

ORIGINATOR'S SECTION:														
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No X (“generic” is a placeholder for topics)														
4. Course abbreviation and Number:* HD 302														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Human Development in Childhood														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces)  Hum Dev in Childhood														
7. Number of Units: 3														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)  Explores child development from lifespan, interdisciplinary, and multicultural perspectives useful for working with children. A special focus is on practicing the skills to conduct a community needs assessment for healthy child development based on the Precede-Proceed Model. <i>Prerequisites: ANTH 200, HD 101, HD 102, HD 220. Also HD 230 or HD 231.</i>														
9. Why is this course being proposed?  This course will directly contribute to the Programmatic Student Learning Outcome 1 and partially 5 (PSLO1 & PSLO 5) for the B.A. in Human Development by increasing students' skills to apply basic understanding of dominant developmental theories for community program planning based on the Precede-Proceed Model. By providing a core course that explicitly focuses on understanding and application of dominant developmental theories for community needs assessment for healthy child development, the Human Development Department expects to increase retention, engagement, and competencies for student success in the major, civic engagement, and careers in the field of HD after graduation. This course covers the stage of conception to late childhood (to age around 11).														
10. Mode of Instruction* <i>For definitions of the Course Classification Numbers:</i> <a href="http://www.csusm.edu/academic_programs/curriculumschedule/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf">http://www.csusm.edu/academic_programs/curriculumschedule/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf</a>														
	<table border="1"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>3</td> <td>C2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C2	Activity			Lab			
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Lecture	3	C2												
Activity														
Lab														
11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														

14. Course Can be Taken for Credit More than Once?  Yes  No  
 If yes, how many times? (including first offering)

15. Is Course Crosslisted:  Yes  No  
 If yes, indicate which course and check "yes" in item #22 below.

16. Prerequisite(s):  Yes  No - Prerequisites: ANTH 200, HD 101, HD 102, HD 220. Also HD 230 or HD 231.

17. Corequisite(s):  Yes  No

18. Documentation attached:  
 Syllabus  Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:\* n/a

20. How often will this course be offered once established?\* 2 semesters per academic year

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**  
*(Mandatory information - all items in this section must be completed.)*

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)?  Yes  No

If yes, please specify:  
 A core course for the HD major

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)  Yes  No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Psychology  
 Discipline \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Support \_\_\_\_\_ Oppose \_\_\_\_\_

Discipline \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Support \_\_\_\_\_ Oppose \_\_\_\_\_

**SIGNATURES : (COLLEGE LEVEL) :**  
 Noriko Toyokawa October 9, 2015

1. Originator (please print or type name) Date  
 Alicia M. L. Surodis 2/22/16

2. Program Director/Chair Date  
 J. S. Anderson 2/19/16

3. College Curriculum Committee Date  
 Denise Garcia 2/22/16

4. College Dean (or Designee) Date

**(UNIVERSITY LEVEL)**

5. UCC Committee Chair Date

6. Vice President for Academic Affairs (or Designee) Date

7. President (or Designee) Date



\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

## **HD 302: Human Development in Childhood**

**Meeting Time:** Tuesday 9:00-11:45 AM

**Meeting Place:** Kellogg Library 1111

**Instructor:** Noriko Toyokawa, Ph.D.

**Email:** ntoyokawa@csusm.edu

**Office Hours:** Tuesday/Thursday noon-1:00 p.m., and by appointment

**Phone:** 760-750-8253

### **Human Development Department Mission Statement**

The mission of the Human Development Department is to promote a holistic and lifespan understanding of human development from multidisciplinary and interdisciplinary perspectives.

We:

- Explore the complex interplay of body, mind, culture, and environment that shapes developmental processes and outcomes
- Emphasize the integration of complementary and interdependent disciplines
- Employ the use of multiple perspectives and theoretical frameworks
- Advance evidence-based practices
- Promote social responsibility, civic engagement, and service to the greater community

### **Course Catalog Description**

Explores child development from lifespan, interdisciplinary, and multicultural perspectives useful for working with children. A special focus is on practicing the skills to conduct a community needs assessment for healthy child development based on the Precede-Proceed Model. *Prerequisites: ANTH 200, HD 101, HD 102, HD 220. Also HD 230 or HD 231.*

### **Extended Course Description**

This course provides an opportunity for students to gain knowledge about child development from interdisciplinary and multicultural perspectives and to apply it in the development of needs assessments to determine need for services and for the development of needed programs for children, families and communities in contemporary society. Specifically, based on the knowledge of child development from lifespan, interdisciplinary, and multicultural perspectives, students will learn and practice skills to conduct a systematic planning of a community intervention programs for promoting healthy child development. The course focuses on practicing the skills to conduct a community needs assessment and for developing proposals that can be used to promote the development of community intervention programs for healthy child development based on the Precede-Proceed Model as used in human development. This course explains the Precede-Proceed Model and will covers theories and issues of human development from conception to late childhood (to age around 11).

## **Program Student Learning Outcomes**

**Out of the five program learning outcomes set for the major, this class contributes to mainly to PLSO #1, but partially to PSLO # 5, as well. These are:**

- PSLO 1: Demonstrate understanding of developmental theories and how biological, psychological, familial, social, historical and cultural dynamics influence developmental processes, and use theory as a framework to address real-world problems relating to lifespan development in applied settings such as counseling, healthcare, and education.
- PSLO 5: Summarize the delivery of social services, including: funding, staffing, assessments, program development and evaluation.

