

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
SYLLABUS**

Spring 2022 Master Syllabus

**Developmental Perspectives on Infant and Child Well-Being
19:910:574:9A**

Spring 2022

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I. Catalogue Course Description

This course focuses on understanding, analyzing, and applying theories of development for infants and children through middle childhood. The course will use child development theories in application to child observations and case studies. Theory application regarding social justice will also be explored. Particular consideration will be given to theories of change, culturally responsive practice, anti-racism and privilege.

II. Course Overview

This course focuses on identifying, analyzing, and applying foundational theories on child development from the prenatal stage through infancy, toddlerhood, early childhood and middle childhood. An in-depth overview of each developmental stage will be given before highlighting specific topics of particular relevance to infants and children. Students will engage with the course material to deepen their reflective capacities as they use critical and analytic skills to support their practice with young children and their families. This course may draw on experiences related to practice courses or field placements, though it is not designed to learn or enhance specific direct practice skills in working with infants or children.

III. Place of Course in Program

This is an advanced year HBSE (Human Behavior and the Social Environment) elective course to be taken after the completion of HBSE I. It is one of the required courses for the MSW certificate in Promoting Child and Adolescent Well-Being.

IV. Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org. In

keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. These competencies serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers: (1) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and (2) engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers: (1) use practice experience and theory to inform scientific inquiry and research; (2) apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and (3) use and translate research evidence to inform and improve practice, policy, and service delivery.

Assessment of Competencies/Program Level Learning Goals: Because this course focuses on providing you with the knowledge, skills, and values for you to advance human rights and social, economic, and environmental Justice and engage in policy practice, it has been selected be to part of the School of Social Work overall assessment program of the social work competencies/program level learning goals. This means that one of the course assignments, the final paper, has been designed to assess your attainment of these competencies.

V. Course Learning Goals

Course learning goals primarily relate to the aforementioned competencies as the course addresses engagement in practice-informed research and research informed practice. The course also seeks to advance the human rights and social, economic and environmental justice of infants and children through the use and application of child development theories.

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

1. Identify and critically analyze developmental theories from infancy through middle childhood.
2. Analyze and critically examine the extent to which infants' and children's' development is shaped by a myriad of biological and environmental factors that impact development.
3. Develop and enhance social work skills that enable students to serve as change agents with and on behalf of infants and children across a variety of caregiver situations and different child-serving systems.
4. Identify, describe, and enhance awareness of infants' and children's behavioral strengths as well as their interpersonal challenges, deficits, and disabilities.
5. Analyze and critique different points of intervention – at the micro, mezzo, and macro levels – for creating advocacy and programmatic opportunities on behalf of infants and children living in high-risk environments.
6. Increase awareness of students' own personal attitudes, values, biases, and strengths regarding working with children and their families. This will include examining professional values and ethics in support of social and economic justice as a means of promoting optimum development for infants and children and their families.

VI. School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and

3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

VII. Required Texts and Readings

There are no required textbooks for the course. Instead, there are multiple required readings from academic journals, books, and agency or academic reports. These materials are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left-hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media).

For further instructions [please click here for a video tutorial](#)

See Course outline for more details about the reading assignment for each module.

VIII. Course Attendance and Participation Policies

Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. In addition, students are expected to take leadership roles in class discussion or exercises. More than three absences (‘excused’ or unexcused’) may result in the failure of the class. Students are expected to arrive to class on time and stay for the entire duration of class. More than three late arrivals or early departures will result in grade deductions.

IX. Assignments and Grading

This course places a heavy emphasis on writing assignments, either through the Discussion Boards or in individual assignments. Please see the final section of this syllabus (entitled Class Assignments) pertaining to instructions for the assignments along with grading rubrics for the assignments.

SSW MSW Grading Scale:

A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
F	0-69

*Scores to be rounded up at .5

A	Superlative mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment.
B+	Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity, or complexity in the completion of the assignment.
B	Mastery of subject content at level of expected competency – meets course expectations.
C+	Less than adequate competency and demonstrates student learning but not mastery of the subject.
C	Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.
F	Student has failed to demonstrate minimal understanding of subject content.

Due Date	Assignment	Grade Percentage	Length
Ongoing	Class Participation	10%	Ongoing
March 1st, 2022	School to Prison Pipeline Paper	25%	3-4 pages double-spaced
Ongoing	Group Presentation & Discussion Questions	25%	One Hour
April 19th, 2022	Theory Application to Case Study Paper	40%	9-10 pages double-spaced

All assignments must be submitted electronically on canvas. The instructor will not accept assignments by email.

EXTRA CREDIT OPPORTUNITY (Up to 5 Extra Credit Points)

Up to 5 extra credit points towards the final course grade are available for students who attend internship webinar related broadly to issues addressing child development in the social context.

Simply attend a relevant speaker/event and upload a 1–2-page reflection on Canvas on what the event was about, what you learned at the event, how it pushed your thinking as an emerging social worker, and how it related to themes in our course. If the paper is substantive, you will receive five extra credit points. Assignments must be submitted on Canvas by the last day of class to receive credit.

