

**HUMAN GROWTH AND DEVELOPMENT:
A TRANSACTIONAL PERSPECTIVE**

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TABLE OF CONTENTS PAGE

| | |
|--|----|
| Nova Southeastern University..... | 2 |
| Fischler Graduate Center for Health and Human Services | 3 |
| Master’s in Life Span Care and Administration | 4 |
| About the Authors | 6 |
| Academic Expectations | 8 |
| Introduction to the Module..... | 11 |
| Weekly Overview and Assignments..... | 13 |
| DEVF 571-- Adult Development | 17 |
| Workshop: Basic Data Gathering Methods..... | 32 |
| DEVF 572--Growth and Development of the Young Child | 34 |
| DEVF 573—Middle Childhood and Adolescence | 54 |

NOVA SOUTHEASTERN UNIVERSITY

Founded in 1964, Nova Southeastern University is an independent nonsectarian, nonprofit and racially nondiscriminatory institution.

Unique among institutions of higher education, Nova Southeastern University provides undergraduate education. Numerous graduate programs in a variety of fields providing master's, doctoral, and post doctoral education. Nondegree continuing education programs are also offered.

Since its beginning, Nova Southeastern has been distinguished by its innovative outlook, its unique programs which provide nontraditional choices in educational programs, and its important research that is aimed at solutions to problems of immediate concern to mankind.

Accreditation

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova Southeastern University admits students of any race, color, and national or ethnic origin.

FISCHLER GRADUATE SCHOOL of EDUCATION and HUMAN SERVICES

The Fischler Graduate School of Education and Human Services is dedicated to the training and continuing support of teachers, administrators, trainers, and other workers in education and related helping professionals. These practitioners serve as the bridge between the knowledge base in education and related helping professionals. This center is a resource for professionals seeking enhancement and support in providing services.

The Fischler Graduate School of Education and Human Services is committed to the working professional and offers nontraditional educational programs to meet the needs of those professionals. Programs reflect and anticipate the needs of practitioners to become more effective in their current positions, to fill emerging roles in the educational field, and be ready to accept changing responsibilities within their own organizations. The Fischler Graduate School of Education and Human Services aids professional educators in achieving personal goals, including certification.

MASTER'S PROGRAMS IN LIFE SPAN CARE AND ADMINISTRATION

This study guide is but one part of a comprehensive master's degree program in family support studies. This guide provides direction for the module and reflects all other segments represent one dimension of Nova Southeastern University's response to the need of improving family support services.

The program has been developed in recognition of two generalizations about family support that seem to be uncontested. The first generalization is that the skill and leadership of family support practitioners are the central ingredients in creating and maintaining quality family support programs. Strategies must include solid provisions for improving the skill and leadership of these practitioners.

The second generalizations underlying the development of this academic program are that family support practitioners have few options when seeking more advanced training. They are forced to take an advanced degree in a non-related field or settle for in-service, non-degree programs. Time demands and responsibilities of most practitioners make it extremely difficult for them to attend conventional university programs. These practitioners require a specialized curriculum, emphasizing human growth and development across the life-span, family systems, leadership, and the profession and public policy. The program design must meet academic needs and yet be complimentary to their ongoing family support responsibilities. The program must also be flexible to accommodate the ever changing to accommodate the needs of their respective employers.

Nova Southeastern University has recognized an opportunity and is meeting the needs of family support practitioners by providing a program uniquely designed to accommodate the needs of an exclusive and special group of people: **FAMILY SUPPORT PRACTITIONERS.**

ABOUT THE AUTHORS

Marilyn Segal, Ph. D.

Marilyn Segal, a developmental psychologist specializing in early childhood. She holds an undergraduate degree in English from Wellesley College, a B.S. in Social Work from McGill University and a doctorate in Psychology from Nova Southeastern University. Dr. Segal plays an advocate for children and families. She serves on the State of Florida Interagency Council for Early Childhood and is the Chair of the A.L. Mailman family Foundation.

The author of numerous books and articles related to parent and child development, families at risk and developmentally appropriate practices. Dr. Segal's publications include **In Time and With Love: Parenting your Special Needs Child, Just Pretending, Making Friends, Play Together, All about Childcare, Creative Beginnings: beginning at School, Your Child at Play: Birth to One, Your Child at Play: One to Two, B and Your Child at Play from Three to Five.**

Douglas Powell, Ph.D.

Douglas Powell, Ph.D., is a professor and Head of the Department of Child Development and Family Studies, Purdue University, West Lafayette Indiana. He has conducted research on relations between families and childcare programs, parent education and support programs, and the professional development of early childcare personnel. Dr. Powell is Editor-elect of the Early Childhood Research Quarterly and serves on the editorial boards of four other scholarly journals. He is the author of more than 50 scholarly articles, book chapters and is the editor or author of four books. Dr. Powell serves as a consultant to major philanthropic foundations and is an advisor to the U.S. Department of Education regarding implementation of the National Education Goals. In 1989 he received two Purdue University awards for outstanding undergraduate teaching.

Jacqueline Whatley-Thompson, Ed. D., CFLE

Jacqueline Whatley-Thompson, a family support practitioner, is a parent educator for a local mental health agency. She is the president of her own consulting firm and is also a Certified Family Life Educator. She holds an undergraduate degree in English from Mercer University, a master's degree from Nova Southeastern in Family Support Studies, and a doctorate of Education in child, youth, and family studies from Nova Southeastern. Dr. Thompson is an advocate for families and children involved with the justice system locally. She is on the Board of Directors of several non-profit agencies.

ACADEMIC EXPECTATIONS

Degree Completion Requirements

In order to graduate, the student must successfully complete three nine credit modules and one six-credit module, totaling 35 credits, and a seven credit practicum. Students are also required to attend and actively participate in every session of summer institute during the first year of the program. Students must assume responsibility for travel, lodging, and meals.

Six months prior to the program ending date of the cohort, the student will receive a degree application for graduation. This form must be filled out and returned to the registrar's office to be processed. When all financial obligations have been met and program degree requirements have been fulfilled, the degree is conferred. The University diploma will be mailed approximately three months after the date on which the degree was officially conferred by the Board of Trustees.

The University holds its annual commencement exercises in Fort Lauderdale. The main office for the program should be contacted for the location, time, and date of the ceremony.

Incomplete Course Work

Each student is expected to complete all assignments and other coursework according to the due dates and schedules established by the course instructor.

If a student faces a work related or personal difficulty that hampers or impedes a timely course completion of required work, a request for an **incomplete** can be submitted to the program office. Upon approval, the **incomplete** will provide the student with additional time to complete all outstanding course work. The procedure for requesting an incomplete are as follows:

1. An **Incomplete Form** will be included with the books and other materials sent to each student at the beginning of the module.
2. When you find it necessary to request an **incomplete**, you are to first discuss it with your instructor and obtain his/her approval.
3. After receiving the instructor's approval, you are to fill out and mail the "Incomplete Request Form" to the program office.
4. The request for an **incomplete** is to be made **one month prior to the ending date of the module**.
5. Upon approval, the student will have four months to complete all work. At the end of the four-month period, if all work is not completed, a grade of **F** will be given for the courses not completed in the module.
6. If the request for an incomplete an **incomplete** is not made one month prior to the ending date, a final grade will be given based on the amount of work submitted.

Please note that the responsibility for requesting the incomplete and mailing in the "Incomplete Request Form" is that of the student.

Extension Policy

Students are required to complete all course work and program requirements on or before the cohort ending date in order to graduate within the 26-month program time period. However, a student, faced with a major personal or job-related problem that prevents program completion requirements by the cohort ending date has the option of requesting a nine-month program time **extension**.

The procedures for the program **extension** are as follows:

1. The student is to make the request in writing **thirty days to the prior cohort ending date**. The letter should include the main reasons the request and a proposed timeline and schedule for completing the unfinished program requirements.
2. Upon receipt of the letter by the program office, the request will be evaluated and the decision will be forwarded within two weeks to thirty days.
3. If the request is approved, the student will have none months to complete the practicum and all outstanding program requirements.

Note: This is a one-time nine-month extension.

Temporary Withdrawal

Students who faced with a temporary personal or professional crisis and find that they can not keep up with the cohort, may withdraw from the program. Notification of withdrawal must be received in writing by the program director. Students who officially withdraw may petition the director if they wish to re-enter the program, continuing the course of study at the point following the last module for which they received a grade. Students may re-enter the program only once and will be expected to follow all regulations that are in effect at the time of re-admission. **Students who withdraw from the program are required to re-enter at a point that will allow completion of the all requirements within a five-year period from the beginning of the original cohort.** No extension is possible beyond this point.

