HD 361/561 **DEVELOPMENT & GUIDANCE OF CHILDREN** Fall, 2023

**Instructor:** Cuiting Li， Ph.D **Class time:** 9:30-10:45

**Email:** cli@uwsp.edu **Class location:** CPS 228

**Phone:** 715-346-4082 **Office:** 238C CPS

**Office Hours**: W 2:00-3:00 or by appointment

**Course Website:** uwsp.courses.wisconsin.edu - Login using your UWSP id and password.

**Textbooks:**

Kuther, T. L. (2021). Child & Adolescent Development in Context. Thousand Oaks, CA: SAGE publications.

Miller, Darla Ferris. (2016). *Positive Child Guidance (9th Ed.)* . Belmont, CA: Wadsworth Cengage Learning.

**Course Description:** Concepts and current research findings applied to the study of growth and development of normal children, from conception through preadolescence within the context of the family, education, health, and human service environments.

**Course Objectives:** Based on current child and adolescent developmental research and theory students will achieve the following objectives regarding parent/teacher/child relationships upon completion of this course:

1. Identify basic theories and techniques for studying child development.
2. Accurately describe developmental changes and sequences of childhood in the biosocial, cognitive and psychosocial domains.
3. Explain genetic and environmental origins of individuality.
4. Examine the impact of multiple contexts on a child’s development.
5. Apply principles and theories of development in explaining children’s behaviors.
6. Apply strategies based on the child’s age/stage of development, motivations and background to promote effective developmental outcomes.
7. Promote various guiding models, principles and strategies.
8. Evaluate the effectiveness and appropriateness of various guiding strategies.

**Reading Requirements:** It is expected that the assigned chapters in the text indicated on the course outline will be read before you come to class. This gives the students the opportunity to ask questions and engage in class discussions about the reading. Material in the readings that is not covered during class sessions may appear as quiz questions. Other reading materials will be made available to students.

**Participation in discussion:** Participation in discussion are expected and required (1 original reflection, at least 2 replies). It is expected that you will respect the rights of others in the class.

**Quizzes:** one quiz will be given for each module. Quiz questions are from readings, lectures, handouts, videos or other educational materials and activities.

**Projects**

1. Project 1 (50 points)—Design a child space. Include all areas that would be important in a facility, to physically care for this age group and stimulate their cognitive and psychosocial development. Write a description of the space. Describe some items/activities in each area. Be sure to address 1) how the space is developmentally appropriate for infants. 2) how the space would meet the biosocial, cognitive and psychosocial needs of an infant. **OR** Create a 1-week schedule of activities for children to participate in while in your space. Write a description of the schedule. List and describe the activities. Be sure to address 1) how the schedule in general and the specific activities are developmentally appropriate for infants. 2) how the schedule would meet the biosocial, cognitive and psychosocial needs of an infant.
2. Project 2 (50 points)—Choose a skill/talent that you think children need to develop in middle childhood, e.g., social skills, fear managing skills, reading, art, music, money management, etc. State the reasons why the skill is important. Then explain **how** to help children develop the skill. Both the reasons and method need to be supported by current research.
3. Anecdotal records (50 points) **-Observation** is a crucial aspect to this course. Students will observe a child provided on videos and write 5 or 6 anecdotal records. Then students will find a child in some setting as daycare, school, or after school programs and observe for 6 hours and write minimum 5 incidents for each hour observation, total minimum 30 incidents. Next, students will assess the child with an assessment tool and provide results.

**CHANGES IN SYLLABUS:** I reserve the right to make changes regarding any of the above requirements in order to enhance the quality of student learning. I also reserve the right to modify the course outline in order to accommodate quest speakers, to adequately cover material, show newly discovered videos or DVD’s, or any other reason which may require such an adjustment.

**Grading Scale**

Above 93%=A, 90-92.5%=A- , 87-89.5%=B+, 83-86.5%=B, 80-82.5%=B-, 77-79.5%=C+, 73-76.5%=C, 70-72.5%=C-, 67-69.5%= D+, 60-66.5%=D,

Below 59.5%=F.

**Tentative Schedule – Subject to Change!!!!!**

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| **Module** | **Topic** | **Reading/Learning Activities** | **Assignment** | **Learning outcomes: students will be able to** |
| **Module 1**  **Week 1, 2, 3** | Syllabus, introduction, Observation,  Prenatal Development | Kuther Chapter 1, 2, 3  Miller Chp 4  Extra readings | 1. Discussion   2. Observing  3.Quiz | 1. Identify basic theories and techniques for studying child development.  3. Explain genetic and environmental origins of individuality.  4. Examine the impact of multiple contexts including culture on a child’s development.  5. Apply strategies based on the child’s age/stage of development, motivations and background to promote effective developmental outcomes. |
| **Module 2**  **Week 4, 5** | Infancy and Toddlerhood  Biosocial Cognitive, Psychosocial  Development | K:Chpt 4, 5, 6  Extra readings | 1.Discussion:  2.Quiz  3. Observation | 1. Identify basic theories and techniques for studying child development.  2. Accurately describe developmental changes and sequences of childhood in the biosocial, cognitive and psychosocial domains.  4. Examine the impact of multiple contexts on a child’s development.  5. Apply principles and theories of development in explaining children’s behaviors.  6. Apply strategies based on the child’s age/stage of development, motivations and background to promote effective developmental outcomes. |
| **Module 3**  **Week 6, 7** | Early Childhood  Biosocial, Cognitive, Psychosocial Development | -K: Chpt 7, 8, 9  Extra readings | 1.Discussion  2.Quiz  3. Observation | 1. Identify basic theories and techniques for studying child development.  2. Accurately describe developmental changes and sequences of childhood in the biosocial, cognitive and psychosocial domains.  4. Examine the impact of multiple contexts on a child’s development.  5. Apply principles and theories of development in explaining children’s behaviors.  6. Apply strategies based on the child’s age/stage of development, motivations and background to promote effective developmental outcomes. |
| **Module 4**  **Week 8, 9, 10** | Middle Childhood Biosocial, Cognitive, Psychosocial Development | -K:Chpt 10, 11, 12  -M:Chpt  11 | 1. Discussion 2. Quiz | 2. Accurately describe developmental changes and sequences of childhood in the biosocial, cognitive and psychosocial domains.  4. Examine the impact of multiple contexts on a child’s development.  5. Apply principles and theories of development in explaining children’s behaviors.  6. Apply strategies based on the child’s age/stage of development, motivations and background to promote effective developmental outcomes. |
| **Module 5**  **Week 11, 12, 13** | The importance of environment | -M: Chpt 8  -Landscape for learning | Project: space or schedule design | 2.Accurately describe developmental changes and sequences of childhood in the biosocial, cognitive and psychosocial domains.  3.Explain genetic and environmental origins of individuality.  4.Examine the impact of multiple contexts on a child’s development. |
| **Module 6**  **Week 14, 15** | The importance of guidance | -M: Chpt 1, 9, 10  Parenting styles | 1. Discussion: find research | 6.Apply strategies based on the child’s age/stage of development, motivations and background to promote effective developmental outcomes.  7. Promote various guiding models, principles and strategies.  8. Evaluate the effectiveness and appropriateness of various guiding strategies. |

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