X. Academic Resources

Library Research Assistance

Meredith Parker is the social work the social work librarian on the New Brunswick Campus meredith.parker@rutgers.edu p. 848-932-6104 ; **Natalie Borisovets** is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830. They are all available to meet with students.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

New Brunswick Campus

All MSW SSW students (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

<https://rlc.rutgers.edu/student-services/writing-tutoring>

Newark Campus

The Newark writing center is available for MSW students on the Newark campus by appointment. <http://www.ncas.rutgers.edu/writingcenter>

Camden Campus

The Camden learning center provides writing assistance for MSW students on the Camden campus. <http://learn.camden.rutgers.edu/writing-assistance>

Additional Online Resources

APA Style

Purdue OWL <https://owl.english.purdue.edu/owl/resource/560/01/>
 APA Style Guide <http://www.apastyle.org/learn/faqs/index.aspx>

Purdue OWL Mechanics, grammar, organization
<https://owl.english.purdue.edu/owl/section/1/>

Email Etiquette for Students

<https://owl.english.purdue.edu/owl/resource/694/01/>

XI. Course Evaluation

Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

XII. Academic Integrity

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general

understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows: ***“Plagiarism:*** Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e., quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources without proper attribution.

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Laura Curran, at lacurran@ssw.rutgers.edu. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

XIII. Disability Accommodation

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' 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>.

XIV. Other Resources

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs./day, 7 days a week.

Active Shooter Resources: Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-
<http://rupd.rutgers.edu/shooter.php>.

XV. Course Outline

A variety of methods are used including lectures, discussions, exercise, assignments, readings, and videos. Readings marked with an asterisk "*" are available on the course website and electronically through the library reserve system, and are required.

Week 1: Introduction to Theory & Conceptions of Well-Being

Weekly Objectives

1. Review the syllabus and course projects
2. Describe why theories of development are important in social work practice
3. Describe child well-being and why it is an important approach in social work

Required Readings

1. *Miller, P. H. (2011). Theories of Developmental Psychology. Chapter 1, Introduction
2. *Raghavan, R., & Alexandrova, A. (2015). Toward a theory of child well-being. *Social Indicators Research, 121*, 887-902.

Suggested Readings

3. Guo, W., Tsui, M. (2010). From resilience to resistance: A reconstruction of the strengths perspective in social work practice. *International Social Work, 53*(2), 233-245.

Week 2: Theories of Development & Biological/Environmental Foundations

Weekly Objectives

1. Identify the foundational theories of child development
2. Identify how broad theories of child development apply to infants and children
3. Understand the biological and environmental foundations of child development

Required Readings

1. *Berk, L. (2018). Chapter 1, History, Theory, and Research Strategies.
2. *Davies, D. (2010). Child Development: A practitioner's guide. Chapter 1, Attachment as a context for development, p. 7-30.
3. *Stern, J. A. (2021). Working toward anti-racist perspectives in attachment theory, research, and practice. *Attachment & Human Development*. DOI: 10.1080/14616734.2021.1976933

Suggested Readings

4. Bronfenbrenner, U. & Morris, P. A. (2006). The Bioecological model of human development. In W. Damon (Series Ed.) & R. M. Lerner (Volume Ed.), *Handbook of Child Psychology Vol. 1: Theoretical Models of Human Development* 6th Ed. (pp. 793-828). New York: John Wiley & Sons, Inc.
5. Sameroff, A. (2009). The transactional model. In A. Sameroff (Ed.), *The transactional model of development: How children and contexts shape each other* (pp. 3-21). Washington, DC, US: American Psychological Association.

Week 3: Prenatal Development & Birth

Weekly Objectives

1. Identify and describe teratogens for pregnant mothers
2. Explain the impact of teratogens on embryonic and fetal development
3. Explain how prenatal maternal stress may impact later infant and child development

Required Readings

1. *Berk, L. (2018). Chapter 3, Prenatal Development, Birth, and the Newborn Baby
2. *Slade, A. (2002). Keeping the baby in mind: A critical factor in perinatal mental health. *Zero to Three, 22(6)*, 10-16.
3. *Glade, A. C., Bean, R. A., & Vira, R. (2005). A prime time for marital/relational intervention: A review of the transition to parenthood literature with treatment recommendations. *The American Journal of Family Therapy, 33(4)*, 319-336.

Suggested Readings

4. Edwards, R. C., Vieyra, Y., Hans, S. L. (2020). Maternal support for infant learning: Findings from a randomized controlled trial of doula home visiting services for young mothers. *Early Childhood Research Quarterly, 51*, 26-38.
5. Hans, S. L., Edwards, R. C., Yudong, Z. (2018). Randomized Controlled Trial of Doula-Home-Visiting Services: Impact on Maternal and Infant Health. *Maternal and Child Health Journal, 22*, 105-113.

Week 4: Infancy & Toddlerhood
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Weekly Objectives

1. Identify and describe developmental theories relevant to infancy and childhood
2. Explain the role that poverty plays in infant mental health
3. Understand cultural variations related to infancy and toddlerhood

Required Readings

1. *Davies, D. (2010). Child Development: A practitioner's guide. Chapter 5, Infant development

2. *Davies, D. (2010). *Child Development: A practitioner's guide*. Chapter 7, Toddler development
3. *Morelli, G., Rogoff, B., Oppenheim, D., & Goldsmith, D. (1992). Cultural variation in infants' sleeping arrangements: Questions of independence. *Developmental Psychology*, 28, 604-613.