INTRODUCTION TO THE HUMAN GROWTH AND DEVELOPMENT MODULE

Human Growth and Development: A Transactional Perspective is a 12 week module which introduces and provides a philosophical base for **Family Support Studies** program curriculum. This is a nine credit module. The program is comprised of three courses:

- 1. DEVF 571 --- Adult Development**
- 2. DEVF 572 --- Child Growth and Development**
- 3. DEVF 573 --- Middle Childhood and Adolescence.**

This module is designed to contribute to a better understanding of human growth and development throughout the life span. Information presented allows the student to apply and integrate knowledge disseminated in their interactions with individuals and families accessing services from their respective agencies. The interrelationship of human development and biological, social, psychological, and cultural systems is examined, as is the impact of individual growth and developmental on familial relationships. Students learn about physiological, social, moral, and cognitive aspects of human growth and development, and how the influences of socio-cultural factors such as gender, race, culture, ethnicity, social class, and sexual orientation affect the process. Major stages of the life-cycle of the family are also examined, with attention given to the varied types of families that exist today, including step families, intergenerational families, single parent families, and divorced families.

Students have the opportunity through homework assignments, projects, and course readings to develop an understanding of the major perspectives useful in understanding the normative developmental processes. In addition, various non-normative processes and their impact on families are examined.

Two theoretical perspectives are reflected in the three courses: the **ecological perspective** and the **transactional “life course” model** and applications are incorporated throughout the

reading and homework assignments, and in the telephone conferences throughout all the components of the **Family Support Studies** Curriculum. These perspectives serve as the foundation for the curriculum. The **Ecological Perspective** views the individual within the context of their family and communities, and concentrates on the relationship among the individual, family and community. The **Transactional Model** draws from the ecological perspective, viewing human growth as a process of interactions between the individual, family, and environment. This view differs from the “traditional” perspective that life is a series of linear events which are structured and orderly.

DEVF 571 --- Adult Development provides an overview of the major adult developmental processes including work, parenthood, and the aging process on adults and families.

DEVF 572 --- Growth and Development of the Young Child provides information on the development of the infant and the young child. Parent- child relationships are also examined. Perspectives on personality development and behavior are studied; strengths and weaknesses are viewed in relation to their application in the field of family support.

DEVF 573 --- Middle Childhood and Adolescence addresses the transitional process of growth and development during the middle childhood and adolescent years, and how this development is affected by peers, friends, and the expanding of the world as they see it.

WEEKLY OVERVIEW AND ASSIGNMENTS

| WEEKS | TOPIC | ASSIGNMENTS |
|--------------------------------------|--|------------------------------------|
| 1-4 DEVF 571 | ADULT DEVELOPMENT | |
| 1 | Adult Stages and Processes | |
| 2 | Early Parenting Stages | Parent Interview |
| 3 | Middle Age Years | |
| 4 | Older Adults | Compare and Contrast |
| BASIC DATA GATHERING WORKSHOP | | |
| 5-8 DEVF 572 | GROWTH AND DEVELOPMENT OF THE YOUNG CHILD | |
| 5 | Study of Child Development | |
| 6 | Prenatal Development | Theoretical Beliefs |
| 7 | Infancy and early Childhood | Parent Scenarios |
| 8 | Child Care, Preschool, and Kindergarten | Case Study |
| 9-12 DEVF 573 | MIDDLE CHILDHOOD AND ADOLESCENCE | |
| 9 & 10 | Developmental Changes | Literature Review/ Content Outline |
| 11 | Physical, Cognitive, Social development | |
| 12 | Societal and familial Issues | Oral Presentation |

Method of Instruction

The format of instruction is **nontraditional** and varied. Students have **weekly** reading and homework assignments and **biweekly** telephone conferences with the instructor. Telephone sessions are comprised of lectures, informal discussion on selected issues, question and answer sessions, and student presentations. The objectives of the sessions are to discuss reading and homework assignments and examine the relationship of coursework and the student's work experiences so as to facilitate a better understanding of the subject matter.

One of the scheduled bi-weekly conferences is a **two-hour workshop on data gathering methods**. The objective is to provide the student with a general overview and review of basic data gathering techniques. The session has a skills building focus and addresses the basic techniques used to collect and examine data. Skills to use when conducting interviews, surveys are addressed and the in which responses are examined and presented. This workshop will also discuss observation techniques.

Each course is given equal credit. Telephone conferences are designed so as to foster the learning process among cohort members, and to give the student a vehicle to express opinions, concerns and knowledge attainment from the homework assignments and the course readings. Where possible, the instructor will amend the schedule to accommodate scheduling conflicts of participants (work or family issues). The instructor is available by e-mail or telephone at the numbers given on the instructor introduction mailed by the program office.

Expectations of Students

Each student is expected to participate fully in the telephone sessions and be prepared to discuss reading material and homework assignments. The telephone sessions of this program are comparable to regular classroom instruction of a more traditional classroom setting. This format fosters the exchange of ideas and information processing. Students are **required** to be available

for all scheduled phone sessions. Regular phone contact is essential for the success in the program. If a student **cannot attend** a scheduled phone session, it is the **student's responsibility** to contact the instructor and schedule a **makeup** telephone conference.

Each student is expected to participate in the phone sessions. As a requirement each student must **prepare two questions or two issues** for **every** telephone session. Students are expected to engage in meaningful discussion of assigned readings and homework materials.

Homework Assignments: Assignments are planned to encourage the processing of information and offer opportunities to approach various topics from multiple perspectives. Assignments are intended to provide analysis of reading materials, the application of knowledge to professional and personal experiences. Some assignments ask for personal and professional reflections, while others call for information gathering from library resources. Others require the student to conduct interviews with other professionals in the field. Utilization of a variety of resources will be required throughout the course of this program.

Each **homework assignment** is described in the weekly outlines provided. Students are instructed to **submit all written assignments as indicated** by the instructor. **All assignments must be typed using a Cover Page identifying the student's name, cohort number, assignment number, and date due.**

Method of Evaluation

The instructor will review each assignment and provide each student with comments and a grade. These are recorded on an **Assignment Evaluation Form**, a sample is provided in each of the individual study units. A copy is sent to the student within five working days from the date received by the instructor. Phone participation is expected and required by each student. There is no formal grade given; however, participation from each student will be evaluated on a 5 point scale with "0" reflecting no participation and "5" reflecting substantial participation.

Reading assignments and exercises for the **Data Gathering Workshop** are required; NONE of these will be graded.

Rewrite Policy. An assignment may be rewritten if the student chooses; however a rewritten paper cannot receive a grade higher than a “B”. The number of rewrites is limited to **three** per module.

Readings for the Module

Santrock, J. (2002). *Life Span Development* (8th ed., Rev.): McGraw Hill.

This book is highly readable and deals with aspects of human development across the lifespan. The information presented in the book is informative and easily understood. Issues of human Development are fully explored and issues concerning the transition from one stage to another are clearly presented. The research in the book is current and timely and is applicable to use in everyday life. The author's use of anecdotes and illustrations helps to better understand the human experience across the life span.

Galinsky, E. (1987). *The six stages of parenthood*. Reading, MA: Addison-Wesley.

This book is easily understood and presents the major stages of parenthood, based on interviews with parents from a variety of backgrounds. She also discusses varied research and theoretical perspectives.

Germain, C. B. (1999). *Human behavior and the social environment: An Ecological View* (2nd ed.). New York: Columbia University Press.

This book is a revision of a prior edition. This book explores the service delivery process from an ecological perspective and expounds on relationships of all members. The family life cycle and interdependence is fully explored.

Merriam, S., & Baumgartner, L. (1999). *Adult learning and development: Multicultural stories* (1st ed.). Malabar, FL: Krieger Publishing.

This book is a collection of short stories touting the life experiences of various ethnic groups. Each facet of adult development is addressed in the book. The book is culturally sensitive and

Segal, M. (1998). *Your child at play: one to two years* (2nd ed.): Newmarket Press.

This book describes behaviors, development, and activities of a child and activities such as toileting, dressing, and eating patterns.

Royse (3rd edition) *Research Methods in Social Work*.

This book is a resource for students and has the materials needed for the data collection workshop.

DEVF 571- ADULT DEVELOPMENT

COURSE DESCRIPTION

This course provides an overview of the changes that one goes through when reaching the stage of adulthood with focus on the stage of parenthood. This module looks at the philosophical and theoretical aspects of adult developmental and examines family relationships. Familial relationships are the thread that is integrated throughout the **Family Support Studies Program**.

