



**College of Education
Department of Human Development & Quantitative Methodology**

**EDHD 412: INFANT DEVELOPMENT
Fall 2018**

Instructor: Dr. Brenda Jones Harden
Office Hours: by appointment
Office: Room 1117 Benjamin Building
E-mail: bjharden@umd.edu
Telephone: 301- 405-5210

Teaching Assistant (TA): Benjamin Rickles
Office Hours: Monday 1-3PM and by appointment
Office: Room 3238 Benjamin Building
E-mail: brickles@terpmail.umd.edu

Course Meeting Time: Monday/Wednesday 11AM – 12:15PM
Location: Room 2119, Benjamin Building

Course Text:

Gross, D. (2018). *Infancy: Development from birth to age three*, 3rd edition. Rowman & Littlefield. (Electronic HAND-OUTS will be provided for specific topics.)

Course Description:

Infancy is the period of life when the most profound maturational and developmental changes occur. This course is designed to expose the undergraduate student to the unique developmental processes and milestones that characterize infancy. The content of this course is particularly relevant to students who are considering careers that may involve infants, including potential child psychologists, early childhood educators, pediatricians, infant mental health providers, pediatric occupational/physical therapists, speech and language therapists, family support providers, and infant researchers.

Students will explore development across domains, including brain, physical, perceptual, motor, cognitive, language, social, and emotional functioning. Evidence regarding development from the prenatal period through the third year of life will be reviewed. Further, students will consider the impact of specific biological and environmental factors on infant development (e.g., prematurity, parental mental health, poverty). The various research methods that are unique to studying infants will also be presented. A final focus of the course will be policies and services addressing the needs of infants and their families, with an emphasis on evidence-based practice.

The instructor will present overview material and additional material will be read and discussed by the class. Knowledge of theory and research in child development will be enhanced through a series of observational experiences, which will build upon concepts addressed during class periods. The objectives of the course are:

- To familiarize undergraduate students with the major theories that inform an understanding of infant development;
- To provide undergraduate students with a foundational knowledge base of the research on infant development;
- To increase undergraduate students' conception of the unique developmental processes that occur in this early period of life, specifically regarding brain maturation, physical growth, motoric and perceptual skills, cognitive and language milestones, and social-emotional functioning.
- To expose undergraduate students to the biological and ecological factors that promote or hinder infant development;
- To increase undergraduate students' appreciation for the importance of stimulation and intervention in the earliest years as a foundation for later development;
- To enable undergraduate students to apply their knowledge about infant development to their understanding of the quality and effectiveness of programs for infants and their families in the community;
- To facilitate undergraduate students' understanding of the link between infant research and practice in infant service settings; and
- To allow undergraduate students to consider potential career options in the infant/toddler field (e.g., neonatologist, neonatal nurse, infant educator, infant psychologist, pediatric physical/occupational therapists, developmental pediatrician, speech/language therapist, infant child care provider/director, infant researcher).

CLASS POLICIES

Academic integrity: The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <https://www.studentconduct.umd.edu/>. The code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else's work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

Special needs: If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact the Counseling Center's Office of Accessibility and Disability Services at <https://www.counseling.umd.edu/ads/start/eligibility/> as soon as possible.

Religious observances: The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, the student must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

Course evaluations: As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses.

Missed single class due to illness: Once during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.*

Major scheduled grading events: Major Scheduled Grading Events (MGE) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

Non-consecutive, medically necessitated absences from multiple class sessions: Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

Non-medical excused absences: According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.

Please see the University's website for undergraduate course-related policies at <http://www.ugst.umd.edu/courserelatedpolicies.html>.