Suggested Reading

4. Nelson, C. A. (1999a). How important are the first three years of life? *Applied Developmental Science*, 3(4), 235-238.
5. Davies, D. (2010). *Child Development: A practitioner's guide*. Chapter 6, Practice with Infants, p. 163-168.
6. Davies, D. (2010). *Child Development: A practitioner's guide*. Chapter 8, Practice with Toddlers, p. 225-230.

Week 5: Early Childhood

Weekly Objectives

1. Identify and describe developmental theories relevant to early childhood
2. Explain the role that poverty plays in early childhood
3. Understand cultural variations related to early childhood

Required Readings

1. *Davies, D. (2010). *Child Development: A practitioner's guide*. Chapter 9, Preschool development.
2. *MacKenzie, M. J., Nicklas, E., Waldfogel, J., & Brooks-Gunn, J. (2013). Spanking and child development across the first decade of life. *Pediatrics*, 132, e1118-e1125.
3. *Martin, K. A., Bosk, E., & Bailey, D. (2018). Teachers' Perceptions of Childcare and Preschool Expulsion. *Children & Society*, 32, 87-97.

Suggested Readings

4. Davies, D. (2010). *Child Development: A practitioner's guide*. Chapter 10, Practice with preschoolers.

5. Rashid, H. (2009). From Brilliant Baby to Child Placed at Risk: The Perilous Path of African American Boys in Early Childhood Education. *The Journal of Negro Education*, 78, 347-358.
6. Fuller, B., & Garcia Coll, C. (2010). Learning from Latinos: Contexts, families, and child development in motion. *Developmental Psychology*, 46, 559-565.
7. Rojas, N., & Yoshikawa, H. (2017). Documentation status and child development in the U.S. and Europe. In N.J. Cabrera and B. Leyendecker (eds.), *Handbook on Positive Development of Minority Children and Youth*, DOI 10.1007/978-3-319-43645-6_23

Week 6: Middle Childhood

Weekly Objectives

1. Identify and describe developmental theories relevant to middle childhood
2. Explain the role that poverty plays in middle childhood
3. Understand cultural variations related to middle childhood

Required Readings

1. *Davies, D. (2010). Child Development: A practitioner's guide. Chapter 11, Middle childhood development.
2. *Garcia Coll, C., & Szalacha, L. A. (2004). The multiple contexts of middle childhood. *The Future of Children*, 14(2), 80-97.
3. *Meek, S. E. & Gilliam W. S. (2016). Expulsion and suspension in early education as matters of social justice and health equity. *National Academy of Medicine*, 1-12.

Suggested Readings

4. Poteat, V.P., Yoshikawa, H., Calzo, J.P., Russell, S.T., & Horn, S. (2017). Gay-straight alliances as settings for youth inclusion and development: Future conceptual and methodological directions for research on these and other student groups in schools. *Educational Researcher*, 46, 508-516.

Class Video

Age 7 in America

Week 7: Childcare

Weekly Objectives

1. Explain how childcare is important for development among infants and children
2. Analyze the differences between home and daycare childcare settings
3. Identify the strengths and weaknesses of home and daycare childcare settings

Required Readings

1. *Lally, J. R. (2003). Infant-toddler child care in the United States: Where has it been? Where is it now? Where is it going? *Zero to Three, September*, 29-34.
2. *Marshall, N. L. (2004). The quality of early child care and children's development. *Current Directions in Psychological Science, 13*, 165-168.
3. *Jacob, J. (2009). The socio-emotional effects of non-maternal childcare on children in the USA: A critical review of recent studies. *Early Child Development and Care, 179* (5), 559-570.

Suggested Readings

4. Ahnert, L., Rickert, H., & Lamb, M. E. (2000). Shared caregiving: Comparisons between home and childcare settings. *Developmental Psychology, 36*, 339-351.

Week 8: Adverse Childhood Experiences (ACEs)

Weekly Objectives

1. List and identify the ten original ACEs and their origin
2. Identify the impact of ACEs on developmental outcomes over time
3. Explain potential reasons for why ACEs often predict negative outcomes over time

Required Readings

1. *Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M. P., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) study. *American Journal of Preventative Medicine, 14*(4), 245-258.
2. *De Young, A. C., Kenardy, J. A., & Cobham, V. E. (2011). Trauma in early childhood: A neglected population. *Clinical child and family psychology review, 14*(3), 231.

Suggested Readings

3. Coates, S., & Gaensbauer, T. J. (2009). Event trauma in early childhood: symptoms, assessment, intervention. *Child and Adolescent Psychiatric Clinics of North America*, 18(3), 611-626.

Spring Break

Week 9: Trauma & Intergenerational Transmission of Trauma
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Weekly Objectives

1. Know that trauma is able to be transmitted across generations
2. Explain how trauma is able to be transmitted across generations
3. Identify situations where the intergenerational transmission of trauma is likely to occur

Required Readings

1. *Fraiberg, S., Adelson, E., & Shapiro, V. (1975). Ghosts in the nursery: A psychoanalytic approach to the problems of impaired infant-mother relationships. *Journal of American Academy of Child Psychiatry*, 14 (3) 387-421.
2. *Lieberman, A.F. (2004). Traumatic stress and quality of attachment: Reality and internalization in disorders of infant mental health. *Infant Mental Health Journal*. 25(4), 336-351, 2004.
3. *Lieberman, A. F., Padron, E., Van Horn, P., & Harris, W. W. (2005). Angels in the nursery: The intergenerational transmission of benevolent parental influences. *Infant Mental Health Journal*, 26 (6), 504-520.

