

Spring 2015  
 Child, Family, & Community: Relationships in Development  
 15:290:521:90  
 3 Credits  
 Online at <http://ecollege.rutgers.edu>

Professor: Lorraine McCune	Email: <a href="mailto:mccune@rci.rutgers.edu">mccune@rci.rutgers.edu</a>
Phone Number: 908-469-9633	10 Seminar Pl Rm 318
Office Hours: Monday: 1:30-5:00 and By Arrangement	Prerequisites or other limitations: None
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

**Learning goals:**

1. Students will have knowledge of psychological constructs relevant to psychosocial infant and child development, including initial understanding of the effects of risk and disability on learning.  
 Assessment: Commentaries on readings, Abstract/critique, term paper.
2. Students will be able to apply these psychological constructs to educational settings, in particular regarding issues of family/school relationships, and to related applied contexts.  
 Assessment: Observation notes and reflection.
3. Students will learn to critically evaluate empirical evidence related to the psychology of emotional and social development.  
 Assessment: Abstract/critique and term paper.

**Course catalog description:**

15:290:521 Child, Family, and Community: Relationships in Development (3)  
 Social/emotional development in infancy and early childhood and strategies for professionals to engage families. Topics include development of parent-child and teacher-child relationships; developmental sequences in infancy and early childhood in relation to life span development issues; impact of various disabilities upon attachment and interaction and upon general family adjustment; methods of promoting optimal psychosocial and family development within the context of cultural variations.

**Class materials/ Textbooks:**

Lieberman, A. (1993) The emotional life of the toddler. New York: The Free Press, ISBN 0-02-874017-3

Additional readings as listed in the weekly assignments.

### **Critical Course Themes:**

Developments in infancy formulate the personality and approaches to dealing with the world. From birth to age 8 the manner in which children experience the cascade of changes from babe-in-arms to school child profoundly impact a child's future. This course focuses on theory, research, and practice regarding issues in a) socio-emotional development in infancy and early childhood, and b) psychosocial aspects of early education. Students will explore developmental sequences as they relate to lifespan developmental issues, with an additional focus on various conditions and disorders of childhood; on attachment, social interactions, and general family development. Throughout the semester we will also be considering methods of promoting optimal psycho-social and family development when children are enrolled in child care and educational settings. We will be considering best practices and approaches to improving school/family/community integration. Please explore online resources and the popular press for up-to-date info on topics we cover. Let us all know what you find!

This course contributes to the Preschool-Grade 3 Endorsement and the ISIS (Infant/Early Childhood Interdisciplinary) Certificate Program. It can serve as an elective in Masters and Doctoral Programs.

**Grading policy:** See valuation of assignments below.

### **Course Requirements:**

**1. Weekly notes, comments and discussion questions regarding the readings.** These should be succinct but rich. Do not summarize the reading, as all will be reading the same material. Please post your comments on the course site by Midnight on the date due each week. Post your own reaction before reading others'. Respond to others' postings after posting your own. Make it a conversation! Please check later in the week and respond to my postings and those of classmates. One original and one response posting required each week. Postings are evaluated for depth of thought. (25%)

### **2. Observation Experiences and Reflection Paper:**

A. Infants or toddlers. Approximately 6 weekly observations should be made, each between 30 and 60 minutes long. **Please note child's age and pseudonym on each observation.** These observations should ideally take place in the baby's home. The ideal age is birth to 24 months. Your role is as a participant observer, interacting normally while focusing primarily on the baby.

B. Young Child in a Group Setting. Approximately 8 hours of observations spread across at least 4 visits. Ideally this should be a preschool or K-3 classroom. If this is not possible we can discuss other possibilities. Please observe the same child at each visit. **Note child's age and pseudonym on each observation.** (20% )

**You must begin the observations by the 2<sup>nd</sup> or 3<sup>d</sup> week . Then complete and post once per week until all are complete. Please notify me by e-mail when you make your first post so that I can read your notes right away.**

**You should not take notes during the observation, but write your impressions very soon afterward. Post notes within 24 hours of the visit. Notes are not accepted beyond 3 days after the visit.**

**Reflection Paper: Due date listed in the calendar that follows.**

This paper should be fairly short (700-1,000 words). It refers to one of your two observation settings. Think through the experience in relation to material learned in the class and try to find a theme or focus for your thoughts about the child/family/classroom relationships that strike you as interesting.

Use the theme to make an interesting title. Write about your experience bringing in examples from your visits. You may cite readings from the class or from outside reading, but this is not necessary. Are there ways in which the observation experience changed your view of children, families, classrooms, etc.?