### **Student Learning Outcomes for the Course (CSLOs).**

At the successful completion of the course, the student will be able to:

1. Recognize and use developmental theories to understand child development from conception to late childhood (to age around 11) (contributes to PSLO 1).
2. Diagnose individuals' and environmental status quo which influence the health and well-being of children in a particular community utilizing interdisciplinary developmental theories with a particular focus on behavioral and environmental contexts (contributes to PSLO 1 and PSLO 5).
3. Develop a systematic plan for diagnosis of individuals' and environmental status quo and propose a community health and well-being intervention program for healthy child development (contributes to PSLO1 and PSLO 5).
4. Collaborate with peers to assess the delivery of quality community programs and services that impact child development (contributes to PSLO 5).

## **Course Requirements**

### **Credit Hour Policy: Study Time Required Outside of Class**

Per University policy, you are expected to devote 2 hours of study outside of class for every unit of class. This is a three unit course and so you are expected to devote a minimum of six hours of study time per week. This class will meet the University Credit Hour Policy.

### **Readings**

#### **Textbook**

Berk, L. E. (2013), *Child Development* (9<sup>th</sup> ed.). NY: Pearson.

McKenzie, J.F., Neiger, B.L., Thackeray, R. (2013). *Planning, Implementing, & Evaluating Health Promotion Programs: A Primer* (6<sup>th</sup> Ed.). NY: Pearson

### **Journal articles**

Three to four journal articles are assigned to read for class discussion in each class. All journal articles are available through the Cougar Courses. For the citations and assigned date for each journal, please see the course schedule.

There are a total of **500 points** in this course reflecting the work in class activities (**reading notes & discussion leading**), mastery of the material (**exams**) and of the skills to develop a community program proposal, including diagnosis of a target group from five different phases, planning implementation and evaluation of the proposed program (**program proposal**). Course grades will be based on the total number of points you accumulate throughout the semester. I will provide periodic updates to you so that you may see how you are doing in the course and each student is welcome to check on his/her grade at any time. However, it is up to each student to keep track of his/her performance in the course. Please keep a list of all of the in-class activity numbers that you complete and be sure to check that your activity points have been updated within a week of completing each activity.

#### **1. Reading notes**

All students are expected to read the articles. Everyone read the assigned readings (i.e., text chapters and journal articles), fill in the form of reading record each time through the Cougar Courses by the noon of the assigned day. The submission of reading note is randomly counted 10 times during the course. The form of the reading note is available on the Cougar Courses.

#### **2. Discussion leading**

All students are expected to sign up for a group to lead a class discussion of a journal article. The role of a group which leads discussion is not providing the summary of the assigned articles but providing at least 3 discussion topics for each article and leading class discussion. The instructor demonstrates how to lead a discussion on the second day of the course. This assignment is graded by the total score of the instructor evaluation (60%) and peer evaluation (40%). The instructor grades this assignment based on the group members' understanding of the content of assigned articles, the quality of the discussion topics, and leadership in discussion. Peer evaluation for each group member will be done by all students in the course, based on members' contribution to the task, collaboration with others, and supportiveness to other group members.

### 3. Exams

Three non-cumulative exams will be given on the dates scheduled at the end of the syllabus. Exam 1 & Exam 2 (50pts for each) will be held during our regular class periods and the final exam (100pts) will be held during the finals week. The exams will consist of multiple-choice questions and short essay questions. Exam questions will cover materials from lectures, readings, films, guest speakers' talks, and in-class activities. If students have technical problems during an exam, they are expected to make contact with the instructor within one hour after they find the problem. A late notice of a problem to the instructor cannot be considered as the evidence of the need of a make-up opportunity.

### 4. Program Development/Proposal Project

Students form groups of 3 people depending on the project of their interests. The program topics include, but not limited to preschooler's school readiness enhancement, homework support for latchkey children, or oral hygiene education for children in a rural area. Each group proposes a preventive/educational (not therapeutic) program for children in a specific context based on the Precede-proceed Model (McKenzie, Neiger, &, Thackeray (2013), submits a 30-page program proposal, and presents their projects in class. In this course, the Precede Model (i.e., the methods to diagnose the factors which influence the health/well-being of a target group of children) is utilized. In this course, the means to diagnose the problem from five different phases (i.e., social, epidemiological, behavioral/environmental, educational/organizational, and administrative/policy phase) is introduced. However, in the assignment of program development/proposal project, each group focuses on **behavioral/environmental** diagnosis (Phase 3 of the Precede Model) of a target group of children and develops **the problem statement, the mission statement, goals and objectives of the program based on the result of the diagnosis**. Each student in a group is expected to write 10 pages of the proposal. The required components and structure of the proposal are presented on page 4.