Suggested Reading

4. *Cook, A., Spinazzola, J., Ford, J., Lanktree, C. Blaustein, M., Cloitre, M., et al. (2005). Complex trauma in children and adolescents. *Psychiatric Annals*, 35:390-398.

Week 10: Child Maltreatment

Weekly Objectives

1. Identify incidents of child maltreatment
2. Explain why families in poverty are more likely to have maltreatment cases
3. Describe types of interventions used in open maltreatment cases

Required Readings

1. *Dozier, M., Roben, C. K. P., Caron, E. B., Hoye, J., & Bernard, K. (2016): Attachment and Biobehavioral Catch-up: An evidence-based intervention for vulnerable infants and their families, *Psychotherapy Research*, DOI: 10.1080/10503307.2016.1229873.
2. *Dozier, M., Zeanah, C. H., & Bernard, K. (2013). Infants and toddlers in foster care. *Child development perspectives*, 7(3), 166-171.

Suggested Readings

1. Reynolds, A. J., Mathieson, L. C., & Topitzes, J. W. (2009). Do early childhood interventions prevent child maltreatment? A review of research. *Child Maltreatment*, 14(2), 182-206.

Week 11: Home Visiting Programs
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Weekly Objectives

1. Describe what home visiting programs do for children and families
2. Identify the long-term effects of home visiting programs on developmental outcomes
3. Know the ethical issues involved in home visiting programs

Required Readings

1. *Lowell, D. I., Carter, A. S., Godoy, L., Paulicin, B., & Briggs-Gowan, M. J. (2011). A Randomized Controlled Trial of Child FIRST: A Comprehensive Home-Based Intervention Translating Research into Early Childhood Practice. *Child Development*, 82(1), 193-208.
2. *Olds, D. L., Eckenrode, J., Henderson Jr, C. R., Kitzman, H., Powers, J., Cole, R., Luckey, D. (1997). Long-term effects of home visitation on maternal life course and child abuse and neglect: Fifteen-year follow-up of a randomized trial. *Journal of the American Medical Association*, 278(8), 637-643.

Suggested Readings

3. Bryant, D., Lyons, C., & Wasik, B. H. (1991). Ethical issues involved in home visiting. *Topics in Early Childhood Special Education*, 10(4), 92-107.

Week 12: Working with School Age Children
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Weekly Objectives

1. Identify relevant issues for working with school age children
2. Explain why art therapy is an important tool when working with school age children
3. Know why school is an important context for child development

Required Readings

1. *Davies, D. (2010). Child Development: A practitioner's guide. Chapter 12, Practice with school-age children
2. *Pilafo, T. (2002). Pulling out the thorns: Art therapy with sexually abused children and adolescents. *Art Therapy, 19*, 12-22.

Suggested Readings

3. Rose, W., Aldgate, J., McIntosh, M., & Hunter, H. (2009). High-risk children with challenging behavior: Changing directions for them and their families. *Child and Family Social Work, 14*, 178-188.

Week 13: Partnering with Families
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Weekly Objectives

1. Know why partnering with families is important for infant and child well-being
2. Identify the similarities and differences for child development in traditional and non-traditional families
3. Identify innovations in practice when engaging in treatment with families

Required Readings

1. *Saxe, Glenn N., Ellis, B. H. Fogler, J., Navalta, C. P. (2012). Innovations in practice: Preliminary evidence for effective family engagement in treatment for child traumatic stress—trauma systems therapy approach to preventing dropout. *Child and Adolescent Mental Health, 17*(1), 58-61.
2. *Pretis, M. (2011). Meeting the needs of parents in early childhood intervention: The educational partnership with parents—good practice and challenges. *Journal of Policy and Practice in Intellectual Disabilities, 8*(2), 73-76.

Suggested Readings

3. Humphreys, K. L. (2019). Future directions in the study and treatment of parent-child separation. *Journal of Clinical Child & Adolescent Psychology, 48* (1), 1666-178.

4. Garber, B. D. (2019). For the love of fluffy: Respecting, protecting, and empowering transitional objects in the context of high-conflict divorce. *Journal of Divorce & Remarriage*, 60 (7), 552-565.

Week 14: Bringing Evidence Based Practice into the Field

Weekly Objectives

1. Identify the importance of evidence-based practice
2. Explain how evidence-based practice is important to the field
3. Know how to use evidence-based practice in your work

Required Readings

1. *Buysse, V., Winton, P. J., Rous, B., Epstein, D. J., & Lim, C-I. (2012). Evidence-based practice: Foundation for the CONNECT 5-Step Learning Cycle in professional development. *Zero to Three Journal*, 32 (4), 25-29.
2. *Joseph, G. E. & Strain, P. S. (2003). Comprehensive evidence-based social emotional curricula for young children: An analysis of efficacious adoption potential. *Topics in Early Childhood Special Education*, 23, 62-73.

