

## CHFD3900 Prenatal and Infant Development

Spring 2009 Dawson 116 Tuesday & Thursday 3:30pm-4:45pm

**Instructor:** Dr. Hui-Chin Hsu **Teaching Assistant:** Lyndsey Hjelmstad E-mail: hchin@uga.edu lhjelm@uga.edu Office: 2nd Floor, Family Science Center 1 (House A) Office Hours: By appointment Phone: 542-2636

### Course Objectives:

- 1 Acquire basic knowledge and recognition of the theories and principles of infants' and toddlers' growth in the areas of physical, motor, perceptual, cognitive, language, communication, social, emotional, and sense of self development.
- 2 Understand the interaction between biological and environmental factors that shapes growth and development during the prenatal, perinatal, and postnatal period.
- 3 Gain awareness about infants and toddlers with physical and mental health conditions and developmental disabilities.
- 4 Become familiar with positive guidance of infants and toddlers within family and group settings.
- 5 Develop the foundations for positive attitudes toward infants and toddlers.
- 6 Develop appreciation and respect for diverse cultural values that parents and families have for developing infants and toddlers.
- 7 Obtain skills in observing, recording, analyzing, and using data gathered from and about infants and toddlers engaging in natural activities.
- 8 Develop the values of strong commitment toward continuous, life-long study of the prenatal and infant development.
- 9 Develop abilities in critical thinking through reading, presentation, and group discussions to become an educated consumer of scientific information about prenatal and infant development.

**Textbook:** Fogel, A. (2008). *Infancy: Infant, family, and society* (5th Ed.). Sloan Publishing.

**Reading Assignments:** The following research articles are available online in the WebCT folder *Course Materials* (see <https://webct.uga.edu>). The articles listed below can be found by clicking on "Reading Assignments." Information covered in these articles will be included in the midterm and final exam.

1. Kisilevsky, B. S., Hains, S. M. J., Lee, K., Xie, X., Huang, H., Ye, H. H., Zhang, K., & Wang, Z. (2003). Effects of experience on fetal voice recognition. *Psychological Science, 14*, 220-224.
2. Field, T., Diego, M., & Hernandez-Reif, M. (2007). Depressed mothers' newborns show less discrimination of other newborns' cry sounds. *Infant Behavior & Development, 30*, 431-435.
3. Volkova, A., Trehub, S. E., & Schellenberg, E. G. (2006). Infants' memory for musical performances. *Developmental Science, 9*, 583-589.
4. Takei, W. (2001). How do deaf babies attain first signs? *Developmental Science, 4*, 71-78.
5. Speltz, M. L., Endriga, M. C., Hill, S., Maris, C. L., Jones, K., & Omnell, M. L. (2000). Cognitive and psychomotor development of infants with orofacial clefts. *Journal of Pediatrics, 25*, 185-190.
6. Johnson, S. C., Dweck, C. S., & Chen, F. S. (2007). Evidence for infants' internal working models of attachment. *Psychological Science, 18*, 501-502.

### Reading Guidelines:

1. What is the purpose of this study? Why did the authors decide to do this work? Was it motivated by a theoretical question or an applied issue? Explain.
2. What are the specific questions or hypotheses of this study?

3. What is the composition of the study sample? How many children, at what ages, from what groups? How were the children chosen? Is this a representative sample of children?
4. What is the design of the study? Is it longitudinal or cross-sectional, experimental or observational? What are the main subject groupings, conditions and settings?
5. Does the study have dependent and independent variables? What are they and how do they relate to the hypotheses?
6. How are the variables assessed? Is the assessment procedure reliable? valid?
7. What are the main findings of the study? If this is a review or theoretical article, what are the grounds for the critique made by the author? Do the findings or critique support the hypotheses?
8. What are the conclusions and implications of this study? Does more research need to be done? What type of research? What about implications for intervention or social policy? Do these findings benefit children and/or parents in a direct or indirect way?

**Grading:** Your final grade (a total of 600 points) is determined by the following 4 categories:

### 1. Class attendance (100 points):

- Requirements:* You must bring your book and copies of reading assignments to class. You are expected to attend each class session since much of your learning will derive from the reviews, discussions, and exercises held during class. Additionally, you are expected to keep up with readings and to display your understanding by offering relevant examples, comments, ideas, and questions when we meet as a class. Moreover, your comments will be evaluated based on how well they reflect a comprehension or thoughtful consideration of course material. Comments should not merely regard practical matters such as assignments, deadlines, or test content.
- Missed class:* The only way to get credits for missed classes without excuses is to turn in a typed summary of the assigned readings. A minimum of 2-page, single-spaced report is required. The instructor must receive it *NO LATER THAN ONE WEEK FOLLOWING THE CLASS THAT YOU MISSED*. No points will be taken off if you turn in written make-ups. However, no more than 2 missed classes are allowed to be made up in this manner.