This course focuses on adult developmental stages and the experiences of adults within family relationships. Major emphasis is placed on parenting and aging experiences. Patterns of transition, periods of stability are also examined. The course incorporates the findings of the student from readings, personal, and professional experiences to address characteristics and concepts of the adult developmental process.

Objectives

1. To examine and utilize the ecological perspective and life course model as a framework for understanding human growth and development.
2. Recognition and understanding of the developmental stages of adulthood and identification of issues and discontinuities with developmental stages.
3. Recognition and identification of our own developmental style and description of the dynamics of our own extended families.
4. Identify and recognize the different stages of parenting from prenatal to departure.
5. Identify directional influences of parents and children within each parenting stage.

Overview of DEVF 571

Following is a general overview of the course. Please note that each section will be discussed in more detail. This is only to provide a glimpse of the module. Changes can and will be made to accommodate difficulties and facilitate the learning process. Each module is comprised of **Assigned Weekly Readings, Phone Conferences, and Homework Assignments.**

This course is divided into **Four Units**, which are as follows:

Week 1: Introduction to Ecological and Transactional Perspectives

Week 2: Young Adulthood and Early developmental stages as parents.

Week 3: Middle Age Years of Adult Development

Week 4: Older Adults

HOMEWORK ASSIGNMENTS

(Due as Directed by Instructor)

Assignment 571.1 ----- Parent Interview

Assignment 571.2 ----- 5 Page Essay

METHOD OF EVALUATION:

Each assignment will be evaluated using the evaluation sheet located after each homework assignment. There are two assignments required for this component. Students will be required to engage actively in biweekly telephone conversations and. Each student will be expected to respond to questions posed during the telephone sessions.

Week 1: ADULT DEVELOPMENTAL STAGES AND PROCESSES

Learning Objectives:

1. Utilization of the ecological perspective and transactional “life course” models as a framework for understanding human growth and development.
2. Recognition and Understanding of the developmental stages of early adulthood and identification of discontinuities associated with those stages.

The purpose of the readings for this week is to introduce the student to the philosophical base for the module, the ecological and transactional perspectives, which view the processes of growth and development within the context of family and community. The readings also provide insight on common developmental experiences shared by adults. The readings focus on (1) role changes and tasks faced during adulthood, (2) primary relationships, (3) the impact of work responsibilities and relationships, and (3) personality development.

This course incorporates literature as a way of helping the student get a picture of experiences that are common in adulthood. Literature allows us to take glimpses into worlds of others. The short stories in Merriam and Baumgartner’s book, **Adult learning and development: Multicultural stories** provide perspectives on human development from a host of authors of varying cultural backgrounds.

The material in the Germain book, **Human Behavior and the Social Environment**, provides a comprehensive introduction to the ecological perspective and its application. The readings focus on the integration and interdependence of individual development, and family development within their communities. The material provides a foundation for this module but supports the second module (**Family Systems**) of the **Family Support Studies** curriculum.

Santrock's textbook, **Life span development** is organized chronologically and addresses aspects of the human experience. Each section addresses the cognitive, psychological, and physical aspect of development for the particular stage of development. Changes between stages are also discussed. Each chapter is outlined and anecdotes are interdispersed throughout. The initial readings address the history of perceptions about human development, followed by an examination of methods and approaches to gather information needed to understand human growth and development. The specific factors contributing to the developmental stages and experiences related to the community, family within one was born, and the role of heredity.

REQUIRED READINGS

- Santrock, J. (2002). *Life Span Development* (8th ed., Rev.). Boston: McGraw Hill (1-59, 413-471).
- Merriam, S., & Baumgartner, L. (1999). *Adult learning and development: Multicultural stories* (1st ed.). Malabar, FL: Krieger Publishing.
- Germain, C. B. (1999). *Human behavior and the social environment: An Ecological View* (2nd ed.). New York: Columbia University Press. (9-146, 463-466).

Week 2: EARLY PARENTING STAGES AND THE ROLE OF RESEARCH IN DEVELOPING A KNOWLEDGE BASE

1. Recognition and describing the stages from prenatal to the departure stage.
2. Identification of directional influences of parents and children within early parenting stages.

OVERVIEW

The second week focuses on the stages of parenting beginning with the first pregnancy and continuing through adolescent years. Readings review the thought process involved when

deciding to become a parent and the experiences involved as they assume parental roles and responsibilities. The unit begins with issues when deciding to become a parent and the impact of this decision. Discussion revolves around the challenges they face of nurturing young families, focusing on the reciprocity of parent-child relationships. Historic changes are discussed of relationship of the inter-generational family and the mobility of nuclear families on child rearing experiences.

Santrock and Galinsky examine the changes that marriage and childbearing have on young adults. Galinsky', **The six stages of parenthood: Between generations**, begins with exploration of the "image making" stage during which prospective parents evaluate their relationships with their parents and friends. According to research done by Galinsky focuses on the reciprocity or two-way exchanges that takes place in the parent-child relationship and the ways in which parents change and develop as they face the challenges of nurturing their young families. The challenges and opportunities of adolescent parenting in American society are also focused on, with special consideration given to ways in which they are challenged to exert authority, while fostering the individualization and the development of a separate identity.

REQUIRED READING

Santrock, J. (2002). *Life Span Development* (8th ed., Rev.). Boston: McGraw Hill (1-59, 413-471).

Galinsky, E. (1981). *The six stages of parenthood: Between generations*. New York: Time Life Books (xv-177).

First Telephone Session for DEVF 571

In preparation for the first telephone session for DEVF 571 with the instructor, you must:

1. Complete the assigned readings for weeks 1 and 2 of DEVF 571;

2. Begin Homework Assignment 571.1 and be prepared to discuss your approach and strategy for the assignment, and
3. Be prepared to discuss your responses to the following questions (Responses should not be submitted to the instructor; they are the basis for discussion during the telephone session).
 - Do you employ an ecological perspective in your work? In what ways?
 - Discriminate between Galinsky's stages of parenting. Highlight the themes that Galinsky presents.

The readings describe the tasks of adulthood. Tasks of early adulthood involve the establishment of intimacy and employment. Older adults face the experience of severing intimate relationships and their employment status. Erikson's famous concept of the identity crisis is commonly understood as the struggle that occurs during adolescence. One could argue that it continues into adulthood. While reading the selections are fictional accounts of people caught up in identity struggles, they offer perspectives on the world of work and relationships.

- What is the role of commitment and responsibility in the young adult characters' struggle in developing intimacy?
- What is the function of work?
- How do the changes in work status influence the self-concepts of older adults?
- In what ways are the characters experiencing identity crises?
- Identify and discuss the themes in the short stories that illustrate concepts presented by Santrock and Germain.

HOMEWORK ASSIGNMENT 571.1

In the past two decades there has been an important accumulation of research evidence indicating that young children influence their parent's behaviors and that there is a **reciprocity** or two-way exchange in the parent-child relationship. There is less use of simple generalization about one way effects of parents on child socialization and increased awareness of the complexities of the a parents on child socialization and increased awareness of the complexities of the parent-child relationship as a dynamic system. There is less use of simple generalizations about one-way effects of parents on child socialization and increased awareness of the complexities of the parent-child relationship as a dynamic system. For example, there is considerable interest in the ways that parental behaviors vary by a child's age, gender, and temperament. Erickson foreshadowed this shift in 1963 with the following observation:

Parents who are faced with the development of a number of children must constantly live up to a challenge. They must develop with them. . . . We distort the situation when we abstract it in such a way that we consider the parents as "having" such and such personality when the child is born and then remaining static, impinging upon a poor little thing. For this weak and changing little being moves the whole family along. Babies control and bring up their families as much as they are controlled by them; in fact we may say that the family brings up a baby by brought up by him (Erickson, 1963, p.69).

Interview a couple or a single parent, with two or more children younger than four. The persons selected **must be** clients of the student's program; they **CANNOT** be friends, relatives, or neighbors.

In an essay (**minimum six pages**) discuss what changes the interviewee reports as having experienced as a result of having children. The questions should address the differences of their lives as a result of having young children and how their lives have changed and how their lives

are different from what they expected. Using examples from the interviewee's experiences with patterns described in textbook readings. Include in the discussion the following themes:

- How has the family been “brought up” by each child? Provide concrete examples that support /refute Erickson's statement.
- What type of image-making regarding their children had these individuals pursued prior to the birth or adoption of their children, and what were the sources of their images (for example, their own relationship with their parents)?
- How does each parent's relationship with each child differ, and why?
- Parents have a vision of how their lives should precede and how the lives of their children and families should precede. Cognitivists believe that people generate a **scenario** that sets forth expectations about the future. In what ways have the parents you interviewed rewritten their **life stories** as a result of their parenting experiences?