Week 15: Implications of Child Well-Being & Course Wrap Up

Weekly Objectives

1. Identify different domains of child well-being
2. Know how theories of child well-being can be used to achieve social justice
3. Analyze how your future social work practice can apply child-well being

Required Readings

1. *Pollard, E. L., & Lee, P. D. (2003). Child well-being: A systematic review of the literature. *Social Indicators Research*, 61, 59-78.

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
CLASS ASSIGNMENTS**

In Spring 2022, this MSW course is being offered in a fully synchronous format. This means that the entire course will take place on Zoom including class lectures, discussions, and activities. All assignments will be returned through Canvas.

1. SCHOOL TO PRISON PIPELINE ASSIGNMENT

This project is designed for MSW students to give an overview of a social work issue impacting infants and toddlers from a macro perspective.

1. Familiarize yourself with the issues

Read the Meek and Gilliam (2016) article entitled, “Expulsion and Suspension in Early Education as Matters of Social Justice and Health Equity” to see the role that the school to prison pipeline plays in young children’s development.

2. Drawing on your analysis of the Meek and Gilliam (2016) and the Martin, Bosk, and Bailey (2018) article entitled “Teacher’s Perceptions of Childcare and Preschool Expulsion”, answer the following questions in a written, 3-4 page paper. The paper should be written in essay format, with a brief introduction and conclusion.

The paper should include the following:

1. Introduce the topic and the paper’s main argument/thesis.
2. Describe the school to prison pipeline. Describe which groups are more likely to be involved in the school to prison pipeline.
3. Are there links between teacher practices and later outcomes in the school to prison pipeline? What practices are more likely to result in a young child becoming a part of the school to prison pipeline?
4. Describe the likely developmental outcomes for those who experience the school to prison pipeline. Are there interventions that might prevent contact with the school to prison pipeline?
5. What role can social workers play in addressing the school to prison pipeline?

School To Prison Pipeline Rubric

- 3-4 pages, typed, double-spaced, with 1-inch margins, APA style
- Worth 100 points

Paper Section/Criteria	<u>Fails to Meet Expectations</u> <u>(0-6)</u> Requirement is not demonstrated or demonstrated very superficially with no critical analysis.	<u>Meets Expectations</u> <u>(7-8)</u> Requirement is demonstrated adequately but the performance can be clearly improved with more effort and analysis.	<u>Exceeds Expectations</u> <u>(9-10)</u> Requirement is demonstrated thoroughly and systematically with critical analysis.
<i>Introduction</i> Introduces reader to the topic and paper's main argument/thesis with an outline of the paper objectives.			
<i>Description of the School to Prison Pipeline</i> Comprehensively describes the school to prison pipeline and the potential causes of the school to prison pipeline.			
<i>Teacher Practices</i> Identify and analyze the teacher practices correlated with later outcomes in the school to prison pipeline.			
<i>Developmental Outcomes</i> Describe the likely developmental outcomes for children and youth who have contact with the school to prison pipeline.			
<i>Role of Social Workers</i> Describe the role that social workers might play in addressing the school to prison pipeline.			
<i>Conclusion</i> Concludes the paper by briefly summarizing the paper's main argument/thesis and			

emphasizes the main point to be left with the reader.			
Writing quality/presentation Logical flow; well organized; conceptual links between various sections; free from grammatical/spelling error.			
APA style Citations in keeping with APA style guidelines; Sourced appropriately cited.			
Bibliography Appropriate scholarly sources/minimum 5.			
Overall Depth and Quality Ideas are fully developed and thoroughly explained; Thoughtful and creative; Evidence of Critical Thinking “above and beyond” the requirements of the assignment.			

2. GROUP PRESENTATION & DISCUSSION QUESTION ASSIGNMENT

The Group Presentation & Discussion Question will be presented on the date selected by the group sign up. The combination of group presentation and student-led discussion should last roughly one hour. Students must email a copy of your final presentation and questions to facilitate the class discussion before the beginning of the class to the instructor.

The group presentation portion of this activity requires you to prepare a Zoom presentation giving an overview of your selected topic. The Zoom presentation must include a PowerPoint but can also include a variety of the following: video, audio, role-plays, and/or other creative methods of presenting the course information. Please consult with the instructor if you have questions regarding the type of methods your group would like to use regarding your presentation.

This presentation should present both normative and problematic behaviors that are salient for your assigned developmental topic. Using the resources in the syllabus and others you may find relevant, the presentation should clearly present your assigned topic and critically review the literature on the micro (e.g., intrapersonal, interpersonal), mezzo (e.g., community, family), and macro level (e.g., societal,

institutional) factors associated with both normative and problem behavior. It should also address disparities (e.g., race, gender, SES, ability, etc.) and be theoretically or empirically well supported by existing research or theoretical literature. Feel free to consult with the instructor in class and by email on how you would like to present to the class.

The discussion question portion of this assignment will require you, in collaboration with your group to present the class with discussion section questions that each group can discuss in a breakout session after your presentation. Good discussion questions are typically multi-part and can engage students in a lively breakout session discussion for 15-20 minutes.