The program development/proposal project is graded from the two aspects: (1) the quality of the proposal and (2) individuals' contribution to the proposal as a group product. The instructor grades the quality of the proposal based on the rubric presented on page 5 of the course syllabus. All group members receive a same score for their proposal as their group product. Individual students' contribution to the proposal as a group project is assessed by students' group members' peer evaluation based on the rubric presented on page 6. If a student has an issue of his/her group, s/she is expected to make contact with the instructor with a rationale for her/his appeal by the end of the finals' week. If the student appeal has appropriate reasons and the clear evidence to support the appeal, the instructor will reconsider the score of the student's group work.

		<b>Grading</b>			
		<b>Grading Breakdown Percent of Total Points</b>			
Reading notes	50 (10%)	A	93-100	D+	67-69
Discussion Leading		A-	90-92	D	63-66
Instructor's evaluation	30 (6%)	B+	87-89	D-	60-62
Peer evaluation	20 (4%)	B	83-86	F	59 and below
Exams		B-	80-82		
Exam 1	50 (10%)	C+	77-79		
Exam 2	50 (10%)	C	73-76		
Exam 3	100 (20%)	C-	70-72		
Program Development					
Instructor's evaluation	160 (80%)				
Peer evaluation	40 (20%)				
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Total Points	500 (100%)				

### **Course Format**

This course is a traditional face-to-face mode of instruction with the use of Cougar Courses for submission of assignments, taking exams, and for receiving additional instructions.

### **Attendance and Participation**

Attendance is required. Everyone is expected to participate in class discussion. This includes asking questions and participating in answering questions the instructor and guest presenters pose to students.

### **Student Collaboration Policy**

Students will be expected to work in small groups to accomplish the "program development/proposal project" assignment. These small groups will consist of a three students. The group will come to an agreement on the focus of the project, whether the focus will be program or proposal development. Each student will contribute equal portions or 10 written pages each of the final report. Grading will be made on the over all report and on their individual parts.

### **Writing Requirement**

All CSU undergraduate students must demonstrate competency in writing skills as a requirement for graduation. At Cal State San Marcos, undergraduate students complete the graduation writing assessment through the All-University Writing Requirement. This requirement mandates that every undergraduate course at the University must have a writing component which can be achieved in a variety of ways depending on the course. The writing requirement for individual undergraduate students in a 3-unit course is 2,500 words (approximately 10 double-spaced pages). This requirement will be met in this course with the total of Response papers in class, Program Development Proposal.

**Required Materials and Technological Competency Requirements**

As a student you will need to have access to a computer, to be competent in typing and be able to utilize the internet to gain access to Cougar Courses, which will be used for submitting completed assignments and to receive any further additional class instructions. Students may contact the CSUSM Help Desk for assistance. You can contact them by email at [sth@csusm.edu](mailto:sth@csusm.edu) or by phone at 760-6505 or you can stop by for help at the Student Technology Helpdesk on the second floor of Kellogg Library.



### **Late Submissions of Assignments or Missing Exams**

Late submissions of assignments will lead to a 25% reduction in points allocated to the assignment. Points will be lost for exams if not taken, unless valid excuse is provided in advance. In case of unexpected emergency, make contact with the instructor within 24 hours. In which case, the instructor will work with the student to administer the exam as appropriate.

### **Attendance Policy, Arriving Late to Class Policy and Being Dropped from the Class Administratively**

Not attending the first week of class will result in you being administratively dropped from the class, unless you have provided a valid reason (e.g., illness). You are expected to attend all class meetings. It is too disruptive to have people arriving late or leaving early so please arrive on time and leave when the class is over. Please limit bathroom visits. Each unexcused absence will result in a reduction in 50 points and late arrivals or early departures will result in 25 point loss. Missing over 25% of the class sessions will lead to failing the class.

### **Use of Cell Phones, Computers and Laptops in During Class, and E-mail Communication**

1. Please be sure to **silence your cell phones** and refrain from using them during class, except emergency. If you need to leave the classroom because of an emergency, please leave the class without bothering others' learning and explain your reasons for leave within 48 hours through E-mail.
2. Computers are only allowed only for course notes taking in class. Emailing or reading personal messages is forbidden and will lead to being asked to leave class immediately.
3. Students are required to use a computer for the course outside of class. We will use Cougar Courses for posting all class materials including the syllabus, as well as for submitting all course assignments and exams. You will use optical scanning forms for exams, which you are required to purchase and bring to class (green optical scanning form).
4. Please use professional language in E-mail messages. All E-mail messages regarding this course should include (1) HD 302 and (2) the name of the sender in the subject line. For instance, if your name is Jack McDonald, the subject line of your mail should say **HD302 Jack McDonald**.
5. Make sure to read, understand, and follow the content of the course syllabus. I will not answer to students' questions which have been already written to the course syllabus.

### **CSUSM Academic Honesty Policy**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University

### **ADA Statement**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

### **Code of Conduct**

Students are expected to conduct themselves in a manner appropriate for class and comply with the rules of student conduct. The rules of student conduct are included in the California Code of Regulations, Title 5, and beginning at Section 41301. A student who violates university policies or regulations is subject to disciplinary action, which can result in a warning, reprimand, probation, suspension, or expulsion. The Chancellor of the California State University specifies procedures under which the university may take disciplinary action against a student. These procedures are on file in the Office of the Dean of Students, Craven Hall, Room 5306.