### 2. Class discussion/reflection (20 points):

You are expected to participate in class discussion. Small group discussion will take place during class time periodically. You will also be asked to reflect on related class materials individually. Results of group discussion and individual reflection from 5 randomly selected class periods will be scored.

### 3. Lab Participation (90 points):

You are required to participate in three different classrooms at the McPhaul Child Development Laboratory: Infant, Young Toddler, and Old Toddler classroom. This requirement CANNOT be substituted by babysitting or any other related paid or non-paid experiences. Your participation in the classroom will be evaluated by the head teacher of each classroom. Lab participation will be worth 90 points – 30 points from each classroom.

Each week, you are asked to complete an observation checklist based on your observation of an infant or toddler identified by you. You are required to complete 3 observations (an hour and 15 minutes each) in each McPhaul classroom. A sign-up sheet will be available to you for selecting the observation time.

When participating in the lab sessions at McPhaul classrooms, you should follow the instructions and requirements outlined in the Student Intern Orientation Information packet. Your signature is required to indicate your understanding of the regulations.

Finally, all students who are going into the McPhaul classrooms will need to have a background check completed. This will be done through UGA Human Resources. You will be asked to fill out and sign a "Consent for Background Investigation" form.

#### **4. Exams (300 points):**

There will be two exams in this class - one midterm and one final exam. Each exam will cover the readings assigned up to the day before the exam (i.e., non-cumulative) as well as the materials included in the class activities. The total score of each exam is 150 points. Each exam will have a similar format: multiple choice, matching, fill in blanks, and/or short answer questions. If you have kept up with the readings and the research activity assignments, you should have little trouble with the exams. Review materials for the exams can be found in the Summary section of the textbook.

Make-up exams must be taken no later than 5 days after the posted exam date. Please note that NO make-up exam will be given unless documents can be provided for absence.

#### **5. Lab Activities and Reports (90 points):**

a. *Assignments:* A total of 6 lab activities will be assigned to you. You can find the material related to each lab activity online in the WebCT folder called *Course Materials* (see <https://webct.uga.edu>) by clicking on “*Lab Activities.*”

Activity 1 (15 points): *Becoming a Baby Again* – You are asked to pretend to be an infant who can communicate with others using only non-verbal behaviors (e.g., crying, smiling, or looking away). You are asked to interact with a partner with these non-verbal actions during feeding.

Activity 2 (15 points): *Observing Infant Motor Activities* – For this lab activity, you are asked to observe two infants (one younger than 12 months and one between 13 and 18 months) and to evaluate their motor skill levels.

Activity 3 (15 points): *Interacting with An Infant* – You are asked to interact with an infant (age between 3 and 9 months) face to face without any toys.

Activity 4 (15 points): *Object permanence Experiment* - You are going to conduct an experiment with 4 infants (2 younger and 2 older than 9 months of age) and record your observations.

Activity 5 (15 points): *Designing a toy* - You are going to design and make a toy to be used in two learning games with an infant or a toddler and record your observations.

Activity 6 (15 points): *Baby in a mirror* - You are going to show a mirror to 3 infants of different ages and observe their responses to seeing themselves in a mirror.

b. *Written reports:* You should download the PDF templates to complete the written activity reports. Hand written reports will be returned without a grade. Only *TYPED REPORTS* will be accepted for grading. If you are unable to type directly in the PDF form, you should type up the narrative sections with Word and attach the printout to the PDF form.

The grading is based on the accuracy, clarity, completeness, and thoughtfulness of your answers to each question. The written reports are expected to be in a *NARRATIVE* style, rather than a bullet-point format. Detailed and specific information is required for the report.

c. *Due dates:* Written reports are due in class (see class schedule for the due date of each assignment). You are responsible for getting the written report to the instructor. If the report is not turned in on time, **a full 5-point will be deducted** from your grade for each day late.