Group Presentation & Discussion Questions Rubric

- Roughly one hour
- Worth 100 points

Paper Section/Criteria	<u>Fails to Meet Expectations</u> (0-6) Requirement is not demonstrated or demonstrated very superficially with no critical analysis.	<u>Meets Expectations</u> (7-8) Requirement is demonstrated adequately but the performance can be clearly improved with more effort and analysis.	<u>Exceeds Expectations</u> (9-10) Requirement is demonstrated thoroughly and systematically with critical analysis.
<i>Introduction</i> To the topic with an agenda of where the presentation is heading.			
<i>Description of the Assigned Developmental Topic</i> Comprehensively describes the assigned issue using relevant research articles and materials to describe the topic.			
<i>Addresses Problematic Developmental Behavior</i> Identifies and analyzes problematic developmental behavior regarding the topic.			
<i>Micro Review of the Topic</i> Discussion of the issue using a micro-focus with supporting literature.			

<i>Mezzo Review of the Topic</i> Discussion of the issue using a mezzo-focus with supporting literature.			
<i>Macro Review of the Topic</i> Discussion of the issue using a macro-focus with supporting literature.			
<i>Role of Social Workers</i> Describe the role that social workers may play regarding the topic.			
<i>Discussion Questions Depth and Quality</i> Questions are fully developed and engage the class during the presentation.			
<i>Class Activity Engagement</i> Selected activity actively engages students regarding the developmental topic.			
<i>Length of Presentation</i> Presentation lasts at least one hour in duration including both the presentation and discussion questions.			

3. THEORY APPLICATION TO A CASE STUDY PAPER ASSIGNMENT

This paper is designed to evaluate your understanding of developmental theory by selecting and applying a developmental theory to a case study.

1. Select a case study for the final paper

Choose one case study from the four case studies provided. Read the case study thoroughly to get an understanding of the presenting issues.

2. Select a theory from the List of Foundational Theories

List of Foundational Theories

Attachment Theory
 Ecological Systems Theory
 Erickson's Stage Theory
 Piaget's Stages of Cognitive Development
 Vygotsky's Sociocultural Theory

3. Use the selected theory to describe the issues in your selected case study

The paper should be 9-10 pages in length with a brief introduction and conclusion. The main focus of the paper should be using the selected theory to describe the selected case study. The paper should also answer the following questions:

1. Does your selected theory have an individual approach orientation or a systems approach orientation?
2. What are the pros and cons of an individual-focused theory opposed to a systems focus theory?
3. How does the contextual environment of the client influence which theory is applied?
4. What are the social justice implications embedded within the use of your selected theory in relation to your client?
5. Include a reflection of your professional experience and how this impacts your understanding and application of the selected theory to your case study.

Theory Application to a Case Study Rubric

- 9-10 pages, typed, double-spaced, with 1-inch margins, APA style
- Worth 100 points

Paper Section/Criteria	<u>Fails to Meet Expectations</u> (0-6) Requirement is not demonstrated or demonstrated very superficially with no critical analysis.	<u>Meets Expectations</u> (7-8) Requirement is demonstrated adequately but the performance can be clearly improved with more effort and analysis.	<u>Exceeds Expectations</u> (9-10) Requirement is demonstrated thoroughly and systematically with critical analysis.
<i>Introduction</i> Introduces reader to the topic and paper's main argument/thesis with an outline of the paper objectives. Identifies which case study selected.			

<p><i>Overview of Selected Theory</i> Analyzes whether the selected theory has an individual focus or systems focus. Describes how the contextual environment of the client influences how the theory is applied.</p>			
<p><i>Description of Case Study using Selected Theory</i> Comprehensively describes the selected case and analyzes the problem through the lens of the selected theory.</p>			
<p><i>Pros and Cons of an Individual vs. Systems Theoretical Approach</i> Describes the pros and cons of selected theory from an individual and systems approach.</p>			
<p><i>Social Justice Implications Embedded in the Theory</i> Analyzes the case and selected theory using a social justice lens related to advocacy, human, social, economic, and/or environmental rights using professional experience (previous work experience, internship, etc.) insight.</p>			
<p><i>Conclusion</i> Concludes the paper by briefly summarizing the paper's main argument/thesis and emphasizes the main point to be left with the reader.</p>			
<p><i>Writing quality/Presentation</i> Logical flow; well organized; Conceptual links</p>			

between various sections; free from grammatical/spelling error.			
<i>APA style</i> Citations in keeping with APA style guidelines; Sourced appropriately cited.			
<i>Bibliography</i> Appropriate scholarly sources/minimum 10.			
<i>Overall Depth and Quality</i> Ideas are fully developed and thoroughly explained; Thoughtful and creative; Evidence of critical thinking “above and beyond” the requirements of the assignment.			

THEORY APPLICATION CASE STUDIES

CASE STUDY 1

Stacey: A Brief Case Example

Stacey, age 8, was referred to a therapist by her mother, Ms. Kline, a few weeks after she had decided to separate from Stacey’s stepfather. Ms. Kline and her husband had been married for 2 years. Stacey’s biological father had died in an auto accident when she was only 3 months old. Ms. Kline had raised Stacey and her older sister as a single parent until she married, when Stacey was 6 years old. Ms. Kline reported that Stacey had developed an affectionate relationship with her stepfather, Bill, and that she seemed depressed. Ms. Kline said that Stacey and her sister had felt betrayed when they overheard their stepfather angrily say he was glad to be leaving the family. She was worried about the impact of Bill’s angry statement, even though she had told the girls that the divorce was not their fault. Over the next month, Stacey frequently called him, but he often did not respond to her messages. Within 4 months he had moved to another state and contacted her even less often.

