HD 466/666 **DEVELOPMENT & GUIDANCE OF CHILDREN & ADOLESCENTS** Spring, 2020

**Instructor:** Cuiting Li， Ph.D **Class time:** M W 11:00-12:15 am

**Email:** cli@uwsp.edu **Class location:** CCC 308

**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:**

Miller, Darla Ferris. (2013). *Positive Child Guidance (7th Ed.)* . Belmont, CA: Wadsworth Cengage Learning.

Rathbone, B.H., Baron, J.B., (2015). *What Works with Teens (1st Ed.).* Oakland, CA: New Harbinger Publications, Inc.

*Ages & Stages*, Child Development Institute, Expert content at <https://childdevelopmentinfo.com/>

Adolescent Development <https://nobaproject.com/modules/adolescent-development>

Other readings and worksheets as provided or assigned online in class.

**Course Description:** Current research, theory, and practice related to development and guidance of children ages 4-18. Applications to home, 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. Illustrate the benefit of human development theories and research findings on adults who work with children and adolescents in multiple contexts, especially the family and school.

2. Facilitate developmentally appropriate practice when interacting with children and adolescents identifying and applying proper principles of guidance and discipline.

3. Devise developmentally appropriate processes to achieve desired outcomes in the adult/child relationship for children and adults.

4. Explain major concerns regarding adult/child relationships and how families, schools, peers, and the larger society interact to bring about the healthy development of children and adolescents.

5. Compare factors relevant in working with families with diverse backgrounds and predict how this knowledge shapes potential interventions as professionals.

**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.

**Class Participation: (20 Points)** Attendance at all classes and participation in discussion are expected and required. It is expected that you will respect the rights of others in the class and arrive on time and not leave early. Participation, including in your attentiveness in class and your involvement in-group discussions, may also be included in your final grade. Please respect your peers by not engaging in side conversations when they are contributing to class discussions.

**Class Assignments: Quizzes and Class Work: (60 points🡪170points).** There will be some in-class assignments that could be in the form of written questions, pop quizzes, class work, verbal participation and take home projects given throughout the class. These assignments or quizzes will come from the readings, lectures, handouts, speakers, videos, and other educational materials and activities. The quizzes are short exams testing your progress in keeping pace with the course. There will not be any make-ups given for these assignments. Instead, your lowest grade on these assignments will be dropped. If you miss a class during a day that an assignment was given, this will be considered your lowest grade.

**Professional Organization Participation and Leadership: (50🡪20points, if you did more than 20, rest are extra credits)** As a unit in the College of Professional Studies, we are to prepare students for the professional world. A primary method for connecting students with their profession is by encouraging membership and active participation in the professional organizations central to the field of family studies. Thus, 20 points of professional development in this course will be earned by any combination of the following activities:

Points        Action

20              Current membership in National/State organization (e.g. AAFCS/NCFR/ACTE/WICFR/ACLP)

20              Participation in a National Conference (e.g.AAFCS/NCFR/ACLP)

15              Participation in a State Conference/Meeting (e.g. WAFCS/WICFR)

15              Serve in an officer position (e.g. SPAFCS, WAFCS, AAFCS, UCFR, WICFR, CLASP)

5                Membership in local student chapter (e.g. SPAFCS/UCFR/CLASP)

5                Participation in professional organization activities or service projects

5                Participation in professional development and training (e.g. webinars, CEU Cert. delivered by your prof. org.)

5                Participation in regular student organization meetings (e.g. SPAFCS/UCFR/CLASP)

Use the form at the end of this syllabus to track your Professional Development activities. Prior approval is required for activities not clearly falling within the above identified organizations.

**Two Tests: (50 points each-🡪 50 points total) -** There will be a mid-term ~~and a final exam~~.

**Case Study (100 points)**

**Lab** is a crucial aspect to this course. Students will identify a specific child and setting within which to observe that child (home, school, childcare settings…). Missing lab, arriving at lab late or leaving early is not acceptable -- students must be there entire time for lab attendance to be counted.

Attendance at lab is mandatory. Students are expected to be at lab during their chosen time (one hour each week), and stay the entire time. Each week students are required to write a minimum of five anecdotal records for their case study. These anecdotes are due each week (not later than first class of the following week) and will be worth **50** points (what you have now) toward the 100 point case study report (averages 5 points per week). Anecdotes turned in beyond that week of lab will not be given point credit. It is assumed that missed anecdotes are a result of missing lab which is a 5 point deduction from case study grade. You must have a valid, documented excuse for missing lab. All missed labs **must be made up** at a time other than your scheduled lab time. Only anecdotes made up from labs missed with a valid, documented excuse will be given point credit. If your case study child is absent from lab you must document this absence by having a classroom teacher sign off with the date. These anecdotes will have to be made up by writing extra anecdotes on subsequent weeks.

**A Case Study Paper**: Students will choose one child in their lab to use for the basis of their case study. Attached are guidelines for writing case studies. Students will be evaluated based on the accuracy of their theory application, which is directly related to the thoroughness of their observations and anecdotal records.