**Course Outline**

**Introduction to Human Development in Childhood**

Days	Topics	Assignments
Sept 1	Overview	Carefully read the syllabus
Sept 6	Goals and Means of Human Development <a href="http://hdr.undp.org/en/content/what-human-development">http://hdr.undp.org/en/content/what-human-development</a>	Chapter 1 The Study of Human Development 1.History & Goals of the Discipline (The model of the United Nations & the Morris Land Grand Act) 2.Theories: Person-in-Context, Lifespan paradigm 3.Methods: Person-centered approach 4. Strengths of Human Development for community intervention programs
Sept 8	Person-in-Context Children nested within families  How parental stress influences child outcomes	Sohr-Preston, S. L., Scaramella, L. V., Martin, M. J., Neppi, T. K., Ontai, L., & Conger, R. (2013). Parental socioeconomic status, communication, and children's vocabulary development: a third-generation test of the family investment model. <i>Child Development, 84</i> , 1046-1062 Lawson, K. M., Davis, K. D., McHale, S. M., Hammer, L. B., & Buxton, O. M. (2014). Daily positive spillover and crossover from mothers' work to youth health. <i>Journal of Family Psychology, 28</i> , 897-907. doi.org/10.1037/fam0000028 McLoyd, V., Mistry, R. S., & Hardaway, C. R. (2014). Poverty and children's development. In <i>Societal contexts of child development: Pathways of influence and implications for practice and policy</i> (pp. 109-124). Oxford University Press New York, NY.
Sept 13	Person-in-Context Families nested within communities How race, ethnicity, culture, and community environments influence children's development	Dilworth-Anderson, P., Burton, L. M., & Johnson, L. B. (1993). Reframing theories for understanding race, ethnicity, and families. In <i>Sourcebook of family theories and methods</i> (pp. 627-649). Springer US. Lawson, K. M., Davis, K. D., McHale, S. M., Hammer, L. B., & Buxton, O. M. (2014). Daily positive spillover and crossover from mothers' work to youth health. <i>Journal of Family Psychology, 28</i> , 897-907. doi.org/10.1037/fam0000028
Sept 15	Conception & Birth	Chapter 2 Section 1 Prenatal development. Family environment & social environment Carrillo, T., Biggs, K. A., Ruiz, R. J., Rubin, L. P., Murtaza, G., & Mulla, Z. D. (2015). Preconception and Prenatal Health of Women of Mexican Origin Who Reside in Texas and Mexico. <i>Annals of Epidemiology, 25</i> (9), 719.

		<p>Mackert, M., Guadagno, M., Donovan, E., &amp; Whitten, P. (2015). Including Men in Prenatal Health: The Potential of e-Health to Improve Birth Outcomes. <i>Telemedicine and e-Health, 21</i>(3), 207-212.</p> <p>Straughen, J. K., Caldwell, C. H., Young, A. A., &amp; Misra, D. P. (2013). Partner support in a cohort of African American families and its influence on pregnancy outcomes and prenatal health behaviors. <i>BMC pregnancy and childbirth, 13</i>(1), 1.</p> <p>Jackson, J. T., Quinonez, R. B., Kerns, A. K., Chuang, A., Eidson, R. S., Boggett, K. A., &amp; Weintraub, J. A. (2015). Implementing a prenatal oral health program through interprofessional collaboration. <i>Journal of dental education, 79</i>(3), 241-248.</p>
Sept 20	Heredity & Environment	<p>Chapter 2 Section 2 Birth and the new born child, Social environment, parents, &amp; newborns</p> <p>Björck, M., &amp; Wanhainen, A. (2013). Pathophysiology of AAA: heredity vs environment. <i>Progress in cardiovascular diseases, 56</i>(1), 2-6.</p> <p>Murray, R. M., Clifford, C. A., &amp; Gurling, H. M. (2013). Twin and adoption studies. <i>Recent Developments in Alcoholism: Genetics Behavioral Treatment Social Mediators and Prevention Current Concepts in Diagnosis, 1, 33.</i></p> <p>Polderman, T. J., Benyamin, B., De Leeuw, C. A., Sullivan, P. F., Van Bochoven, A., Visscher, P. M., &amp; Posthuma, D. (2015). Meta-analysis of the heritability of human traits based on fifty years of twin studies. <i>Nature genetics.</i></p>
Sept 22	Infancy	<p>Chapter 3 Section 1 Physical development</p> <p>LeBarton, E. S., &amp; Iverson, J. M. (2013). Fine motor skill predicts expressive language in infant siblings of children with autism. <i>Developmental science, 16</i>(6), 815-827.</p> <p>Morgan, C., Novak, I., Dale, R. C., Guzzetta, A., &amp; Badawi, N. (2014). GAME (Goals-Activity-Motor Enrichment): protocol of a single blind randomised controlled trial of motor training, parent education and environmental enrichment for infants at high risk of cerebral palsy. <i>BMC neurology, 14</i>(1), 1.</p> <p>Alesi, M., Battaglia, G., Roccella, M., Testa, D., Palma, A., &amp; Pepi, A. (2014). Improvement of gross motor and cognitive abilities by an exercise training program: three case reports. <i>Neuropsychiatric disease and treatment, 10, 479-485.</i></p>