Stacey demonstrated many of the qualities we expect in a school-age child who is developing adequately. She was thoughtful, calm, articulate, and self-possessed. She immediately showed a capacity to use displacement to represent her concerns, which seemed to center on anger about the divorce and feelings of abandonment. She drew two pictures: One was of an angry man whose head appeared to be exploding; the other was an idealized image of her family, including her stepfather, having a good time on the roller coaster at an amusement park. These pictures conveyed the reality of an angry divorce, followed by a denial in fantasy that expressed her wish that the family would be reunited and happy again. The choice of a roller coaster may also have expressed Stacey’s anxious sense of the precariousness of her parents’

relationship. Her work on these drawings was careful, demonstrating the motivation to do a good job that is typical of well-developing 8-year-olds. She was calm as she drew and as she explained the pictures, suggesting that she was expressing conflicted issues without consciously relating them directly to herself. This was a sign of adequate development in the area of self-regulation (Sarnoff, 1987). Although the picture of the angry man surely represented her stepfather and perhaps her own anger about the divorce, she simply explained, "This is a guy who's blowing his top." When I asked what had made him mad, she said, "Who knows?"

When I asked Stacey about the arguments her mother and stepfather were having, she looked very somber and explained calmly, "They're getting a divorce." When I suggested that many kids were upset about parents fighting and deciding to divorce, she denied being upset but admitted that her sister was. When I suggested that her second picture showed a time when her family was happier and that now she and her sister might be sad, she ignored this comment and told me a story that she said she'd read in a book: "A prince wasn't getting along with his wife, so he ran away. A wizard turned him into a frog and put him in a pond, and his wife was in the pond and she was a frog too, so they got back together." I said that maybe she wished her mother and stepfather would get back together, and she responded in a rational tone, "My mom told me they're not," essentially stating the facts while avoiding acknowledgment of the reunion fantasy in her story.

Stacey showed the school-age child's ability to repress and compartmentalize painful affects. She was much more disturbed by the loss of her stepfather and her sense of an intact family than she let on. Her defenses and capacities for conscious suppression and self-distraction kept her sad and angry feelings at a distance. Her mother had explained the reasons for the divorce to her, and Stacey had a good cognitive understanding that her parents had been arguing frequently for over a year. At age 8, she did not seem to blame herself for the divorce, as egocentric preschool children tend to do. Her ability to observe the conflict from a relatively decentered perspective lessened fantasies of self-blame. Because of her strong identification with her mother, she did not, at least immediately after the separation, struggle with questions about which parent to be loyal to, which is a very common reaction of younger school-age children (Kelly, 2000). Stacey's primary reactions to the divorce focused first on an overall sense of deprivation and disruption and then increasingly on her anger and confusion regarding her sense of being betrayed by her stepfather. These became the main themes of a therapy lasting 6 months.

CASE STUDY 2

Michael: A Brief Case Example

Michael was a 7-year-old boy in foster care who presented with manifest sadness, statements that he wished he was dead, and aggression and sexual behavior toward his younger biological sister, who lived in the same foster home. He was working at grade level in school and did not show behavior problems there. He was in an excellent foster care placement and had made a strong attachment to his foster mother.

Michael's early experience up to age 4 was chaotic. His father was physically and sexually abusive to him and his two sisters. He took nude pictures of them and prostituted his older sister, which Michael sometimes witnessed. The children also witnessed frequent violence between their mother and father. Both parents abused alcohol and cocaine. The children often

were left alone while the parents were away at bars or procuring drugs. All three children were removed for neglect and abuse when Michael was 4. They were returned to their mother after 6 months in foster care, but were removed again 4 months later when it was discovered that the father was living with the family and continuing to abuse the children. Michael's older sister was assessed as severely disturbed secondary to trauma and was placed in a residential setting. Michael and his younger sister returned to the same foster home and were eventually adopted by that family after parental rights were terminated.

A sexual abuse treatment agency referred Michael to the clinic where I was on staff because he was showing symptoms of depression and had threatened to hurt himself. Michael had been in sexual abuse treatment for 1 year. During this treatment, Michael had described a number of incidents of sexual abuse, primarily involving fondling of his genitals by his father. He revealed that his mother did nothing to protect him. Treatment had focused on psychoeducation regarding sexual abuse. Michael was told that his father's behavior was wrong, and that no adult had the right to sexually abuse a child. Additionally, the therapist worked with his foster parents to structure the home environment so that Michael and his sister would not be able to act sexually toward each other. The therapist and foster parents repeatedly defined appropriate boundaries and behavior for Michael and his sister.

This intervention had been very helpful to Michael. However, as he gained some control over impulses to act out sexually and aggressively, he became more anxious and depressed. The switch in emphasis from behavioral to emotional symptoms was an effect of intervention as well as development. He had been helped to remember and describe in words a number of traumatic experiences of sexual abuse, at a time when increasing cognitive capacities permitted better verbal encoding of memories. He had gained a perspective that emphasized the wrongness of the abuse and the responsibility of the perpetrators of abuse, at a time when internalization of moral values was proceeding. He had been helped to limit his sexualized behavior, at a time when the ability to exert self-control becomes an important component of the conscience and the sense of self.

