

Child, Family, Community: Relationships in Development
290:521 Spring 2017 3 Credits
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Prerequisites: Class in Child development

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 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 and observation number on each observation.** (20%)

You must begin the observations by early February. 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 or Essay. 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. Limit 2500-3000 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. Even if providing a web source also include the full bibliographic reference. (25%) **Proof read your paper carefully to make sure there are no grammatical or typographical errors.**

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

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>.

Description: Quantitative Research Article Abstract/Critique

This assignment will provide an opportunity to critically read a research article and to succinctly discuss the study's strengths and weaknesses. Therefore, each critique should be approximately 1,000 words (1200 or more and you will be asked to revise). Please report on an article that addresses teacher/student or school family relationships.

How to Post Your Paper

You will find a place under "Course Home" to post your abstract/critique. Please save your paper using a filename beginning with your last name: mccune abstract.docx for example. Save your article pdf similarly: mccune article.docx. I will be saving these to my desktop for review and using track changes to provide comments. I need your names in the file names to keep them straight.

Components of Your Paper:

1.) Please put your article's reference at the top of the page.

The reference should be according to APA guidelines. An example of APA style is at the bottom of this assignment sheet.

2.) Components of your paper:

- a.) a brief description of the literature upon which the study was based
- b.) the researcher's hypotheses or research questions
- c.) the methodology, which includes:
 - i. a description of the participants, including the number of participants in the study and how they were selected
 - ii. the procedures used by the researcher: what the researcher did and how they did it
- d.) the results of the study, including significant figures
- e.) the researcher's conclusions

Course Schedule:

Week Date	Topic and Readings
1/19-1/25	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!

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|-------------|--|
| 1/28 | 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) |
| 2/4 | Attachment
Karen, (1990)
http://www.simplypsychology.org/mary-ainsworth.html : A great site!
McKenna & Bernshaw (1993)
Pediatrics Task Force on SIDS (2011)
Cugmas (2003) Attachment effects in classrooms |
| 2/11 | 2/11-2/14 View the film "A chance to grow"
Read Roberts et al. (2008); Pruett (1997); Delahunt (2015) and include these in the discussion of the film. The Delahunt paper is a term paper from an earlier class. Post initial comments on the film by Midnight 2/14 check out others' posts and respond. |
| 2/18 | Attunement and Early Interaction
Bell & Ainsworth (1972)
Stern (1984)
Kalmanson (2009) |
| 2/25 | Temperament "The Match"
Lieberman chapters 4, 5 and 6 |
| 2/25 | Abstract/critique due
Read others abstracts and comment |
| 3/3 | Separation-Individuation
View Mahler Film
Mahler (1972)
McCune (1999)- Commentary on Mahler (1972)
Simkins et al. (2006) |
| 3/10 | 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 family/community project or essay! **Topic due 3/15 project due 4/15!**

3/17 Spring Break

3/24 TERM PAPER TOPIC DUE

Contemporary Family Issues
 Lieberman - Chapters 7,8
 Popular press articles: See links on the class website.

3/31 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.**

4/7 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)

4/10 TERM PAPER DUE by Midnight

4/14 FAMILY/COMMUNITY PROJECT DUE by Midnight!

4/18 Read others' projects or essays and discuss.
 4/21 Read others' Term papers and Participate in Term Paper Discussion
 4/25 Observation Reflection Due
 4/28 Observation Reflection Discussion
 5/5 Issues Challenging Families: Divorce and Child Care
 Lieberman Chapters 9, 10 & Epilogue
 Kelley (2000)

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