<p>Sept 27</p> <p>Infancy</p>	<p>Chapter 3 Section 2 Cognitive development                  Barac, R., Bialystok, E., Castro, D. C., &amp; Sanchez, M. (2014). The cognitive development of young dual language learners: A critical review. <i>Early childhood research quarterly</i>, 29(4), 699-714.                  Feldman, R., Rosenthal, Z., &amp; Eidelman, A. I. (2014). Maternal-preterm skin-to-skin contact enhances child physiologic organization and cognitive control across the first 10 years of life. <i>Biological Psychiatry</i>, 75(1), 56-64.                  Lobo, M. A., &amp; Galloway, J. C. (2012). Enhanced handling and positioning in early infancy advances development throughout the first year. <i>Child development</i>, 83(4), 1290-1302.</p>
<p>Sept 20</p> <p>Infancy</p>	<p>Chapter 3 Section 3 Social &amp; emotional development                  Ramirez-Esparza, N., Garcia-Sierra, A., &amp; Kuhl, P. K. (2014). Look who's talking: speech style and social context in language input to infants are linked to concurrent and future speech development. <i>Developmental science</i>, 17(6), 880-891.                  Cassibba, R., Van IJzendoorn, M. H., &amp; Coppola, G. (2012). Emotional availability and attachment across generations: Variations in patterns associated with infant health risk status. <i>Child: care, health and development</i>, 38(4), 538-544.                  van der Voort, A., Juffer, F., &amp; J. Bakermans-Kranenburg, M. (2014). Sensitive parenting is the foundation for secure attachment relationships and positive social-emotional development of children. <i>Journal of Children's Services</i>, 9(2), 165-176.</p>
<p>Oct 4</p> <p>Toddlerhood – physical development</p>	<p>Chapter 4 Section 1 Physical development                  Milteer, R. M., Ginsburg, K. R., Mulligan, D. A., Ameenuddin, N., Brown, A., Christakis, D. A., ... &amp; Levine, A. E. (2012). The importance of play in promoting healthy child development and maintaining strong parent-child bond: Focus on children in poverty. <i>Pediatrics</i>, 129(1), e204-e213.                  Carson, V., Hunter, S., Kuzik, N., Wiebe, S. A., Spence, J. C., Friedman, A., ... &amp; Hinkley, T. (2015). Systematic review of physical activity and cognitive development in early childhood. <i>Journal of Science and Medicine in Sport</i>.                  Pfeiffer, K. A., Saunders, R. P., Brown, W. H., Dowda, M., Addy, C. L., &amp; Pate, R. R. (2013). Study of Health and Activity in Preschool Environments (SHAPEES): Study protocol for a randomized trial evaluating a multi-component physical</p>

Oct 6		<p>activity intervention in preschool children. <i>BMC public health</i>, 13(1), 1.</p> <p>O'Connor, B. C., Fabiano, G. A., Waschbusch, D. A., Belin, P. J., Gnagy, E. M., Pelham, W. E., ... &amp; Roennnich, J. N. (2014). Effects of a summer treatment program on functional sports outcomes in young children with ADHD. <i>Journal of abnormal child psychology</i>, 42(6), 1005-1017.</p> <p style="text-align: center;"><b>Exam 1</b></p>
Oct 11	Toddlerhood - cognitive development	<p>Chapter 4 Section 2 Cognitive development</p> <p>Berk, L. E., &amp; Meyers, A. B. (2013). The Role of Make-Believe Play in the Development of Executive Function: Status of Research and Future Directions. <i>American Journal of Play</i>, 6(1), 98.</p> <p>Lillard, A. S., Lerner, M. D., Hopkins, E. J., Dore, R. A., Smith, E. D., &amp; Palmquist, C. M. (2013). The impact of pretend play on children's development: A review of the evidence. <i>Psychological bulletin</i>, 139(1), 1.</p> <p>Bodrova, E., Germeroth, C., &amp; Leong, D. J. (2013). Play and self-regulation: Lessons from Vygotsky. <i>American journal of play</i>, 6(1), 111.</p>
Oct 13	Toddlerhood - emotional development	<p>Chapter 4 Section 3 Social &amp; emotional development</p> <p>Brownell, C. A., &amp; Carriger, M. S. (2013). Collaborations among toddler peers. <i>Cultural worlds of early childhood</i>, 196.</p> <p>Boldt, L. J., Kochanska, G., Yoon, J. E., &amp; Koenig Nordling, J. (2014). Children's attachment to both parents from toddler age to middle childhood: Links to adaptive and maladaptive outcomes. <i>Attachment &amp; human development</i>, 16(3), 211-229.</p>
Oct 16	The Preschool Years	<p>Chapter 5 Section 1 Physical development</p> <p>Wanless, S. B., McClelland, M. M., Tominey, S. L., &amp; Acock, A. C. (2011). The influence of demographic risk factors on children's behavioral regulation in prekindergarten and kindergarten. <i>Early Education &amp; Development</i>, 22(3), 461-488.</p> <p>Hodges, E. A., Smith, C., Tidwell, S., &amp; Berry, D. (2013). Promoting physical activity in preschoolers to prevent obesity: a review of the literature. <i>Journal of Pediatric Nursing</i>, 28(1), 3-19.</p> <p>Bellows, L. L., Davies, P. L., Anderson, J., &amp; Kennedy, C. (2013). Effectiveness of a physical activity intervention for Head Start preschoolers: a randomized intervention study. <i>American journal of occupational therapy</i>, 67(1), 28-36.</p>