**3. Critical abstract of a research article.** Type the reference to the article in APA style at the top of your paper. See Assignment sheet below for further details.(15%) **Due date in calendar that follows.**

**4. Parent/Community Involvement Project.** You will review descriptions of community involvement in several school districts and parent involvement plans created by previous students. You will either prepare one such assignment yourself or develop an essay regarding how to address some unmet needs in parent/community involvement. **See the calendar for Topic due date and project due date.** (15%)

**5. Term paper. About 3000 words in length reviewing a topic of your choice.** Please number the pages of your paper and give it an interesting title. Sources should be cited in APA style and should make use of recent journal articles. The first time you mention a source in your paper **all authors are listed.** Do not cite the same article repeatedly in a paragraph. Find ways to acknowledge the source without belaboring the citation! Please include all the references cited in your paper in the reference list, including those that you have drawn from other articles. When citing these include the phrase (as cited in: author, date) of article where you saw the citation. This allows the reader to find all of the articles if they wish more information about the findings. (25%)

Web site: This course is listed by number in the Rutgers Pearson site.

### **Academic Integrity Policy:**

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at [http://academicintegrity.rutgers.edu/files/documents/AI\\_Policy\\_2013.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf)

### **Office of Disability Services:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services

office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

### **Course Schedule:**

Week Date

Topic and Readings

- 1/21-28** Introduction from two perspectives: Young Children & Politics  
Lieberman, Ch 1- 3  
The Instigator: From the New Yorker **and recent web reviews**  
Blackburn (Undated): what newborn babies are like!

Start reading and posting right away!

**1/28** Deadline for posting is Midnight 1/28 .

**2/4** Infancy and the Lifespan

View the Brazleton film: be sure to read Blackburn first!

- Loo et al. (2005) & Ohgi et al. Powerpoint  
Erikson (1950)  
Hamre & Pianta (2005)

**2/11** Attachment

- Karen, (1990)  
Pruett (1997)  
McKenna & Bernshaw (1993)  
Pediatrics Task Force on SIDS (2011)  
Cugmas (2003) Attachment effects in classrooms

2/11-2/16 View the film “A chance to grow”

Post Comments on the film by Midnight 2/14 re-post and check out others’ posts.

**2/18** Attunement and Early Interaction

- Bell & Ainsworth (1972)  
Stern (1984)  
Kalmanson (2009)  
Roberts et al. (2008)

**2/25** Temperament “The Match”

Lieberman chapters 4, 5 and 6

**Read others’ abstracts and comment as you wish!**

**2/25 Abstract/critique due**

**3/4** Separation-Individuation

View Mahler Film: Cont. on next page.

Mahler (1972)

McCune (1999)- Commentary on Mahler (1972) **Optional, but helpful!**

Kalmanson & Pekarsky (1987) Optional, but fascinating!

**3/11** Family & Community Readings: Preparing for Projects!  
Comer & Ben-Avie (2010)  
Powell et al. (2010)  
Simkins et al. (2006)  
Review Previous Parent Participation Projects  
Post Comments on readings and projects  
Plan for your family or community project or essay **due 4/15!**

**3/18** Spring Break

**3/25 TERM PAPER TOPIC DUE**  
Lieberman - Chapters 7,8  
Kelley (2000)

**3/30 FAMILY /COMMUNITY PROJECT: Topic due 3/30**

**4/1** Challenges to Development  
**Choose 3: Substitute other articles if you would like.**  
Odem et al. (2006)  
Fraiberg (1975)  
Fraiberg, Adelson & Shapiro (1980)  
Lieberman (2004)  
Charman et al. (1997)  
Kalmanson & Pekarsky (1987)

**View Autism Powerpoint and websites for background: ICDL  
and DSM 5 update.**

**4/8** Emotional and social issues in feeding, hunger & obesity in childhood

Chatoor (2002)  
Ludwig et al. (2012)  
Patrick et al. (2005)  
Phillips & Cooper (1992)  
Robinson et al. (2012)

**4/13 TERM PAPER DUE**

**4/15 FAMILY/COMMUNITY PROJECT DUE by Midnight!**

4/16-4/18 Read others' projects or essays and discuss.