Galinsky shares the questions she used during her interviews in the appendix of her book.

Review the questions as a base for the interviews associated with this assignment.

In an attachment, write a (**minimum**) one page section entitled Methodology, describing the process followed to ascertain the information for the interview. Refer to the Santrock text on data gathering to refresh thoughts on some of the issues related to data gathering.

**Nova Southeastern University
Fischler Graduate School of Education and Human Services
Programs in Child, Youth and Family Studies**

STUDENT ACTIVITY EVALUATION FORM

Date:
Student:
Course: Adult Development
Course Number: 571
Activity: 571.1
Date Postmarked:

Faculty Name:
Cohort Number:
Grade:
Additions Required:
Rewrite Required:
Date Mailed to Student:

| Format of Paper | Yes | No |
|---|------------|-----------|
| Careful Editing | | |
| Grammar and spelling | | |
| Organization and length | | |
| <i>Paper Responds to the Assignment</i> | | |
| Addresses the questions | | |
| Answers are logical | | |
| Answers reflect an understanding of reading material | | |
| Factors or conclusions are supported (assigned readings, explicit reasoning, references and examples) | | |

Comments:

WEEK 3: MIDDLE AGE YEARS

LEARNING OBJECTIVES

1. Recognition and understanding the developmental stages of middle adulthood and identify issues and discontinuities associated with this developmental stage.
2. Recognition and understanding one's own developmental status and describe the dynamics of one's own extended families.
3. Identification of directional influences of parents and children within each of the parenting stages.

OVERVIEW

The readings and homework for this section focus on the middle age years of adult development. The physiological and psychosocial changes and the transformation that occur in relationships between spouses with one's children, and with one's parents are studied.

In this week's readings relationship changes during the middle adulthood stage are examined. Some of the changes include mid-career changes and the relationship with their own aging parents. Germain and Galinsky explore the parenting experience as children move from adolescence into adulthood. Galinsky continues her examination of the family life cycle with discussion of the ways in which parents interpret the world to their adult children based on their own views of child development and their child rearing values, and ways in which parents prepare themselves for separation. These stages are described as times of reflection, re-evaluation, and regrets, when challenges and troubling events they confronted are examined. During this time some families grow closer together while others drift apart.

REQUIRED READING

- Germain, C. B. (1999). *Human behavior and the social environment: An Ecological View* (2nd ed.). New York: Columbia University Press.
- Galinsky, E. (1981). The six stages of parenthood: Between generations. New York: Time Life Books (178-320).
- Santrock, J. (2002). *Life-span development* (8th ed.). Boston: McGraw-Hill (477-519).

WEEK 4: OLDER ADULTS

LEARNING OBJECTIVES

1. Recognition and understanding the developmental stages of older adults and discontinuities associated with the developmental stages.
2. Recognition and understanding of one's on developmental status and describe the dynamics of their own extended families.

OVERVIEW

The readings and accompanying homework assignments focus on later life development as adults move from autonomous independent roles, to potentially dependent roles. Societal attitudes towards retirement, health care issues, and death are examined as are the ways in which older adults cope with these issues. The readings look at the changes in health, social status, and social surroundings as one get older. Nuclear and extended families often play a significant role in the lives of older adults; transformations in spousal and familial relationships are also examined.

The imminence of death in older age often prompts persons to review and evaluate their life experiences. The older person enters a period often referred to as Erickson's nuclear conflict of ego, integrity versus despair. Sheehy (1995) found that after conducting a large sample of interviews that older adults enter an age of integrity. She writes,

I think of integrity as the work of integration. One of the overarching desires often articulated by men and women I have interviewed in the late middle age is for balance-

being able to bring all the parts of one's life into harmony, as opposed to incongruity. The need becomes pressing for an emotional integration of all the different roles and the series of identities that have served us through adolescence and middlecence. It is time of coalescence. What is the essence of ourselves that we want to leave behind? (p.335).

While an objective is the achievement of a sense of integrity about one's life, despair is typically a necessary element of the process. A review of one's life undoubtedly generates ample evidence of human failings and the disappointments with one's own failures and those of others. The short story section for this unit The Hector Quesedilla Story provides fictional accounts of how the imminence of death can provide the impetus for self awareness, life review, and the development of integrity. In Hauser's Combustion, the character faces major adjustments.

READING ASSIGNMENT

- Santrock, J. (2002). *Life-span development* (8th ed.). Boston: McGraw-Hill (525-621).
 Merriam, S., & Baumgartner, L. (1999). *Adult learning and development: Multicultural stories* (1st ed.). Malabar, FL: Krieger Publishing (247- 248 249-259).
 Germain, C. B. (1999). *Human behavior and the social environment: An Ecological View* (2nd ed.). New York: Columbia University Press. (342-388).

Second Telephone Session for DEVF 571

In preparation for the second phone call for DEVF 571 the student must do two things:

1. Complete the reading assignments for weeks 3 and 4 of DEVF 571;
2. Begin Homework Assignment 571.2 and be prepared to discuss the approach and strategy for the assignment.
3. Be prepared to discuss the following questions. (Responses should not be submitted to the instructor; they are the basis for discussion during the phone session).

In **New Passages** Gail Sheehy (1995) argues that during the time men and women are in their 30's and 40's, that they enter a Second Adulthood which is "not about giving up or coasting until it doesn't matter anymore. It's about finding a new value in life." (p.153)

Sheehy argued in her 1980 best seller **Passages**, that, “the work of adult life is not easy. As in childhood each step presents not only tasks of development but requires a letting go of the technique that worked before” (p. 21).

During the Departure Stage parenthood, adults are commonly middle aged and they have found, as Galinsky (1981) noted, that:

This trip is sometimes calm. The stream is wide and mirror-smooth. The sun lights up the waters. All seems secure and tranquil. Then rocks crop up, some hidden, some piercing the surface. The water churns around, and one has to be careful to steer around the rocks or be grounded or injured by collisions and out of control spins.

Certain danger points are inevitable—though they differ for each traveler (p.209).

In preparation for this telephone session, interview two middle-aged adults, who are clients with your agency/program, about the ways their lives have changed since they were in their twenties. These adults may be parents who still have children at home or live separate from them, and/ or may live with their own parents. They should be in the Departure Stage of parenthood. Be prepared to discuss:

- The characteristics of middle age being experienced, and the interviewees’ adjustment to these;
- How calm and/or troublesome their experiences with the Departure Stage were; what factors they felt contributed to making this stage troublesome and/or calm;
- The calm points and danger points of their parenting experience; which rocks were visible in the stream and which ones were hidden;
- The personal, family, and/or community resources that helped or could have helped them negotiate their travels as parents, and helped them get through the inevitable danger points;

- The role of work, friendship, and community linkages in their lives today;
- The roles these adults play in their immediate and extended family's lives;
- Evidence of historical changes in the role of their extended family;
- The stresses experienced as a result of family ties or responsibilities; and
- The degree of closeness or distance in the interviewees' relationship with their children and/or with their own parents.

Also, describe and critique the interview conducted.

HOMEWORK ASSIGNMENT 571.2

In Gordon Weaver's Finch the spastic speaks (pp235-246) the main character reminisces on his younger self. He remembers antics of his youth and is contending with the difficulties of getting older. Hochman in What I know from noses (pp231-234) discusses the acceptance of the main characters perceived flaws as a child. As she gets older she realizes that having her nose changed did not necessarily make her a better person but she did not have the opportunity because she had her nose changed as a teenager. She goes through different stages, which she discusses. She eventually realizes that her nose did not make her whom she had become. She also contemplates over what she will tell her daughter, who has the same nose.

Write a **five-page** essay that describes an older person whose recognition of the imminence of retirement and/or death inspired a re-evaluation of the significance of their life. Integrate insights culled from experiences and readings on the developmental processes.