Oct 18	The Preschool Years	<p>Chapter 5 Section 2 Cognitive development</p> <p>McWayne, C. M., &amp; Melzi, G. (2014). Validation of a culture-contextualized measure of family engagement in the early learning of low-income Latino children. <i>Journal of Family Psychology</i>, 28, 260-266. doi.org/10.1037/a0036167</p> <p>McClelland, M. M., Cameron, C. E., Duncan, R., Bowles, R. P., Acock, A. C., Miao, A., &amp; Pratt, M. E. (2014). Predictors of early growth in academic achievement: The Head-Toes-Knees-Shoulders task. <i>Frontiers in psychology</i>, 5.</p> <p>Tominey, S. L., &amp; McClelland, M. M. (2011). Red light, purple light: Findings from a randomized trial using circle time games to improve behavioral self-regulation in preschool. <i>Early Education &amp; Development</i>, 22(3), 489-519.</p> <p>Fisher, K. R., Hirsh-Pasek, K., Newcombe, N., &amp; Golinkoff, R. M. (2013). Taking shape: Supporting preschoolers' acquisition of geometric knowledge through guided play. <i>Child development</i>, 84(6), 1872-1878.</p>
Oct 20	The Preschool Years	<p>Chapter 5 Section 3 Emotional development</p> <p>Fivush, R. (2014). Gendered Narratives: Elaboration, Structure, and Emotion in Parent Child Reminiscing Across the Preschool Years. <i>Autobiographical memory: Theoretical and applied perspectives</i>, 25.</p> <p>Lillard, A. S., Lerner, M. D., Hopkins, E. J., Dore, R. A., Smith, E. D., &amp; Palmquist, C. M. (2013). The impact of pretend play on children's development: A review of the evidence. <i>Psychological bulletin</i>, 139(1), 1.</p> <p>Fitch, A. K., Van Boxel, K. L., Cason, E., Cosnahan, C., &amp; Chiang, T. M. (2015). How the Number of Adults in Household Influences Children's Social Competence: Implications for At-Risk Interventions.</p>
Oct 25	Middle Childhood	<p>Chapter 6 Section 1 Physical development</p> <p>White, D. R. (2014). Working Together to Build a Better World: The Importance of Youth Services in the Development and Education of Children and Their Parents. <i>OLA Quarterly</i>, 8(3), 15-19.</p> <p>Wong, W. W., Barlow, S. E., Mikhail, C., Wilson, T. A., Hernandez, P. M., Shypailo, R. J., &amp; Abrams, S. H. (2013). A residential summer camp can reduce body fat and improve health-related quality of life in obese children. <i>Journal of pediatric gastroenterology and nutrition</i>, 56(1), 83-85.</p>
Oct 27	Middle Childhood	<p>Chapter 6 Section 2 Cognitive development</p> <p>Chen, J. J. L., Chen, T., &amp; Zheng, X. X. (2012). Parenting styles and practices among</p>

		<p>Chinese immigrant mothers with young children. <i>Early Child Development and Care</i>, 182, 1- 21. doi: 10.1080/03004430.2010.533371 Jacob, R., &amp; Parkinson, J. (2015). The Potential for School-Based Interventions That Target Executive Function to Improve Academic Achievement A Review. <i>Review of Educational Research</i>, 85(4), 512-552.</p> <p>Curright, T. J., Evans, E., &amp; Brantner, J. S. (2014). Building an Undergraduate STEM Team Using Team-Based Learning Leading to the Production of a Storyboard Appropriate for Elementary Students. <i>Journal of Science Education and Technology</i>, 23(3), 344-354.</p>
Nov 1	Middle Childhood	<p>Chapter 6 Section 3 Social &amp; emotional development</p> <p>Harper, A., Dyches, T. T., Harper, J., Roper, S. O., &amp; South, M. (2013). Respite care, marital quality, and stress in parents of children with autism spectrum disorders. <i>Journal of Autism and Developmental Disorders</i>, 43, 2604-2616. doi: 10.1007/s10803-013-1812-0</p> <p>Stein, A., Malmberg, L. E., Leach, P., Barnes, J., &amp; Sylva, K. (2013). The influence of different forms of early childcare on children's emotional and behavioural development at school entry. <i>Child: care, health and development</i>, 39(5), 676-687.</p> <p>Fiske, K. E., Pepa, L., &amp; Harris, S. L. (2014). Supporting Parents, Siblings, and Grandparents of Individuals With Autism Spectrum Disorders. <i>Handbook of Autism and Pervasive Developmental Disorders, Fourth Edition</i>.</p>
Nov 3	<b>Exam 2</b>	
Nov 8	Models to program planning Professional ethics	<p>Over view of Precede-Proceed Model</p> <p>Jackson, S. (2014, November). Utilizing the PRECEDE-PROCEED Model and Healthy People 2020 in the development of an asthma health promotion program. In <i>142nd APHA Annual Meeting and Exposition (November 15-November 19, 2014)</i>. APHA.</p>
Nov 10	Behavioral and environmental diagnosis	<p>McKenze, Chapter 1 section 3</p> <p>Colodny, N., Miller, L., &amp; Faralli, M. (2015). The development of a feeding, swallowing and oral care program using the PRECEDE-PROCEED model in an orphanage-hospital in Guatemala. <i>International journal of speech-language pathology</i>, 17(2), 127-137.</p>
Nov 10	Precede Phase 1 : Social diagnosis	<p>McKenze, Chapter 1 section 1</p>