CASE STUDY 3

Marcel: A Brief Case Example

Marcel was the only child of his 24-year-old single mother. His father rarely visited and was not involved in his life. Ms. Montgomery was supported by AFDC (Aid to Families with Dependent Children) and was not working outside the home. Marcel and his mother lived alone, but extended family members lived in their neighborhood. A school early-intervention program referred Marcel for evaluation at age 2 years, 8 months.

Presenting problems included severe language delays, short attention span, "hyperactive" behavior, and frequent severe tantrums. The school district had attempted to evaluate him using standardized tests, but he refused to cooperate with the examiners. His refusals were characterized as "lack of motivation." Estimates of his abilities were based on observation and suggested delays in several areas. Language was estimated at 15 months, a very significant delay since it represented less than half his chronological age. A normal hearing test had previously ruled out hearing loss as a cause of his language delays. Cognitive abilities were estimated at 20 months, while self-help skills were at the 24-month level. His fine motor coordination was seen as significantly delayed, at about the 2-year level, while his gross motor abilities were judged to

be age-appropriate. His social abilities were seen as at the 10-month level. This extremely low estimate was based on his “antisocial” behavior, which the school program’s report described in detail. Marcel ran around the classroom, threw toys, opened desk drawers, and threw the contents about, pushed books and personal items off the teacher’s desk, and tore pictures off the wall. When the teachers tried to restrain him, he hit and kicked them. He was, according to the report, “completely out of control.” Apparently in desperation, a teacher put him on top of a tall file cabinet, which stopped his behavior briefly. The school intervention program referred him for a pediatric neurology examination in order to discover whether neurological dysfunction explained his extreme behavior and with the hope that medication could be prescribed.

The physical examination showed no clear signs of neurological dysfunction. The medical report contained imagery and a tone similar to those in the school report. During the examination, Marcel ran against the door, hurtled around the room, and fell on the floor, constantly screaming and crying. He refused to cooperate with the examination and was “completely impossible to control.” The pediatric staff could not capture his attention, and the resident evaluator commented, “Not much interests him.” Marcel did not comply with his mother’s demands, but it was noted that she was very patient with and invested in him. The report ended with the awed and decidedly nonclinical impression that neither the resident evaluator nor his medical supervisor had “ever seen anything like Marcel.” A psychiatric evaluation was recommended.

CASE STUDY 4

Jared: A Brief Case Example

Jared, age 2½, had been referred because of aggressive behavior at his family day care home. He hit and bit other children and often hurt himself intentionally, running his head into the wall and then laughing. For a 6-month period, when Jared was between 10 and 16 months old, he had witnessed many episodes of his father’s aggression toward his mother. The parents separated when he was 16 months old, but he witnessed more such episodes until the father moved out of state when he was 20 months old.

I wanted to assess possible links between family violence and Jared’s symptoms. As the first interview began, I told Jared that my job was to help boys with their worries and explained to Mrs. Taylor that by observing Jared’s play together we could learn what worried him. Then we could begin to respond in a reassuring way to his concerns. Jared repetitively pushed a car fast until it crashed, and each time said, “It’s broken.” I asked Mrs. Taylor about this play, and she immediately associated to his father’s pleasure in driving fast. Then she told a story of how the father, while hitting her in the car, accidentally hit Jared. She said he was only 5 months old then, so she doubted he would remember it.

As she told this story, Jared had found a small baby doll and put it in a little crib. I asked Mrs. Taylor if there were experiences, he might remember. She described an incident after the separation when Jared was 18 months old. She had closed the door in her husband’s face. He kicked out the glass in the door, and it sprayed over Mrs. Taylor and Jared, whom she was holding. Jared screamed and began hitting her. As Mrs. Taylor described this event, Jared lowered a roaring plastic dinosaur into the baby’s crib, saying, “Monster bite baby.” I called her attention to this play as Jared continued to repeat it, noting that the monster appeared while she was telling the frightening story about the father’s violence. In the second session Jared

elaborated the symptomatic play, this time having the dinosaur repeatedly break down a Lego door and bite the baby inside. Mrs. Taylor said, “This is obviously about the night Al broke the door.” I commented that Jared was showing us that he experienced his father as a frightening monster, and suggested that we were learning very specifically what Jared worried about—that something like that incident could happen again and he could be terrified and hurt. Mrs. Taylor said, “Every night he goes to the front and back doors to make sure they’re locked.” She had not previously connected this ritual with the door-breaking incident.

Jared’s symptomatic play conveyed his anxiety that the violence he had seen might occur again.

When the issue of his father’s violence was raised in his presence, he quickly moved from diffuse crashing play to a stark and exquisite representation of the frightening experience when his father broke the door and he and his mother were showered with glass. From this clearer vantage point afforded by observation of Jared’s play, it was possible to read his presenting symptoms of aggressiveness, fearlessness, reversal of affect, and self-hurting behavior as attempts to cope with tremendous anxiety about being hurt. He was hyper alert to danger and, like so many young children who have witnessed violence, was quick to attack in order to ward off imagined aggression. Play became a vehicle for expressing concerns Jared could not yet express in words. The observation of his play clarified for his mother and me that he was preoccupied with fears of repeated violence, and enabled us to collaborate on a treatment plan that would directly address his fears and traumatic memories (Davies, 1991).