**Nova Southeastern University
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STUDENT ACTIVITY EVALUATION FORM

| | |
|---|--|
| Date: Student: Course: Adult Development Course Number: 571 Activity: 571.2 Date Postmarked: | Faculty Name: Cohort Number: Grade: Additions Required: Rewrite Required: Date Mailed to Student: |
|---|--|

| Format of Paper | Yes | No |
|---|------------|-----------|
| Careful Editing | | |
| Grammar and spelling | | |
| Organization and length | | |
| Paper Responds to the Assignment | | |
| Addresses the questions | | |
| Answers are logical | | |
| Answers reflect an understanding of reading material | | |
| Factors or conclusions are supported (assigned readings, explicit reasoning, references and examples) | | |

Comments:

WORKSHOP: BASIC DATA GATHERING METHODS

INTRODUCTION

As a student in the Master's Program in Family Support Studies, it is expected that one is able to demonstrate basic skills in gathering and examining data about individuals and families. Many of the homework assignments and papers done for this and forthcoming modules will require basic data gathering and analysis. One example is the interviews required for the DEVF 571- Adult Development course. As a requirement for this program, a survey (needs assessment) will be developed and distributed at the student's agency. The survey will need to be approved by the instructor. The survey will be disseminated to a group of parents utilizing services of the agency. The survey will be focused on behaviors of the young child.

OBJECTIVES

The workshop has several objectives:

1. Preparation for assignments requiring data gathering and analysis.
2. Become knowledgeable consumers of professional journals, books, and other professional materials.
3. Become more adept at using Research Methods in Social Work and similar resources in the future.

DESCRIPTION

The workshop will be conducted via telephone conference with the instructor and other students in the cohort. The textbook chosen for the workshop is Royse's "user friendly"

Research Methods in Social Work. The writing is clear, direct, and the questions following each chapter are relevant for family support work.

TOPICS

- Basic terms and concepts, and ethical considerations
- Data gathering: Surveys and conducting interviews
- Unobtrusive approaches and qualitative data.

REQUIRED READING

Royse, D. (1999). *Research methods in Social Work* (3rd ed. Rev.). Chicago: Nelson-Hall (1-238, 276-343).

ASSIGNMENT

- ❖ Select two questions from the end of each chapter to answer and prepare your responses for discussion during the workshop/telephone conference. Complete the reading assignment and responses to selected questions **prior** to the workshop. This is **imperative**; the instructor will expect every student to be prepared to answer questions based on the reading assignments. Answers to the questions are not to be submitted to the instructor, nor **will responses be graded**.
- ❖ Prior to the telephone call review Homework Assignment 573.2 in this Study Guide. Write a brief plan as to the method of interviewing the parents involved.

DEVF 572- GROWTH AND DEVELOPMENT OF THE YOUNG CHILD

COURSE DESCRIPTION

Growth and Development of the Young Child, the second course in module, focuses of the developmental changes in the infancy and preschool period, and describes ways in which these changes affect parent-child interactions. Perspectives on personality development and behavior are studied; strengths and weaknesses are viewed in relation to their application in the field of family support.

OBJECTIVES

1. To achieve a working knowledge of selected major theoretical approaches to child growth and development.
2. To develop the ability to be introspective and critique one's personal beliefs about how children grow and develop.
3. To acquire a working knowledge of different ways of gathering information related to child development.
4. To understand the major stages of prenatal development and the vulnerabilities of the developing fetus associated with each stage.
5. To identify and describe significant pressures and stresses that may occur during the prenatal period that may impact on the physical and mental health of the expectant mother.

Overview of DEVF 572

Following is a general overview of the course. Please note that each section will be discussed in more detail. This is only to provide a glimpse of the module. Changes can and will be made to accommodate difficulties and facilitate the learning process. Each module is comprised of **Assigned Weekly Readings, Phone Conferences, and Homework Assignments.**

This course is divided into **Four Units**, which are as follows:

Week 1: Introduction to study of child development using theoretical approaches to child growth and development.

Week 2: Prenatal Development.

Week 3: Infancy and early childhood.

Week 4: Childcare, preschool and kindergarten.

HOMEWORK ASSIGNMENTS

(Due as Directed by Instructor)

Assignment 572.1 ----- Theoretical Belief

Assignment 572.2 ----- Parent Intervention

Assignment 572.3 ----- Parent Questionnaire

METHOD OF EVALUATION:

Each assignment will be evaluated using the evaluation sheet located after each homework assignment. There are two assignments required for this component. Students will be required to engage actively in biweekly telephone conversations and. Each student will be expected to respond to questions posed during the telephone sessions.

COURSE OUTLINE AND ASSIGNMENTS

WEEK 1: During this week the discussion will provide a framework for the study of child development and a method of gathering information related to child development.

LEARNING OBJECTIVES

1. To achieve a working knowledge of selected major theoretical approaches to child growth and development.
2. To develop the ability to be introspective and critique one's personal beliefs about how children grow and develop.
3. To acquire a working knowledge of different ways of gathering information related to child development.

READING ASSIGNMENT

Santrock, J. (2002). Life Span Development (8th ed., Rev.). Boston: McGraw Hill. pp 203-269.

OVERVIEW

This study unit addresses two basic questions: What are some of the major issues in child development and what are the major methods for gathering information about child development?

WEEK 2: PRENATAL DEVELOPMENT

LEARNING OBJECTIVES

1. To understand the major stages of prenatal development and the vulnerabilities of the developing fetus associated with each stage.
2. To identify and describe significant pressures and stresses that may occur during the prenatal period that may impact on the physical and mental health of the expectant mother.

3. To achieve a working knowledge of options open to parents related to amniocentesis, infertility, prenatal classes, birth settings and types of delivery and the merits and/or risk factors associated with each of the options.

OVERVIEW

In this unit, you will study the stages of prenatal development and the vulnerabilities associated with each stage as well as the pressures and stresses impacting the physical and mental health of the expectant mother. As you do the reading assignment, consider the following questions:

- How does the belief system of a family influence the way a mother thinks, feels, and acts during pregnancy?
- What are the decisions that a couple must make as they anticipate the birth of a baby?
- What are the major tasks that the infant is engaged in during the prenatal period?
- How is the achievement of these tasks influenced by the prenatal environment?
- What are the different ways in which different environments exert their influence?
- What are the factors that may influence a couple's choice of the following options: 1) breast feeding, 2) natural delivery, 3) delivery at home or in a birthing center?
- What knowledge base should a family educator have in order to advise parents during the prenatal period?
- Also, consider the issues that confront expectant parents: In what ways have daily routines, practices or life style been modified in order to maximize the healthy development of the baby?

- What kinds of decisions have been made relating to work schedule, childbirth preparation, type of delivery, or breast-feeding and what has influenced their decisions?
- What are the parents' major fears, concerns and stressors related to the birth and/or well being of the baby?
- What kind of support system do the parents have?
- What are the risk factors that could compromise the birth of a healthy infant and what are support systems available to parents when there is trouble on the horizon?

READING ASSIGNMENT

Santrock, J. (2002). *Life Span Development* (8th ed., Rev.). Boston: McGraw Hill. pp 125-199.

Germain, C. B., & Bloom, M. (1999). *Human behavior and the social environment: An ecological view* (2nd ed., Rev.). New York, NY: Columbia University Press.

First Telephone Session for DEVF 572

In preparation for the first telephone session for DEVF 572 with the instructor, you must:

1. Complete the assigned readings for weeks 1 and 2 of DEVF 572;
2. Begin Homework Assignment 572.1 and be prepared to discuss your approach and strategy for this assignment, and
3. Be prepared to discuss your responses to the following questions. (Your responses should not be submitted to the instructor; they are the basis for discussion during the telephone session).

Adolescent parenthood has been and is still a genuine concern in our society, in part, because adolescent parents are not firmly in control of their own identity. Parents face unique struggles striking a balance of authority with the child and in recognizing that their child is

separate from them. In recent years many programs have been established to help teenage parents cope with the demands of difficult life circumstances.

Prior to the telephone call, identify a program in your community that provides services to teenage parents and interview a staff member about the services offered. Focus on services that prepare adolescents for childbirth, parenting, and establishing authority with their children. Focus on the development of an understanding that their children are not extensions of them. Inquire about what family and/or community resources seem to be absent.

Keep notes on the interview experience. Include descriptions of the persons interviewed (for example, female, 18 years of age, former college student). Also, critique the interviews. Consider whether your questions were clear, whether you obtained the information you sought in an ethical and thorough fashion and whether you used appropriate vocabulary and terms.

Note: Prior to conducting the interviews, review sections in the Royse text focusing on techniques and issues related to this form of data gathering. Prepare open and closed-ended questions ahead of time and consider how you wish to present yourself and the assignment. Keep a record of the questions you asked in an appendix.

HOMEWORK ASSIGNMENT 572.1 – This is a two-part assignment:

Part 1 (Part 1 will not be submitted with the homework paper).

A theory is a set of assumptions or accepted principles that organize our knowledge. In the Santrock book, several major categories of theories are described: psychodynamic, behavioral, social learning, cognitive, and humanistic. Once the readings have been completed fill in the Chart I. This exercise is intended to help you recognize ways in which the theories differ and provide an opportunity for you to think about and label your own beliefs about child development. (You may find that your belief system is not synonymous with other types of theoretical framework but incorporates pieces from two or more).

