

**SAMPLE ONLY
NOT CURRENTLY IN USE**

**Nova Southeastern University
Masters in Science: Child Protection
Syllabus**

I. COURSE NUMBER AND TITLE: HCP 530 Foundations in Child Development

II. COURSE DESCRIPTION

This course reviews child growth and development and individual differences in brain development, temperament and biology. Physical, social, emotional, intellectual, and language developmental sequences with special focus on the early years will be emphasized. Major theories of development will be reviewed. This course also covers issues related to Infant Mental Health (IMH) and Reactive Attachment Disorder (RAD).

- A. Course Rationale:** Anticipated value of this course within the context of the program of study includes increasing the student's knowledge of typical child growth and development, as well as to apply these learned concepts to help recognize atypical developmental patterns. The current literature related to the field of infant mental health will also be reviewed so that the student will be better able to 1) recognize functional versus dysfunctional caregiver-child relationships/interactions, and 2) have a better understanding of issues related to the regulation of emotion and the importance of healthy/secure infant-caregiver attachment.

IV. COURSE OBJECTIVES: After completion of this course and with practice following the course, the student will be more aware of the importance of a developmental framework for understanding human behavior. The student will be able to:

1. Acknowledge, understand and utilize effectively the concepts of development and developmental theories in human behavior.
2. Gain knowledge and understanding of issues related to infant mental health, and acquire skills to help discriminate functional versus dysfunctional parent-child relationships.
3. Learn to investigate the scientific and popular literature for problem-solving in an evidence based format.
4. Utilize the literature to access new knowledge and be able to locate current and future trends.
5. Demonstrate the ability to conceptualize, organize, analyze, synthesize and apply knowledge in developmental issues.
6. Acquire the information base necessary to move toward developmental competence in practice.

III. REQUIRED MATERIALS

Text book:

- Berk, L .E. (2006) *Child development*. Boston, MA: Pearson Education
- Selected chapters from Shonkoff, J. P & Phillips, D. A (2000). *From neurons to neighborhoods, the science of early childhood development*. Washington D.C.: National Academic Press. These chapters are available on-line at http://www.nap.edu/catalog.php?record_id=9824

Articles:

- 1) Bono, K., E., Sheinberg, N., Scott., K, G., & Claussen, A. H (2007). Early intervention for children prenatally exposed to cocaine. *Infants and Young Children* (2), 1, 26-17.
- 2) Garbarino, J., Bradshaw, C, P., & Vorrasi, J., (2002). Mitigating the effects of gun violence on children and youth. *The Future of Children*, 12, (2), 72-84.
- 3) Goldenberg, C. (2008). Teaching English language learners what the research does and does not say. *American Educator*.8-44.
- 4) Goldsmith, D.F., Oppenheim, D., & Wanlass, J. (2004). Separation and reunification using attachment theory and research to inform decisions affecting the placement of children in foster care. *Juvenile and Family Court Journal*, Spring, 1-13.
- 5) Infants, Toddlers and Welfare, Fact Sheet, document created by the Zero to Three Policy Center (2004).
- 6) Jaffee, S. R., Caspi, A., Moffit, T. E. (2005). Individual, family, and neighborhood factors distinguish resilient from non-resilient maltreated children: A cumulative stressors model. *Child Abuse & Neglect* 31, 231–253
- 7) Lieberman, A. F., & Knorr, K. (2007). The impact of trauma: A developmental framework for infancy and early childhood. *Psychiatric Annals*, 37, (6) 416-422.
- 8) McLaughlin, B. (1995). Fostering second language development in young children: Principles and practices. <http://repositories.cdlib.org/crede/ncrds/leducational/ERP14>.
- 9) Osofsky, J. (1999). The impact of violence on children. *The Future of Children*, (9) 31-48.
- 10) Zeanah, P. D., Stafford, B., & Zeanah, C. H. (2005). *Clinical interventions to enhance infant mental health: A selective review*. National Center for Infant and Early Childhood Health Policy at UCLA.