4/22 Read others' Term papers and Participate in Term Paper Discussion

**4/29 OBSERVATION/REFLECTION DUE**

4/30-5/2 Comment on Others' reflections

## References

- Blackburn, S. Sleep and awake states of the newborn. (undated)
- Bell, M. S., Ainsworth, D. M. S (1972): Infant crying and maternal responsiveness. *Child Development*, 43, 1171-1190.
- Charman, T., Baron-Cohen, S., Swettenham, J (1997): Infants with Autism: An Investigation of Empathy, Pretend Play, Joint Attention, and Imitation. *Developmental Psychology* 33, 781-789.
- Chatoor, Irene. (2002) Feeding disorders in infants and toddlers: Diagnosis and treatment. *Child and Adolescent Psychiatric Clinics*, 11, 163-183.
- Comer, J. P. & Ben-Avie, M. (2010) Promoting community in early childhood programs: A comparison of two programs. *Early Childhood Education Journal*, 38, 87-94.
- Cugmas, Z. (2003) Social behaviors of children with different types of attachment toward their kindergarten teacher. *Studia Psychologica* 45, 4.
- Demarco, K. Inclusion and Friendship. Fall 2010 Term Paper
- Erikson, E (1950). Eight Ages of Man. Chap. 7. In: *Childhood and Society*. 1st ed. Norton, New York.
- Fraiberg, Selma (1975): The development of human attachments in infants blind from birth. *Merrill Palmer Quarterly* 21(4), 315-334.
- Fraiberg, S., Adelson, E., Shapiro, V. (1980): Ghosts in the Nursery: A Psychoanalytic Approach to the Problems of Impaired Infant-Mother Relationships. Chap. 7. In: *Clinical Studies in Infant Mental Health: The First Year of Life*. (Ed: Fraiberg,S) Basic Books, New York, 164-196.
- Hamre, B. K. & Pianta, R. C. (2005) Can emotional support in the first grade classroom make a difference for children at risk for school failure? *Child Development*, 76, 5 949-967.
- Kalmanson, B. (2009) Echoes in the nursery: Insights for treatment of early signs of autism in a baby sibling. *Journal of Infant, Child & Adolescent Psychiatry* 840-848
- Kalmanson, B., Pekarsky, J H (1987): Infant-parent Psychotherapy With An Autistic Toddler. *Infant Mental Health Journal* 8(4, Winter), 382-397.
- Karen, R (1990): Becoming attached. *The Atlantic Monthly* (February, February), 35-70.
- Kelly, J.B. (2000) Children's adjustment in conflicted marriage and divorce: A decade review of research. *Journal of the American Academy of Child and Adolescent Psychiatry* 39 , 963-973.
- Lieberman, A. (2004) *Child-Parent Psychotherapy : A relationship-based approach to the treatment of mental health issues in infancy and early childhood*.
- Loo, K., Ohgi, S., Howard, J., Hirose, T. (2005) Neurobehaviors of Japanes newborns in relation to the characteristics of early mother-child interaction. *The Journal of Genetic Psychology* 166 (3), 264-279.

- Mahler, M (1972): On the first three subphases of the separation-individuation process. pp 53, 333-338.
- McCune, L. (1999) Commentary on Mahler (1975). This is a book that extends the information from Mahler (1972).
- McKenna, J. J; Bernshaw, N. J (1993). Breastfeeding and Infant-Parent Co-Sleeping as Adaptive Strategies: Are They Protective against SIDS? In: Breastfeeding: Biocultural Perspectives. (Eds: Stuart-Macadam, P; Detwyler, KA) Aldine De Gruyter, New York, 265-303.
- Ohgi et al. (2003) Neonatal behavioral assessment scale as a predictor of later developmental disabilities of low birth-weight and/or premature infants. *Brain and Development*, 25, 313-321.
- Odem, S. et al. (2006) Social Acceptance and Rejection of Preschool Children With Disabilities: A Mixed-Method Analysis. *Journal of Educational Psychology*, 98, 4, 807-823.
- Patrick, H., Nicklas, T.A., Hughes, S. O. & Morales, M. (2005) The benefits of authoritative feeding style: Caregiver feeding styles and children's food consumption patterns. *Appetite*, 44, 243-249.
- Pediatrics Task Force on SIDS. (2011) SIDS and Other Sleep-Related Infant Deaths: Expansion of Recommendations. *Pediatrics* 2011;128:e1341
- Phillips, C. B; Cooper, R .M (1992): Cultural dimensions of feeding relationships. *Zero to Three* (June), 10-13.
- Pruett, K. D (1997): How Men and Children Affect Each Other's Development. *Zero to Three*, 3-13.
- Powell, D. et al. (2010) Parent-school relationships and children's academic and social outcomes in public school pre-kindergarten. *Journal of School Psychology* 48, 269-292
- Roberts et al. (2008) Rates of early intervention services in very preterm children with developmental disabilities at 24 months. *Journal of Paediatrics and Child Health* 44 (2008) 276-280
- Satter, E (1992): The Feeding Relationship. *Zero to Three* 12(5, June), 1-9.
- Simkins et al. (2006) Mother - Child Relationship as a Moderator of the Relation Between Family Educational Involvement and Child Achievement *Parenting Science and Practice*, 6, 1 49-57
- Stern, D. N. (1984). Affect attunement. Chap. 1. In: *In Frontiers of Infant Psychiatry*. Vol. 2. (Eds: Call, J;
- Winnicott, D. W. (1966) *The Ordinary Devoted Mother*; reprinted in *Babies and Their Mothers* (1987), Reading, MA: Addison-Wesley.

January 8, 2015