Part 2

Based on your responses, describe, in a minimum of **six pages**, your own theoretical position on child development. Describe how your answers to the questions support your theoretical framework. (Example: You consider yourself to be a behaviorist and explain that you view child development as a continuous process and consider the environment to be a more important influence on development than heredity. You also explain that these beliefs are consistent with your behavioral position). This exercise will help you recognize ways in which the theories differ and closely examine and label your own beliefs about child development. (Note: Provide examples in support of your arguments).

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STUDENT ACTIVITY EVALUATION FORM

| | |
|---|--|
| Date: Student: Course: Early Childhood Course Number: 572 Activity: 572.1 Date Postmarked: | Faculty Name: Cohort Number: Grade: Additions Required: Rewrite Required: Date Mailed to Student: |
|---|--|

| Format of Paper | Yes | No |
|---|------------|-----------|
| Careful Editing | | |
| Grammar and spelling | | |
| Organization and length | | |
| Paper Responds to the Assignment | | |
| Addresses the questions | | |
| Answers are logical | | |
| Answers reflect an understanding of reading material | | |
| Factors or conclusions are supported (assigned readings, explicit reasonings, references, and examples) | | |

Comments:

CHART I: THEORETICAL REVIEW

| POSITION STATEMENT | PSYCHODYNAMIC | BEHAVIORIST | SOCIAL LEARNING | COGNITIVE | HUMANISTIC |
|--|----------------------|--------------------|------------------------|------------------|-------------------|
| In the course of development, children go through a series of stages that are qualitatively different from each other. | | | | | |
| Events that occur in critical or sensitive stages of development have a profound impact on later developmental outcomes. | | | | | |
| Environment is a more powerful determinant of development than heredity. | | | | | |
| The provision of appropriate extrinsic reinforcement and breaking down learning tasks into small sequential steps can maximize a young child's learning potential. | | | | | |
| When young children are given the opportunity to explore, make discoveries and structure tasks in their own way, their learning potential is maximized without external reinforcement. | | | | | |
| In order to understand children's behavior, insight into their life history and some awareness of the unconscious processes that motivate their actions are necessary. | | | | | |
| The best way to understand a child is to observe the child's behavior in a variety of situation. | | | | | |

WEEK 3: INFANCY AND EARLY CHILDHOOD

LEARNING OBJECTIVES

1. To acquire a thorough understanding of the major development tasks infants and toddlers should achieve.
2. To describe ways in which the emerging skills and goals of the toddler challenge their parents to new accommodations in the arrangements of the environment and their daily routines.
3. To describe ways in which parent and child impact on each other's development and factors which increase or reduce vulnerability.

OVERVIEW

This week's reading and assignments will enable you to study the physiological, cognitive and social aspects of toddler hood and the challenges these present for parents. The material will look at the fears that children often experience, the influence of temperament and the changing developmental tasks during the first year. The impact of parent-child relationships on each other's development and parent-child attachment theories are also explored.

READING ASSIGNMENT

Germain, C. B., & Bloom, M. (1999). *Human behavior and the social environment: An ecological view* (2nd ed., Rev.). New York, NY: Columbia University Press. (226-249)

Santrock, J. (2002). *Life Span Development* (8th ed., Rev.). Boston : McGraw Hill. (125-199)

Segal, M. & Adcock, D. (1999) *Your child at play: One to two years*. NY: Newmarket Press 87-106, 186-188.

WEEK 4: DAY CARE, PRESCHOOL and KINDERGARTEN YEARS

LEARNING OBJECTIVES

1. To describe the major developmental tasks the preschool child is striving to achieve in the following domains of competency: physical, intellectual, language, representational and social/emotional.
2. To understand ways in which the home and/or the preschool environment can support or interfere with the development within each of the developmental domains.

OVERVIEW

Santrock described and examined major developmental tasks of preschool age children providing an understanding physical, cognitive and personality development that occurs. The readings focus on child care and preschool arrangements, and looking at ways in which these environments support or interfere with healthy and normal child development.

READING ASSIGNMENT

Germain, C. B., & Bloom, M. (1999). *Human behavior and the social environment: An ecological view* (2nd ed., Rev.). New York, NY: Columbia University Press. (226-249)

Second Telephone Session for DEVF 572

In preparation for the second telephone session for DEVF 572 with the instructor, the following must be done:

1. Complete the assigned readings for weeks 3 and 4 of DEVF 572;
2. Begin Homework Assignment 572.2 and be prepared to discuss your approach to this assignment, and
3. Be prepared to discuss your responses to the following questions. (Your responses should not be submitted; they are the basis for discussion during the telephone session.)

Find an opportunity to observe the interactions between toddlers and their parents. These can occur in any setting such as when they are at play, or doing an errand like shopping in a mall or supermarket, or washing clothes in the Laundromat.

Observe the following:

- The relationship between parent and toddler,
- The ways in which they communicate with each other,
- The kind(s) of prohibitions, if any, the parent enforced,
- The kind(s) of affective exchanges, if any, witnessed, and
- The kind(s) of emotions, if any, the parent and/or toddler evoked or expressed.

Consider the ways in which this parent is supporting or interfering with the development of the child. If the interaction was typical of the way this child and parent ordinarily interact with each other, can you make any predictions about the development of this child within the next year or two?

Prior to conducting your observations, review Royse, **Research Methods in Social Work** and review the skills involved in effective observations such as watching nonverbal interaction and listening for verbal interactions. Record notes describing the observing experience, the indicators you used, and a brief description of the persons you observed (for example, female, 23 years of age).

HOMEWORK ASSIGNMENT 572.2 – Select Option 1 or Option 2:**OPTION 1 – PARENT INTERVENTION**

The parent who walks the floor at night with a crying infant may get a dreary feeling that time is standing still. Yet as we look at all of the changes that take place in the first year of life we marvel at the pace of development. Over the course of twelve months, infants progress from being relatively helpless newborns to active and purposeful one year olds. As one year olds children navigate around the house without help, feed themselves cookies, search out favorite toys, and successfully communicate wants and needs to the significant people around them. Focus on the developmental changes in the first year of life with special emphasis on the role-played by the parent in fostering and shaping development.

Place yourself in the role of a home visitor assigned to visit **adolescent mothers** who have toddlers. Drawing from the readings, what information would you share with mothers who present with the following situations. Integrate your “practice wisdom” with the situations and the knowledge culled from the readings. Provide answers for **EACH** of the following situations.

- The infant is 6 weeks premature. He does not sleep through the night but sleeps in 4-hour intervals from 7 p.m. to 8 a.m. The mother is tired, angry and frustrated.
- Betty is a 14-year-old mother. She is delighted about having a daughter of her own and spends most of the day fussing with her hair, dressing and redressing her and showing her off to the children in the neighborhood. Betty’s mother is concerned that the child is not gaining enough weight.

- My mother-in-law is driving me crazy. She's telling me there is something wrong with Tommy because he is always running into the road and talks constantly. She is dead wrong ...Isn't she?
- I know I'm not supposed to say this but there are times when I really don't like my son. From the moment he was born he has been so demanding. A cry baby if you ever saw one. He's two years old and climbs into everything and screams when I tell him to go to bed. He won't even try to dress himself. Is there any hope or is he just going to be one of those difficult children I'm always reading about?
- My Susie is 16 months old. Her friend, Jan, who is exactly the same age says all sorts of things like, "Bye Mommy," "See Doggie," "Mommy Car," and my daughter uses only one word at a time, and at that she can't say more than 20 words. Is this the time I should begin speech therapy? I don't want to neglect her...And then, one more thing. It's about her friend, Jan, also. I really don't think that Jan is a good influence on Susie. When the two of them get together all they do is chase each other around the house, climb on the furniture, and pull the Good Housekeeping magazines off the shelf. Should I explain to Jan's mother that I don't want them playing together?

Option 2 – PARENT CONFERENCE

The transition from being an infant to becoming a toddler puts a whole new set of demands on parents. Quite suddenly, parents may discover that a placid and easy to control baby has become an active explorer, opening and shutting drawers and doors, emptying wastebaskets, splashing in the toilet, throwing ornaments off the tables, yanking on light cords and moving with lightening speed from trouble spot to trouble spot. As the toddler gains in energy and

ingenuity, parents face the decision as to whether to baby proof their house or set limits on their baby's exploring. Whatever their first decisions, the point eventually comes where the parent role is one of limit-setter or disciplinarian. Parents who were successful in supporting the developmental needs of their infants may have difficulty with their changing roles. There is a fine line between being too permissive and too restrictive. Erring on one side of the line or the other can create an infant who may be endangered by unbridled boldness or thwarted in their efforts to explore the environment and practice emerging skills.