NOTE: Check the course textbook list for updates. <http://www.nsubooks.bkstore.com/>

IV. CALENDAR OF WEEKLY REQUIREMENTS

Week #	Week of	Topics	Class Activities & Assignments
1	8/24	<ul style="list-style-type: none"> • Introduction • Theories of child development I 	<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ▪ Berk, chapter 1 • Assignment: Introduction posting
2	8/31	<ul style="list-style-type: none"> • Theories of child development II 	<ul style="list-style-type: none"> • Assignment: Child Observation • Illuminate session 9/1
3	9/7	<ul style="list-style-type: none"> • Biological foundations of development • Nature vs Nurture • Prenatal 	<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ▪ Berk, chapter 3 ▪ Shonkoff & Phillips (2000). From Neurons to Neighborhoods, chapters 2 and 8- You can get it free online eat http://www.nap.edu/catalog.php?record_id=9824

		development	<ul style="list-style-type: none"> • Assignment: Nature vs. Nurture posting • Illuminate session 9/9
4	9/14	<ul style="list-style-type: none"> • Motor and Perceptual development 	<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ▪ Berk, chapters 3 and 4 • Assignment: Motor development • Illuminate session 9/16
5	9/21	<ul style="list-style-type: none"> • Language Development I 	<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ▪ Berk, chapter 9 ▪ Bono et al (2007)
6	9/28	<ul style="list-style-type: none"> • Language Development II 	<ul style="list-style-type: none"> • Readings <ul style="list-style-type: none"> ▪ Maclaughlin (1995) ▪ Goldenberg (2008) ▪ Assignment: Language acquisition perspectives\ ▪ Illuminate session 9/30
7	10/5	<ul style="list-style-type: none"> • Cognitive I development 	<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ▪ Berk, chapter 6
8	10/12	<ul style="list-style-type: none"> • Cognitive development II 	<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ▪ Berk, chapter 7 • Assignment: Cognitive theorist posting • Illuminate session 10/14
Week #	Week of	Topics	Class Activities & Assignments
9	10/19	<ul style="list-style-type: none"> • Social and emotional development I 	<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ▪ Berk, chapter 10 ▪ Goldsmith, D.F., Oppenheim, D., & Wanlass, J. (2004)
10	10/26	<ul style="list-style-type: none"> • Social and emotional development II 	<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ▪ Berk, chapter 11 ▪ Zeanah, P. D., Stafford, B., & Zeanah, C. H. (2005) ▪ Infant toddlers and welfare fact sheet • Assignment: Attachment, reflection on your practice Illuminate 10/28
11	11/2	<ul style="list-style-type: none"> • Risk and resilience processes I 	<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ▪ Garbarino et al (2002) ▪ Jafee et al (2005)
12	11/9	<ul style="list-style-type: none"> • Risk and resilience processes II 	<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ▪ Lieberman, A. F., & Knorr, K. (2007) ▪ Osofsky (1999) • Assignment: Developmental impact of violence/trauma • Illuminate session 11/11
13	11/16	<ul style="list-style-type: none"> • Context of development: sociocultural influences of development I 	<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ▪ Berk, chapter 14 ▪ Shonkoff & Phillips (2000). From Neurons to Neighborhoods, chapter 3 http://www.nap.edu/catalog.php?record_id=9824 ▪ Research paper and power point presentation due by 11/20
14	11/23	<ul style="list-style-type: none"> • Context of development: 	<ul style="list-style-type: none"> • Assignment: Sociocultural environments and child development

		sociocultural influences of development II	<ul style="list-style-type: none"> • Final Exam due by 11/27 • Socio-cultural environment and child development-posting • Elluminate session 11/23
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V. CLASS REQUIREMENTS:

Course assignments:

- (1) Research paper. You will need to choose a topic related to class to write a research paper. This is your opportunity to choose something that is of interest to you, you need to check with me to ensure that the topic is appropriate before you start working on your paper. You will need to give me your topic by week 8 (week of 11/2/09). You will need to use at least eight peer-reviewed references. The research paper needs to be done following APA style. If you are not familiar with APA style please let me know. The research paper will be due on 11/20/09 by 11 p.m. The research paper will count for 25% of the final grade.
- (2) Power point presentation. You will have to do a presentation of your paper using power point, this presentation will be posted for the other students in class to learn from your research. The power point presentation is due on 11/20/09 by 11 p.m. Once your presentation is posted, you are required to post a comment on 5 power point presentations submitted by the students in the class. The power point presentation and the postings will count for 15% of the final grade.
- (3) Weekly assignments/discussions. You will be responsible for completing a weekly assignment or participating on a weekly discussion. Make sure you check on WebCT every Monday for the complete instructions for the assignment of that week, assignments will be due on Tuesday of the following week. The weekly assignments and discussion will count for 30 percent of the final grade.

Week	Assignment/Discussion	Points
1	Introduction assignment- posting	0 points
2	Child observation	10 points
3	Nature vs. Nurture-posting	5 points
4	Infant learning capacities	5 points
6	Language acquisition, nativists vs. social interactionists	10 points
8	Cognitive theorists - posting	5 points
10	Attachment assignment, reflection on your practice	10 points
12	Developmental impact of violence	10 points
14	Socio-cultural environment and child	5 points

	posting	
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(4) Final Exam

The final exam will be a take-home exam where you will need to integrate the material covered in class with practical implications related to your daily practice. The exam will be due on Friday November 27, 2009. The final exam will count for 20% of the final grade.