Course Requirements:

Each student is expected to:

1. Be an **active participant** in class discussions and activities, as well as contribute to group in-class projects on infant development.
2. Complete all **reading assignments** as per course schedule. Hand-outs and original research articles will be assigned at specific times during the semester to supplement the text.
3. Prepare for two **examinations** each of which will cover material in the preceding portion of the course (one will be the final exam). Content from course lectures, readings, and activities will appear on the examinations.
4. Prepare a **photo essay** in which you will reflect upon an image of an infant that you find on the internet, in a magazine, or in any other print medium. Try to select a compelling photo that focuses on a particular infant state or environmental condition. Reflect upon how the photo “speaks” to you, and what the photo projects about this stage of life. Please include a printed copy of your photo with your essay, and send an electronic copy to me and the TA via e-mail.
5. Complete an **analysis of the quality of an infant/family program**, which includes qualitative and quantitative techniques. Each student will visit an infant program on one occasion. This visit should include some exposure to service delivery, review of materials about the program, and an observation of one infant (see below). There are three components to this assignment: 1) a description of the program (including goals, services, target group/community); 2) an analysis of the quality and effectiveness of the program in the context of knowledge about infant development; and 3) subjective reflections which include how an undergraduate can prepare for a career in this area. Please note that I will make arrangements for two visits to one of my partner programs for students who are unable to secure a program to visit on their own.
6. Complete one **observation assignment**, and accompanying write-up of an infant in an infant/family program (see above). The student will be required to submit a description of the infant (including its developmental functioning), a narrative recording of infant behavior, an event recording of infant behavior, and a consideration of the infant’s development in the context of course material, including information from the text, original research articles, and hand-outs.

Grading Standards:

Participation	15%
Examination 1	15%
Examination 2	15%
Photo Essay	15%
Observation Assignment	20%
<u>Program Analysis</u>	<u>20%</u>
TOTAL	100%

Final Letter Grades:

A+	97-100	C+	77-79
A	94-96	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
		F	59 and below

Course Content and Sessions (subject to modification):

DATE	TOPIC	ASSIGNMENT
8/27	Course Overview & Introductions	
	UNIT 1: FOUNDATIONS	
8/29	Why study infancy?	TEXT: Chapter 1
9/3	LABOR DAY – NO CLASS	
9/5	History of Infant Study	TEXT: Chapter 1
9/10	Research on Infant Development	TEXT: Chapter 2
	UNIT 2: PHYSIOLOGY & PHYSICAL DEVELOPMENT	
9/12	Prenatal Development	TEXT: Chapter 3
9/17	Genetics and Embryology	TEXT: Chapter 3
9/19	Birth and Neonatal Period	TEXT: Chapter 4 Photo Essay Due (MGE)
9/24	Brain Development	HAND-OUT
9/26	Physical Growth and Health	TEXT: Chapter 5
10/1	Gross and Fine Motor Skills	TEXT: Chapter 6
	UNIT 3: COGNITIVE & LANGUAGE DEVELOPMENT	
10/3	Perceptual Development	TEXT: Chapter 6
10/8	Cognitive Development 1	TEXT: Chapter 7
10/10	Cognitive Development 2/Language Development 1	TEXT: Chapter 8, 9
10/15	Language Development 2 EXAM REVIEW	TEXT: Chapter 9
10/17	CONTENT FROM UNITS 1, 2, & 3	MID-TERM EXAM (MGE)
	UNIT 4: SOCIAL-EMOTIONAL DEVELOPMENT	
10/22	Relationships & Social Development	TEXT: Chapter 10
10/24	Temperament, Emotions, and the Self	TEXT: Chapter 11
10/29	Family Influences on Infant Development	HAND-OUT
10/31	Socio-cultural Influences on Infant Development	HAND-OUT
	UNIT 5: ATYPICAL INFANT DEVELOPMENT	
11/5	Infant Assessment	TEXT: Chapter 8
11/7	Infants at Biological Risk	HAND-OUT Observation Due (MGE)
11/12	Infants at Environmental Risk	HAND-OUT
11/14	Developmental Disabilities	HAND-OUT
11/19	Infant Psychopathology	HAND-OUT
11/21	THANKSGIVING – NO CLASS	
	UNIT 6: INFANT SERVICE SETTINGS	
11/26	Infant Child Care	HAND-OUT
11/28	Early Head Start	HAND-OUT
12/3	Infant Home Visiting, Parenting Education, & Family Support	HAND-OUT
12/5	Early Intervention	HAND-OUT Program Analysis Due (MGE)
12/10	Infant Mental Health Intervention EXAM REVIEW	HAND-OUT
12/14	CONTENT FROM UNITS 4, 5, & 6	FINAL EXAM (MGE)