Assume that you are the director of a childcare center making plans for parent conferences. Drawing from your reading, how would you prepare for and conduct the following conferences? What information would you share with mothers who present you with the following situations? Integrate your "practice wisdom" with the situations and the knowledge culled from the readings. Describe solutions for **EACH** scenario.

- Genevieve's mother is the first conference. Genevieve is over two years old and is still showing no signs of developing language. When you brought up the subject at an earlier conference the mother appeared unconcerned. "Her father didn't say a word 'til he was five and he hasn't stopped talking since." You would like to break through this mother's resistance and have a more serious talk about language delay.
- Timothy is just two years old and has been in your center for two weeks. Both parents are coming in for the conference. Timothy is a delightful child, empathetic, playful and already a leader in the playgroups. You are curious to learn about his home environment and his early experiences. There may be a lot to learn from his family.

- You are glad that Alicia's parents are coming in. She seems to be a bright child but she is completely non-compliant. She is constantly getting into scraps with other children and is always pushing down their block structures or throwing toys around the room. Perhaps you and the parents can work together to modify her behavior.
- Anthony is an active three-year-old and demonstrates his desire to be independent from time to time. His mother is depressed and withdrawn and, often, sees Anthony as an intrusion.

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STUDENT ACTIVITY EVALUATION FORM

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|--|--|
| Date: Student: Course: Early Childhood Course Number: 572 Activity: 572. 2 Date Postmarked: | Faculty Name: Cohort Number: Grade: Additions Required: Rewrite Required: Date Mailed to Student: |
|--|--|

| Format of Paper | Yes | No |
|---|------------|-----------|
| Careful Editing | | |
| Grammar and spelling | | |
| Organization and length | | |
| Paper Responds to the Assignment | | |
| Addresses the questions | | |
| Answers are logical | | |
| Answers reflect an understanding of reading material | | |
| Factors or conclusions are supported (assigned readings, explicit reasonings, references, and examples) | | |

Comments:

HOMEWORK ASSIGNMENT 572.3

In most families the preschool years represent a period when the family loses some of the control of the minute to minute happenings in a child's life. As the child plays more independently with peers, the parents fade into the background. There are more frequent times when the child is not in the care of parents. Many children in today's world are placed in some sort of child care, even if their parents are at home. Some are placed when they are infants, while others begin in some sort of playschool or preschool. The child's ability to separate from their parents is, in a part, a function of their more sophisticated way of representing their experiences and expressing needs. Pretend play, block play, language and drawing are tools available to the preschool child as they graduate from toddler hood and attain a new level of independence.

To provide you with first-hand knowledge about how parents view their child's entrance into this level of independence and to provide experience in gathering and interpreting data. Following is a questionnaire that is an example of questions that you can use in interviewing parents of a preschool age child. This interview is designed to ascertain the beliefs and expectations of parents for their children. This assignment is to help you see the processes that parents go through when faced with a difficult child related challenge. This assignment is also designed to help facilitate the data gathering process and report writing. **This assignment is due in five weeks (the instructor will provide the due date).**

The assignment requires that you interview two sets of parents affiliated with your agency. You will identify parents of children between the ages of 4 and 6. The parents that you interview must meet the following criteria. One child must be considered "normal" and the other child must have some type of a special need. The challenge may be mental, physical, or genetic. You are not to diagnosis or offer information. Your job is to interview the parents and report

your findings. Look at journals with case studies as an example in the writing of the report.

Once the information has been obtained write a case study on each of the families interviewed.

The paper must be a **minimum of 6 pages**. Provide a methodology section

of the process you followed to obtain the information. Also, use section headings. (Note: Be sure to refer to Royse text report writing)

Include a section entitled **Methodology** as an attachment of **at least one page** that describes and critiques the questionnaire, and the process by which the questionnaire was administered and collected. (Refer to Royse text). Please limit your questions to the ones on the survey.

The paper should contain the following:

- Describe how the parents were selected,
- Present your findings in narrative form, (an example is provided)
- Discuss the implications of your findings; for example: how much variation is there across parents? What do these responses tell you about the parents interviewed parents? If you were to work with a parent in an educational context such as home visiting, how might the information be of use to you? and,

(NOTE: Consider referring to published journal articles that describe surveys as models).

Parent Questionnaire

- 1. How has your child affected your family makeup?**
- 2. What specific changes have you made to accommodate your child if any? (If changes have been made please explain.**
- 3. What type of educational program does your child attend?**
- 4. How do you help facilitate the learning process with your child?**
- 5. What are the most satisfactory ways that you have found to help your child?**
- 6. How do you express affection towards your child?**
- 7. What disciplinary techniques do you find effective? (ineffective?)**
- 8. What concerns do you have about your child when he is with other adults?**
- 9. When faced with a behavioral challenge, how do you handle the situation?**
- 10. What behavior would you say is difficult for you to handle?**
- 11. What activities does your child like to do?**
- 12. How well does your child adjust to new situations?**
- 13. How does your child behave when he wakes up**
- 14. What types of things make your child happy? (angry?)**
- 15. What skills can your child do independently eating, dressing etc?**
- 16. What positive things (traits) can you identify with your child?**
- 17. How would you classify your relationship with your child's teacher (if he is in school)?**
- 18. In what ways do you accommodate your child's nuances?**
- 19. Do you participate in activities at your child's preschool?**
- 20. What types of activities does your child do at school?**

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STUDENT ACTIVITY EVALUATION FORM

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|---|--|
| Date: Student: Course: Early Childhood Course Number: 572 Activity: Parent Survey Date Postmarked: | Faculty Name: Cohort Number: Grade: Additions Required: Rewrite Required: Date Mailed to Student: |
|---|--|

| Format of Paper | Yes | No |
|---|-----|----|
| Careful Editing | | |
| Grammar and spelling | | |
| Organization and length | | |
| Paper Responds to the Assignment | | |
| Addresses the questions | | |
| Answers are logical | | |
| Answers reflect an understanding of reading material | | |
| Factors or conclusions are supported (assigned readings, explicit reasonings, references, and examples) | | |

Comments:

DEVF 573 – MIDDLE CHILDHOOD AND ADOLESCENCE

COURSE DESCRIPTION

This course examines growth and development of the child during the in the transitional years. Various influences on the children are reviewed and how children in this stage affect people around them and how those people affect the children. Interactions from the family, peer groups, and other significant people involved in children's lives. Assuming a transactional view of human development, consideration is given to significant factors that impact on the achievement of developmental tasks.

OBJECTIVES

1. To describe the physical characteristics and developmental and cognitive changes that characterize the middle childhood years, and the competencies associated with academic achievement.
2. To describe individual differences in middle years in terms of types and levels of intelligence, creativity and talent.
3. To describe ways in which humor in the middle years reflects newly emerging cognitive skills and spontaneous group play establishes group solidarity and provides practice in following rules and negotiating compromises.
4. To describe the importance of friend-making and the skills required to make and maintain friendships and the role of the peer group from an adolescent perspective.
5. To describe ways in which different challenges, such as bilingualism, attention deficit, poverty and minority status can interfere with academic success.
6. To understand the impact of family life style and values on the development of a middle years child (for example, being a latchkey child, Elkind's "hurried child").

7. To describe the physical and cognitive changes that signals the advent of adolescence.
8. To describe the crisis of identity from an Eriksonian perspective.
9. To describe ways in which language, dress, music, hobbies and pranks reflect adolescent culture.
10. To describe the development of personality, morality and self-concept of children in middle years, and distinguish them for moral decision making in adolescence from a justice and care perspective.
11. To describe problem behaviors characterizing urban adolescents.
12. To describe different ways in which government and non-profit agencies are responding to youth in trouble.

Overview of DEVF 573

Following is a general overview of the course. Please note that each section will be discussed in more detail. This is only to provide a glimpse of the module. Changes can and will be made to accommodate difficulties and facilitate the learning process. Each module is comprised of **Assigned Weekly Readings, Phone Conferences, and Homework Assignments.**

This course is divided into **Four Units**, which are as follows:

WEEKS 1 and 2: Developmental Characteristics and changes of the child focusing on familial and cultural contexts.