		<p>Jarrott, S. E., &amp; Savla, J. (2015). Intergenerational contact and mediators impact ambivalence towards future selves. <i>International Journal of Behavioral Development</i>, 0165025415581913.</p> <p>Manoogian, M. M., Jurich, J., Sano, Y., &amp; Ko, J. L. (2015). "My Kids Are More Important Than Money?" Parenting Expectations and Commitment Among Appalachian Low-Income Mothers. <i>Journal of Family Issues</i>, 36(3), 326-350.</p> <p>Hinkley, T., Verbestel, V., Ahrens, W., Lissner, L., Molnár, D., Moreno, L. A., ... &amp; Veidebaum, T. (2014). Early childhood electronic media use as a predictor of poorer well-being: a prospective cohort study. <i>JAMA pediatrics</i>, 168(5), 485-492.</p>
Nov 15	Precede Phase 1: Developmental (epidemiological) diagnosis	<p>McKenze, Chapter 1 section 2 &amp; Writing a draft based on the outline</p> <p>Calancie, L., Leeman, J., Pitts, S. B. J., Khan, L. K., Fleischhacker, S., Evenson, K. R., ... &amp; Barnidge, E. (2015). Peer Reviewed: Nutrition-Related Policy and Environmental Strategies to Prevent Obesity in Rural Communities: A Systematic Review of the Literature, 2002–2013. <i>Preventing chronic disease</i>, 12.</p> <p>Ngunjiri, F. M., Reid, B. M., Humphrey, J. H., Mbuya, M. N., Pelto, G., &amp; Stoltzfus, R. J. (2014). Water, sanitation, and hygiene (WASH), environmental enteropathy, nutrition, and early child development: making the links. <i>Annals of the New York Academy of Sciences</i>, 1308(1), 118-128.</p>
Nov 22	Educational and organizational diagnosis	<p>McKenze, Chapter 1 section 4 &amp; Revising a draft based on the instructor's feedback</p> <p>Duvina, K., Brügger, S., Kreichauf, S., Wildgruber, A., De Craemer, M., De Decker, E., ... &amp; Zych, K. (2014). Developing the intervention material to increase physical activity levels of European preschool children: the ToyBox-study. <i>obesity reviews</i>, 15(S3), 27-39.</p>
Nov 29	Administrative diagnosis	<p>McKenze, Chapter 1 section 5 &amp; Peer editing</p> <p>Low, L. F., Russell, F., McDonald, T., &amp; Kauffman, A. (2015). Grandfriends, an Intergenerational Program for Nursing-Home Residents and Preschoolers: A Randomized Trial. <i>Journal of Intergenerational Relationships</i>, 13(3), 227-240.</p> <p>Ross, C., &amp; Kirby, G. (2013). Welfare-to-Work Transitions for Parents of Infants: Employment and Child-Care Policy Implementation in Eight Communities. <i>From Welfare to Childcare: What Happens to Young Children When Mothers Exchange Welfare for Work?</i>, 19.</p>

Dec 1	Program working day	Everyone is expected to come to class to work for your group project
Dec 6	Presentation of program proposals 3 minutes presentation 2 minutes Q & A for each group	Program proposal (2) Presentation materials, & (3) group work reflection due
Dec 8	Presentation of program proposals 3 minutes presentation and 2 minutes Q & A	Program proposal (2) Presentation materials, & (3) group work reflection due
Dec 13	<b>Program Proposal Due at 11:59 pm through the Cougar Courses</b>	
Dec 15	<b>Final Exam (9:15-11:15)</b>	

## Appendix

### The Structure of the Program Proposal

1. Introduction (about 3 pages)
  - (1) Statement of the general purpose of the program (ex. This is a proposal to provide a monthly educational program for a year to enhance employees' readiness for retirement).
  - (2) Statement of the target group of children (community-based program to enhance school readiness for preschool children from low income families,
  - (3) Statement of a target behavior or an environmental factor
  - (4) A brief description of the proposed program
2. Behavioral/environmental diagnosis (about 20 pages)
 

At least one dominant developmental theory should be used for the diagnosis  
At least 7 peer reviewed journal articles should be used for the diagnosis
3. Program proposal (5-7 pages)
  - (1) Statement of the problem
  - (2) Mission statement of the proposed program
  - (3) Goals of the program
  - (4) Objectives of the program
  - (5) Description of the behavioral/environmental factor which influences the health and well-being of the target group
  - (6) Description of the proposed intervention program
  - (7) Explanation of the process and expected effects of an intervention program
4. Conclusion (1 to 2 pages)
 

The general purpose of the program, the brief summary of behavioral/environmental diagnosis of the target group of children, the need for the proposed intervention program, the benefits of the expected outcomes for the target group of children, their families, and the future of the society