Papers will vary in length due to the anecdotal records, but the theory application part should be approximately 3 type written/computer printed pages. Papers are due **Apr 30**. **Two points will be deducted each day the paper is late (weekend included).** Papers need to be turned in during class directly to the instructor.

Spelling and grammar should be correct. The paper should be written in third person and past tense. Avoid using slang and abbreviations. Avoid excessive use of quotes. Documentation of sources is essential. Documentation of theory references is required.

**Intervention Assignment: (50 points) -** For this assignment you need to make a one-minute video on the guiding strategies regarding a specific behavior of the children or adolescent. You can use movie clips to demonstrate the behavior and you can briefly explain the reasons of the behavior. Then provide choices of strategies selected to change the behavior and demonstrate how to use them or introduce a game or activity to change the behavior. If the video is good enough, it will be available to public in the future.

You need to write a paper to explain and justify your video information. In your paper:

1. Describe the issue, state the problem or concern and explain why it is important with the support of research.
2. Explain the nature of the intervention and support it with research.
3. Use theory or research to justify why it works or is expected to work to achieve desired outcomes.

Hint: Choose a developmental age to focus on and then choose your topics or games/toys based on issues related to this age. Remember that APA style requires a reference page.

Intervention Assignment is due on May 7. It will be graded on the following criteria:

1) Research based

2) Properly cited

3) Reference page

4) Written documentation of issue

5) Safety issues for the Child’s age or stage of development

6) Age-developmental stage appropriateness

7) Presentation to class (App. 7 Minutes)

**Mixed Teaching: (200 points-🡪50 points)—**Students will be divided into different groups for mixed teaching on 5 chapters or topics. Each group will focus on one topic, or part of the chapter. Each group member will develop an outline of the material, supporting information such as a research article, and real life example or short video clip (less than 5 minutes). Then the group come together to decide the outline of material, most appropriate research article, example and video, then the members will go to other groups to teach the material they have learned in their own group. Students need to submit their own outline, supporting article, example or video for the topic, then later need to submit outline, article, example/video that they have learned from other groups.

**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!!!!!**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading** | **Homework** |
| Jan 21 | Introduction |  |  |
| 23 | Observation | 4 | Start to find observation site |
| 28 | Observation: Anecdotal records | 4 | Compare observation method |
| 30 | Why guidance matters | 1 | Tiger mom reading |
| Feb 4 | Historical perspective | 2 | Mixed teaching |
| 6 | Understanding children’s behavior | 4 |  |
| 11 | Theories | 4 |  |
| 13 | Theories | 4 | Examples and quiz |
| 18 | Cultural diversity | 5, 6 |  |
| 20 | Cultural diversity | 5, 6 | Video: Blue Eyed |
| 25 | Children with ability difference | 5, 6 |  |
| 27 | Children with ability difference | 5,6 |  |
| Mar 3 | **Midterm exam** |  |  |
| 5 | Design developmental appropriate environment | 7 |  |
| 10 | Positive communication | 8 |  |
| 12 | Positive communication | 8 |  |
|  | Spring Break |  |  |
| 31 | Causes of behavior | 9 | ~~Mixed teaching~~ |
| Apr 2 | Causes of behavior | 9 |  |
| 7 | Guidance intervention | 10 | Start video project |
| 9 | Guidance intervention | 10 |  |
| 14 | Mistaken goals and motivation | 11 | ~~Mixed teaching~~ |
| 16 | Addiction, Bully, Suicide |  |  |
| 21 | Working with teens: Respect, Authenticity, Kindness | 4,5,6 | ~~Mixed teaching~~ |
| 23 | Working with teens: Predictability, Acceptance, Change | 7,8,9 |  |
| 28 | Trauma Informed Care |  | ~~Mixed teaching~~ |
| 30 | Trauma Informed Care |  |  |
| May 5 | Work on your video project |  |  |
| 7 | Work on your video project |  |  |
|  | **~~Final Exam~~** | \*\*\*\* |  |

**Final Exam**: ~~May 11, 2020 Monday , 12:30-2:30~~

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**CASE STUDY GUIDELINES**

Each student is expected to do a case study of a child, applying the theories and ideas discussed in class. The written project should be professionally prepared in a narrative form (typed with evidence of proof reading). The length of document is determined by the quality of your work. Remember - all information is confidential about the child you observe. You must follow the policies of the center regarding confidentiality and none of the information you record in your anecdotal records should be discussed outside of class or lab**. Failure to maintain confidentiality will result in a failing grade for the course.**

The written case study should include the following:

a) Minimum of 50 anecdotes (approximately 5 per week) – the anecdotes act as your documentation for the paper. They should be cited as references in the paper by number 1 through 50.

b) Description of the child’s Physical, cognitive, and social-emotional development.