**6. Extra credits (up to 30 points):**

You have the opportunities to earn extra points toward the final grade by participating in:

- Oral presentation (15 points each): You are expected to provide a 5-minute PowerPoint presentation with brief video clips (2-3 minutes) reporting: (1) *who*: the activity participant(s), (2) *where and how*: the location and procedure for carrying out the activity, and (3) *what*: the conclusion and/or evaluation of the activity. Only one student is accepted for presenting each lab activity. Permission from instructor must be obtained before you work on the extra credits. Parental permission is also needed for videotaping infants or toddlers at McPhaul classrooms.
- Observing and documenting mother-toddler play (15 points per DVD): You will be asked to observe and transcribe the speech produced by mother and toddler during play interactions (i.e., lacing and puzzle) from a DVD. The speech is to be entered and saved in an Excel file. Make an appointment with the teaching assistant for a brief training meeting and DVD check-out.

**Grading Distribution:**

1. Class attendance	
2..5. Class discussion and reflection (4 points.....)	100
3. Lab participation (30 points each classroom) .....	90
4. 2 Exams (150 points each) .....	
300 6 Lab Activity Reports (15 points each) .....	90
-----Total 600 points	

**Final Grade:** Your grade will be assigned based on the total points earned in class. The following is the criterion that will be used in assigning the final letter grade.

519-536 B+ 459-476 C+ 399-357 D >555 A 495-518 B  
 435-458 C = < 356 F 537-554 A-477-494 B-417-434 C-

**Notes:**

This class will adhere to the UGA Academic Honesty policy (<http://www.uga.edu/ovpi/honesty/acadhon.htm>). All academic work must meet the standards contained in “A Culture of Honesty.” The University's policy defines academic honesty as – “the performance of all academic work without cheating, lying, stealing, or receiving assistance from any other person or using any source of information not appropriately authorized or attributed”. All coursework, including class activity and exams, turned in for credit will be assumed to be the student's own work. Should you found guilty of academic dishonesty, a grade of "F" will be given. Further penalties may include a note on your transcript or expulsion. Late additions to enrollment in this course will not be permitted unless exceptional circumstances can be shown. Approval by the Instructor and Department Head are required.

## Class Schedule

(The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.)

Week/Date	Activity	Book Chapter	Reading/Presentation	Due
1 Th 1/8	Lecture	Course Orientation		
2 Tu 1/13	*Lecture-Lab	Orientation		
Th 1/15	Lecture		Chapter 1- basic concepts	
3 Tu 1/20	Lecture		Chapter 2 - theories	
Th 1/22	Lab (no lecture)			
4 Tu 1/27	Lecture		Chapter 3 - prenatal development	
Th 1/29	Lecture		Chapter 4 -birth	*Article 1 Activity 1
5 Tu 2/3	Lecture		Chapter 4 -newborn health	
Th 2/5	Lab (no lecture)			
6 Tu 2/10	Lecture		Chapter 5- first 2 months	
Th 2/12	Lecture		Chapter 5- first 2 months	*Article 2 Activity 2
7 Tu 2/17	Lab (no lecture)			
Th 2/19	Lecture		Chapter 6 - 2 to 5 months	<b>1st McPhaul Observation Checklist</b>
8 Tu 2/24	Lab (no lecture)			
Th 2/26	Lecture		Chapter 6 – 2 to 5 months	*Article 3 Activity 3
9 Tu 3/3	<b>Midterm (chapter 1-6)</b>			
Th 3/5	Lecture		Chapter 7, 8 –6 to 12 months	
<b>10 Tu 3/10</b>	<b>Spring Break - no class</b>			
<b>Th 3/12</b>	<b>Spring Break - no class</b>			
11 Tu 3/17	Lab (no lecture)			
Th 3/19	Lecture		Chapter 7, 8 - 6 to 12 months	*Article 4 Activity 4
12 Tu 3/24	Lab (no lecture)			
Th 3/26	Lecture		Chapter 7, 8 – 6 to 12 months	<b>2nd McPhaul Observation Checklist</b>
13 Tu 3/31	Lab (no lecture)			
Th 4/2	Lecture		*Chapter 7, 8 - 6 to 12 months	*Article 5 Activity 5
14 Tu 4/7	Lecture		Chapter 9, 10, 11 – 12-36 months	
Th 4/9	Lecture		Chapter 9, 10, 11 – 12-36 months	
15 Tu 4/14	Lab (no lecture)			
Th 4/16	Lecture		Chapter 9, 10, 11 – 12-36 months	*Article 6 Activity 6
16 Tu 4/21	Lab (no lecture)			
Th 4/23	Lecture		Chapter 9, 10, 11 – 12-36 months	
17 Tu 4/28	Lecture		Chapter 9, 10, 11 – 12-36 months	<b>3rd McPhaul Observation Checklist</b>
Th 4/30	No class (Monday class schedule)			

\*Lecture by Lyndsey Hjelmstad \*\*Final Exam: 3:30-6:30pm on May 7 (Thursday)