Note: Examples of peer reviewed journals

Child Development	Journal of Family Psychology
Developmental psychology	Journal of Family Issues
Early Childhood Research and Practice	Journal of Family Relations
Early Childhood Research Quarterly	Journal of Marriage and Family
Early Education and Development	Journal of Black Psychology
International Journal of Early Childhood Special Education	Hispanic Journal of Psychology
American Educational Research Journal	Journal of Asian American Psychology
Journal of Applied Developmental Psychology	Cultural Diversity & Ethnic Minority Psychology
Journal of Early Intervention	Journal of Family Issues
Journal of Research in Childhood Education	Journal of Family Relations

Rubric for Program Development/Proposal Project: A project for sound child development  
(Target a group of children from preschools to the 5<sup>th</sup> graders)

Component	Exceeds Standards (92% or higher)	Meets Standards (83% or higher)	Does Not Meet Standards (82% or lower)
Introduction (40pts)	Provides a clear preview of the proposal, including the goals of the proposal, the explanation of each component and relations among each component.	A preview of the proposal is provided but some components of the proposal are missing or the connections among each component are not very clear.	Clarity of the review of the proposal is minimal to the reader.
Phase 3: Behavioral and Environmental Diagnosis (40pts)	Lifestyles, behavior and environmental factors that pertain to and explain the concern of the community about improving the health and well-being of preschoolers in the community are organized and clearly described. Specific changes in basic delivery services are described and explained.	Lifestyles, behavior, environmental factors to improve the health and well-being of preschoolers in the community. Descriptions are present, but not clear enough to be thoroughly understandable. Changes to basic delivery services are suggested with few explanations.	Lifestyles, behavior and environmental factors that affect the health and well-being of preschoolers are mentioned but not explained. No attention given to necessary changes in basic services.
Program explanation (40 pts)	The report of the diagnosis is clearly connected with each statement, goals, and objectives of the proposal The problem statement, mission, goals and objectives are developed based on the definition.	The report of the diagnosis is overall connected with statements, goals, and objectives A few statements do not match the definition of the statements, goals, or objectives.	The report of the diagnosis is too weak to support the statements, goals, and objectives. Understanding of the definition of the problem, mission, goals, and objectives are not reflected on each statement.
Conclusion (40 pts)	The need of the program is strongly appealed with an emphasis on the seriousness of the problem. The strengths of the program (e.g., professional staff, strategies to involve stakeholders) are appealed. The benefits of the program for the target group and the future of aging society are emphasized.	The need of the program is statement but the evidence to support the need is not convincing The strengths of the program are stated but not appealing enough. The benefits of the program of the target group is stated but is not connected with the future of society.	Appeal on the need of the program is minimal and is not derived from the diagnoses Appeal on the strengths of the program is minimal Appeal on the benefits of the program for the target group and the future of society are not minimal

This rubric is based on the language of PSLO 4 and the model of preceede-proceed as a framework to understand and explain basic delivery of services for problems (health and well-being) of new born babies to the 5<sup>th</sup> graders in community applied settings.

RUBRIC for an Individual's Contribution to the Proposal as a Group Work

	Exceed Standards (92% or higher)	Meet Standards (83% or higher)	Do Not Meet the Standards(82% or lower)
Achievement of individually assigned tasks (20 pts)	The understanding of the task is clear. Obtaining and following a clear and realistic strategy to complete the task in timely manner. Flexibly responding to emerging issues.  Presented a draft work in advance for feedback. The feedback was well integrated to the final manuscript.	Insufficient levels of understanding of the task affected other group members less than two times in the early stage of the group work  Having an intention to follow a strategy to complete the task in timely manner is apparent. The skills to flexibly respond to immersing issues can be improved.  A satisfactory work was submitted in timely manner. A few insufficient work or incomplete responses to group members' feedback were pointed out by group members on the due date agreed by the group.	Understanding of the task was minimal or less than expected. Insufficient understanding of the task affected group members more than two times throughout the project  Creating and following a strategy to complete the task in timely manner was minimal.  The work submitted was less than expected. No feedback was considered in the process of the project.
Cooperation with other group members (20 pts)	Communication focused on the facts and problem solving. Communication was constantly positive and constructive.  Awareness of diversity in the group and efforts to be inclusive to all group members were apparent.  Actively led and participated in discussions.	Communication focused on the facts and problem solving. Communication was constantly positive but not constructive enough to enhance other group members' quality of work.  Having a positive attitude to create an inclusive work environment with some space to strengthen the skills to be aware of different needs of other group members and/or to work with group members who have different backgrounds.  Actively participated in discussions but rarely despite the awareness of the issues to be discussed.	Communication involved emotions instead of the facts and problem solving  Expressions of a positive attitude to create an inclusive environment was minimal.  Participation in group discussion was minimal or less than group agreement.
Engagement in integration of everyone's work (20 pts)	Provided ideas to generate a higher level conclusion through integrating all members' work  Contributed to complete writing the final manuscript of the proposal	Provided ideas to satisfactory connect all members work.  Contributed to complete writing the final manuscript of the proposal	Provision of ideas to integrate all members work was minimal.  Contribution of writing the final manuscript was minimal.

This rubric is developed to assess students' strategic skills to work as a team for successful delivery of services (partially corresponding to PSL0 5)