGNMENTS:

CONCEPT PAPER
Choose a concept discussed in lecture or readings that you would like to learn about in more depth.

**NOTE: You must choose a topic different from the one chosen for your class presentation. Topic 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 any questions regarding appropriate topic selections, 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. Clear and appropriate citation is important, required, and taken into consideration for grading.

The paper will be 8-10 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.
STUDENT CLASS PRESENTATIONS
Each student will be required to do a class presentation of a topic selected from the instructor’s list. Presentations will be 15 minutes in length, verbally delivered during class time. Each student should also prepare three multiple choice questions on the material presented.

Due to class size, time will be a constraint. For this reason presentations may not exceed 15 minutes; please check yourselves for time ahead of the presentation. Also, your presentation must be made on the date you signed up for. If, due to illness or other emergency, you must make a change, it is up to you to arrange to switch with a classmate and to notify the instructor as far ahead of time as possible.

Please forward a detailed outline of your presentation and your three questions to me by 5pm on Friday of the preceding week. A PowerPoint outline, forwarded electronically is preferred. The instructor can post this outline on CourseTools as an aid to your classmates during your presentation.

ATTENDANCE AND PARTICIPATION:
Attendance is required. If you will be unable to attend a class, please discuss this with me or email me ahead of time. Videotapes, lecture material, and student presentations and class discussion are designed to enhance the textbook material and will be addressed in the midterm and the final exams.

TESTS AND GRADING:
Course letter grades are based on the University scale:

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The course will be graded as follows:
- Class Attendance and Participation 15%
- Concept Paper 20%
- Class Presentation 20%
- Midterm Exam 20%
- Final Exam 25%

**NOTE:** Tests and assignments are due on the dates specified. Except for illness for which a physician’s note is presented, 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 – January 6

Introduction and Theories of Development
Course overview, assignments, grading
Introductions
Assignment: Fabes: Chapter 1: Introduction to the Study of Children’s Development
Chapter 2: Understanding Development
Reserves: Effects of Poverty on Children’s Socioemotional Development:
An Ecological Systems Analysis
Video: I am Your Child: The First Years Last Forever

WEEK 2 – January 13

Genetics and Prenatal Environment
Assignment: Fabes: Chapter 3: Genetics and Prenatal Development
Reserves: The Hidden Language of Cells
Cellular Divide
Video: Life’s Greatest Miracle

WEEK 3 – January 20

Prenatal Development, Birth, and the Newborn
Assignment: Fabes: Chapter 4: Birth and Neonatal Development
Presentations: Prenatal Testing
Circumcision Debate
Post-partum depression/effects on baby
Video: Hello Baby

Martin Luther King Day – January 27 – no class

WEEK 4 – February 3

Physical Development in Infants and Toddlers
Assignment: Fabes: Chapter 5: Cognitive, Language, and Physical Development in Infancy and Toddlerhood
Presentations: Sudden Infant Death Syndrome (SIDS)
Breast vs. Bottle Feeding
Fetal Alcohol Syndrome (FAS)
Video: Physical Growth and Motor Development (First 2 ½ Years)
WEEK 5 – February 10

Cognitive Development in Infants and Toddlers
Assignment: Fabes: Chapter 5 (continued from previous week)
Presentations: Car safety for infants and toddlers
Sibling relationships
Shaken baby syndrome
Videos: Cognitive Development (First 2 ½ Years)
Language Development (First 2 ½ Years)

WEEK 6 – February 17
Psychological and Social Development in Infants and Toddlers
Assignment: Fabes: Chapter 6: Social and Emotional Development in Infancy and Toddlerhood
Reserves: The Not-So-Crackpot Autism Theory
Presentations: Autism/Asperger’s Syndrome
Effects of adoption on children
Children of gay/lesbian parents
Videos: Emotional and Social Development (First 2 ½ Years)

SPRING BREAK – YEAH!! – Relax and enjoy!

WEEK 7 – March 3
*Midterm Exam*
Physical Development in Early Childhood
Assignment: Fabes: Chapter 7: Cognitive, Language, and Physical Development in Early Childhood
Presentations: Obesity in children
Terrorism and children
Video: Physical Growth and Motor Development (2 ½ to 6 Years)

WEEK 8 – March 10
Cognitive Development in Early Childhood
Assignment: Fabes: Chapter 7 (continued from previous week)
Reserves: Who’s in Charge Here?
Mommy’s Home
Presentations: Co-sleeping
Munchausen’s-by-proxy syndrome
Effects of chronic illness in children
Videos: Cognitive Development (2 ½ to 6 Years)
Role of Play
WEEK 9 – March 17
*Papers Due* (beginning of class)

*Psychological and Social Development in Early Childhood*
- Assignment: Fabes: Chapter 8: Social and Emotional Development in Early Childhood
- Reserves: The Demons of Childhood
- Presentations: Latchkey children
  - Emotional Intelligence (EQ) in children
  - Effects of parental death on children
- Video: Preschool Social Development

WEEK 10 – March 24
*Physical Development in Late Childhood*
- Assignment: Fabes: Chapter 9: Cognitive, Language, and Physical Development in Late Childhood
- Reserves: Wallerstein: Long Term Effects of Divorce on Children
- Presentations: Effects of homelessness on children
  - Corporal punishment
  - Early menarche in girls
- Video: Life without Father

WEEK 11 – March 31
*Cognitive Development in Late Childhood*
- Assignment: Fabes: Chapter 9 (continued from previous week)
- Reserves: Preschool Meds
- Presentations: Learning disabilities
  - Effects of TV/video games on children
  - Guns and children

WEEK 12 – April 7
*Psychological and Social Development in Late Childhood*
- Assignment: Fabes: Chapter 10: Social and Emotional Development in Late Childhood
- Reserves: Kozol
- Presentations: Bullying
  - Child pornography
  - Blindness and deafness in children
- Video: Bullying

WEEK 13 – April 14
*Final Exam*