(5) Class/Online participation

We will have six elluminate meetings during the semester. These meetings are mandatory since material will be presented and discussed at this time. The meeting will last one hour and will take place on the following days at 8 p.m:

Tuesday, September 1	Wednesday, October 14
Wednesday, September 9	Wednesday, October 28
Wednesday, September 16	Wednesday, November 11
Wednesday, September	Monday, November 23

Make sure you are familiar on how to use Elluminate prior to the first meeting. Participation includes being present during the session as well as actively asking questions and participating in the different activities during the session. Participation will count for 10 percent of the final grade; points will be given for actively participating in elluminate sessions and class discussions.

VIII. STANDARDS

North American Certification Project (NACP) Competencies for Professional Child and Youth Work Practitioners. <http://www.acycp.org/cyc%20competencies%20.pdf>

The Council for Standards in Human Service Education **and the** National Organization for Human Services <http://www.cshse.org/standards.html>

IX. CLASS POLICIES

Attendance

Students are expected to attend all class sessions, actively participate, and complete all the assignments. If a student misses an elluminate session they are responsible for listening to the recoding of the session.

Late Assignments

No late assignments will be accepted. In the event that an emergency situation arises relevant to an assignment due date that would make it impossible to meet the course requirement, the professor must grant approval for a late submission. It is the responsibility of the student to contact the professor in advanced in order to ask for permission.

Plagiarism Policy, Graduate Studies: Work that is submitted for credit must be the

original work of the student.

- Assignments that are not the original work of the student are considered plagiarized and in violation of the Code of Student Conduct and Academic Responsibility.
- Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author).
- Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit.
- Additional information pertaining to original work/plagiarism and the Code of Student Conduct and Academic Responsibility can be found in the Fischler School of Education and Human Services catalog at http://www.schoolofed.nova.edu/fgshome/catalog/student_policies_procedures.pdf

Writing Across Curriculum

- This course includes written assignments that make up at least one half of the final course grade.
- Written assignments can include, but are not limited to, abstracts, bibliographies, case studies, computer programs, essays, journal entries, lesson plans, literature reviews, project proposals, project reviews, reaction papers, research papers, seminar summaries, and technology reports.
- Written assignments are expected to follow APA style and to use appropriate sources for citations.

Americans With Disabilities Act

<http://www.usdoj.gov/crt/ada/adahom1.htm>

- Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 by providing reasonable accommodations for qualified individuals with a disability.
- The Fischler School's ADA Policies and Procedures, and the necessary forms for requesting disability-related accommodations, can be obtained by contacting the FSEHS Office of Student Judicial Affairs at 954-262-8617 or 1-800-986-3223, ext. 8617, or via e-mail at seldines@nsu.nova.edu. Undergraduate students should contact the undergraduate disability services representative at the Farquhar College of Arts and Sciences at 954-262-8405 or 1-800-986-3223, ext. 8405.
- To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation must be completed and on file in the FSEHS Office of Student Judicial Affairs a minimum of four (4) weeks prior to the commencement of classes for any given semester. Certain accommodations may involve other professionals and specialists, and therefore, may require considerable time to implement.
- Last Day to Withdraw from Course
- In order to withdraw from a course it is NOT enough to stop attending class or to inform the instructor of your intention to withdraw.
- Refer to the refund section of the appropriate catalog:
- Graduate:

http://www.schoolfed.nova.edu/fgshome/catalog/student_policies_procedures.pdf

For further assistance, contact your Academic Advisor.

Course/Instructor Evaluation

- It is expected that all students will participate in the online Course/Instructor Evaluation at or near the end of the course.
- Notices of Course/Instructor Evaluation access are sent to registered students by NSU email.

X. GRADING CRITERIA

Grading Scale:

A	91-100	4.0
B+	86-90	3.5
B	80-85	3.0
C	70-79	2.0
F	No Credit	

Course Assignments and their percentage of the final grade

Assignment	Pts.	Percent of Grade
Research paper (35)	50	25
Research paper power presentation (15) and postings	30	15
Weekly Assignment and Discussions	60	30
Class Online Participation	20	10
Final Exam	40	20
<i>Total:</i>	<i>200</i>	<i>100</i>

XI. LIST OF SUGGESTED RESOURCES

- A. Books and Articles: Please see attached article list
- B. Journals: Child Development, Zero to Three, Journal of Early Intervention
- C. Websites:
UCLA Center for Healthier Children, Families & Communities.
<http://www.healthychild.ucla.edu/NationalCenter/>
www.Zerothreethree.org