**Physical development** - **possible areas to discuss include**:

- characteristics: appearance, height, weight, body proportion/size, and posture

- motor coordination: large and small muscle skills

-health: record of attendance, illness, fatigue & vitality

- nutrition and food habits

- rest

- physical skills: independence, skill with materials and equipment

- observation of how child seems to feel about physical appearance and skills

**Cognitive Development – possible areas to discuss include:**

- evidence of learning: concepts child understands

- language: use, creativity, and accuracy

- ability to reason and generalize

- creativity: originality vs. conformity with new situations, curiosity

- interest in various areas of classroom

**Social-Emotional Development – possible areas to discuss include:**

- interaction with children at school

- ability to control impulses

- ability to share, take turns, etc.

- ability to follow instructions

- how to react to others’ unfriendly behaviors

- positive and negative behaviors toward others

- peer acceptance: how do others (children and adults) see this child

- self-perception: perception of social abilities: acceptance of sex role

- evidence of happiness/unhappiness

- evidence of security/insecurity

- evidence of tension, fears, or withdrawal behaviors

- evidence of aggressive behavior

c) Specify and explain difficult moments of the child and identify a pattern of his/her behavior and the best way to help him/her.

d) **Application of two theories from book or class** – Choose two theories such as , Bronfenbrenner’s Ecological theory or Erikson’s Psychosocial theory to discuss this child’s development (i.e., what would this theorist say about this child, where would the child fit in the stage theory, how should the child be treated accordingly, make sure you back up your analysis with evidence from anecdotes).

e) **1st person summary**

(write a one page first person summary - as though you were the child describing yourself - if this is all someone read of your case study, they should have some idea about who this child is).

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| **Group**  **Number** | **Mixed 1**  **Theories of Children’s Behavior**  (outline, 1 research paper, examples, one video <5min) | **Mixed 2**  **Underlying causes of problem behavior**  (Outline, one example/video for each problem) | **Mixed 3**  **Building relationship** | **Mixed 4**  **Building relationship and handling tough experiences** |
| **Group One** | Cognitive Theories: Piaget  Vygotsky | Inappropriate expectations  Mis-understanding expectations | Respect | Mental Illness |
| **Group Two** | Psychoanalytic theories: Erikson | Immature self- control  Silly playfulness, group contagion | Authenticity | Change |
| **Group Three** | Ecological theory: Bronfenbrenner | Boredom  Fatigue & discomfort | Kindness | Bullying and relational aggression |
| **Group Four** | Attachment Theory | Desire for recognition  Discouragement | Predictability | Addiction |
| **Group Five** | Behaviorism theories:  Classical conditioning (Pavlov, Watson)  Operant conditioning (Skinner):Rein-forcement, punishment  Social Learning (Bandura) | Frustration  Rebellion | Acceptance | Suicide |

***Topic Synthesis Rubric 50 points each***

After completing the individual reading assignments, lectures and mixed teaching, students are asked to submit a minimum 2-full page synthesis of the current topic (1” margins, 12 pt. font). The syntheses should communicate, ***in the student’s own words***, their knowledge of the current topic. Papers must include a minimum of 4 quotes from different readings and 4 examples from the lectures. Please be sure to reference to receive credit and avoid plagiarism. Students are expected to bring one copy of his/her summary to class on the day they are due.

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|  | **Good 35 points** | **Poor 0 points** |
| **Presentation of material** | Material is presented well, has a clear introduction, body and conclusion. | Material is presented poorly. Introduction, body and conclusion are unclear. |
| **Summary of key points** | Key points of the topic are well summarized. Student obviously had a clear hold on the concepts of the topic. | Some or many key points of the topic are missed or not explained clearly. Student does not have a good grasp of the concepts of the topic. |
| **Reference requirements** | Student included 4 quotes from different readings and 4 examples from lectures. | Student did not include 4 quotes from different readings and 4 examples from lectures. |
| **Content requirements** | Student included information from chapter, lectures and mixed teaching readings (all sources relevant to topic). | Student did not include information from chapter, lectures and mixed teaching readings. (all sources relevant to topic). |
| **Length requirements** | Material meets or exceeds length requirements. | Paper does not meet length requirements. |
| **Mechanics** | There are no grammatical errors or typos in the paper. | There are frequent grammatical errors and/or typos in the paper |

The additional 15 points will be accumulated via the following:

5 points for your presentation in the learning group and 5 points for your presentation in the mixed teaching group and 5 points for the copy of your tier one research article attached to your paper.

Professional Development Activities Summary

Briefly summarize your professional development activities for the semester below. The **date** should be the date of the activity so some items will not include a date (i.e.-membership in AAFCS). The **event/activity** is simply that (i.e.-SPAFCS meeting). If the activity is from outside of our department or state/national group dealing with our department more information may be needed, such as a brief explanation of what the group or activity is. In the **points earned** column put the number of points this activity is worth. Include a total at the bottom. **Contact person and information** should be included for activities that I am not involved in. When in doubt include this information. The last column is to indicate if **supporting information** for this activity is attached, indicate with a “yes” or “no”. Whenever possible include supporting information such as copies of membership cards or certificates of participation in trainings.

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| Date | Event/Activity | Points Earned | Contact Person and Information\* | Supporting Information  Included? |
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\*Include contact name if activity is not an AAFCS, SPAFCS, NCFR, NWI, SAND activity. Include contact information if the contact person is outside of HPHD department.