WEEK 3: Physical, Cognitive, and Social development during adolescence

WEEK 4: Societal and Familial issues

HOMEWORK ASSIGNMENTS

(Due as Directed by Instructor)

Assignment 573.1 ----- Literature Review/ Content Outline

Assignment 573.2 ----- Oral Presentation

METHOD OF EVALUATION:

Each assignment will be evaluated using the evaluation sheet located after each homework assignment. There are two assignments required for this component. One written and an oral presentation. Students will be required to engage actively in biweekly telephone conversations and. Each student will be expected to respond to questions posed during the telephone sessions.

COURSE DESCRIPTION

As children transition from kindergarten to elementary school, developmental changes take place that influence academic performance, physical prowess, and relationships with peers, parents and other adults. The practice of beginning formal education during the middle years suggests that children from six to 12 have acquired new capacities that facilitate formal learning. In turn the child comes in contact with, and is influenced by, an increasingly wider sphere of persons outside the family.

As you read through the chapters associated with this study unit, you will recognize that children in the middle years are qualitatively different in the way they think, act, play, and communicate than children in the preschool years, and that adolescents differ from children in middle childhood. Developmental changes take place in different domains of competency which facilitate the learning process. Six and seven year olds are typically better at imitating than younger children, and are more able to remain in a seat or raise their hand for attention. Their visual systems have become more mature, allowing them to switch back and forth from near-point or far-point vision enabling them to read from the background and write on a paper on their desks. Their Eustachian tubes have grown thicker and longer so that they have fewer ear infections and can recognize phonetic differences. Their body proportions have changed so that they are now ready to engage in the sports activities that school is likely to promote.

This course designed covers four-weeks and is divided into four study units or topics focusing on developmental events and issues characterized in middle childhood and adolescence. The first two study units focus on characteristic developmental changes during middle childhood with special emphasis on the familial and cultural context. The third and fourth weeks focus on the adolescent period. Facets of physical, cognitive, and social development are viewed from the perspective of the parent, as well as the teenager. Readings and assignments call attention to

adolescent behaviors. The fourth week focuses on challenges and opportunities of parenting adolescents and of the experiences encountered as children move from adolescence into adulthood. Special consideration is given to ways in which parents are challenged to exert authority, while fostering individualization and the development of a separate identity. Parents interpret the world to their adolescent children based on their own views and values.

COURSE READINGS

WEEKS 1-2

Santrock, J. (2002). *Life Span Development* (8th ed., Rev.). Boston: McGraw Hill. pp 347-409.

Germain, C. B., & Bloom, M. (1999). *Human behavior and the social environment: An ecological view* (2nd ed., Rev.). New York, NY: Columbia University Press.

WEEK 3

Santrock, J. (2002). *Life Span Development* (8th ed., Rev.). Boston: McGraw Hill. pp 347-409.

WEEK 4

Germain, C. B., & Bloom, M. (1999). *Human behavior and the social environment: An ecological view* (2nd ed., Rev.). New York, NY: Columbia University Press.

METHOD OF EVALUATION

The student is responsible for submitting two homework assignments for this course and participating in telephone conference sessions. The student is expected to pose two questions or raise two issues for discussion during each telephone conference session, **and** capably engaged in a discussion of material raised by the instructor during each session.

COURSE OUTLINE AND ASSIGNMENTS

WEEKS 1-2: DEVELOPMENTAL CHANGES CHARACTERISTIC OF THE MIDDLE CHILDHOOD YEARS AND FAMILY TRANSFORMATIONS

LEARNING OBJECTIVES:

1. To describe the physical characteristics and developmental and cognitive changes that characterize the middle childhood years, and the competencies associated with academic achievement.
2. To describe individual differences in middle years in terms of types and levels of intelligence, creativity and talent.
3. To describe ways in which humor in the middle years reflects newly emerging cognitive skills and spontaneous group play establishes group solidarity and provides practice in following rules and negotiating compromises.
4. To describe the importance of friend-making and the skills required to make and maintain friendships.
5. To describe ways in which different challenges, such as bilingualism, attention deficit, poverty, and minority status can interfere with academic success.
6. To understand the impact of family life style and values on the development of a middle years child (for example, a latchkey child, Elkind's "hurried child").

OVERVIEW

This study unit focuses on the growth and development that occurs during middle childhood and its relationship with academic success. Attention is given to the physical changes that normally herald readiness for school and to the quantum leaps often made in terms of thinking and language skills. Thinking has gained a new kind of flexibility, with children achieving what Piaget labeled "concrete operational thinking." Children are able to perform and

visualize calculations in their head. Thus, if two plus four is six, then six take away four equals two and if a cookie is broken in half, it is the same size as a whole cookie even if it looks smaller. Words too gain new flexibility. The same word may have more than one meaning and more than one word can express the same meaning. A hard apple is hard to bite into. Describing an apple as little is the same as saying it is small. This new ability to hold ideas in mind, and to think about different meanings, allows the child in the middle years to learn reading, writing and arithmetic, as well as take on new responsibilities at home and to play with their friends in a more sophisticated way.

This study unit also examines the impact of the family context within which children live on their growth and development. David Elkind has written extensively on the development of values during middle childhood. In the **Hurried Child**, Elkind focuses on values children are exposed to in the middle years, expressing concern about losing a generation of children to a culture with flimsy values. Recognizing that the middle years are a time when children can reflect on their own behavior and identify beliefs, and values, Elkind is concerned that today's school-age child is receiving the wrong kind of messages. As more and more disposable items line the shelves of our grocery stores, the danger is real that the best years of our children's lives are being thrown out or misused.

In this study unit you will be asked to think about ways in which the achievement of formal operations can affect ways a child functions in a school situation, with peers, at home and at play. Why does a child in the middle years enjoy puns and "sick" jokes? Why do they spend so much time bickering about rules of a game or complain about something being unfair? Why are children in the middle years so fascinated with collecting things (basketball cards, pennies, gum wrappers or stamps)? Why does the artwork look so stereotypical with girls making hearts and rainbows and scenes with the sun in the corner, while boys are making racing cars and

rockets to the moon? Why are children so fascinated with Nintendo games, batting averages and counting valentines? Why are children so determined to get a pet and so irresponsible about taking care of it? Why are children so anxious to prove themselves smarter than their parents and so upset when their parents quarrel? You will be able to recognize why children with exceptionalities, children with attention deficits, and children who do not fit into the peer group may present a special problem.

You will examine why children become concerned about their peer group and what impact this has on peer and family relationships. Joking with friends, being accepted by the group, being chosen to play on a team or to be the team leader often holds priority over academics. For most children, the peer group provides status, sets the standards and provides the opportunity for laughter, self expression and the development of physical skills. Unfortunately, opportunities for unsupervised after school play with other children on the block continue to diminish in the 1990's and the 21st Century. Parents are likely to be at work, and children are placed in after school programs or sent home to the television with a latch key. Backyard baseball, kick the can, skip rope, and hopscotch, the stages of the middle years are disappearing from today's landscape. The children of the 1990's and the 21st Century may not experience the benefits of peer play. In this unit, we address some of the ways in which children are affected by the realities of life. With the majority of mothers in the workforce and with single parents, divorced parents, and reconstructed families becoming more the rule than the exception, is today's child faced with problems and responsibilities that they are not prepared to assume? Has the fact that neighborhoods become unsafe for after school play had an adverse effect on the cultural role of the peer group. To what extent has television usurped the role of the parents in shaping the value and beliefs of the child in the middle years?

READING ASSIGNMENT

Santrock, J. (2002). *Life Span Development* (8th ed., Rev.). Boston: McGraw Hill. pp 347-409.

Germain, C. B., & Bloom, M. (1999). *Human behavior and the social environment: An ecological view* (2nd ed., Rev.). New York, NY: Columbia University Press.

First Telephone Session for DEVF 573

In preparation for the first telephone session for DEVF 573 with the instructor, you must:

1. complete the assigned readings for weeks 1 and 2 of DEVF 573;
2. Begin Homework Assignment 573.1 and be prepared to discuss your approach and strategy for this assignment, and
3. Be prepared to discuss your responses to the following questions. (Your responses should not be submitted to the instructor; they are the basis for discussion during the telephone session).

Prior to the phone call, observe a group of girls and boys at several intervals and interview a teacher of 10-12 year olds, focusing on indoor and outdoor games, jokes, and pranks. The intent is to observe play activities common in the middle years. At a minimum, note,

- the games, jokes and pranks boys and girls participate in, separately or together;
- the physical and intellectual skills required;
- the social skills learned in the process of playing;
- whether the girls and/or boys scapegoat one or two children; and either force them out of the play or make them the butt of their jokes;
- what conflicts occurred, what factors contributed to them, and how they were resolved;
- if play reflected humor or gender stereotypes, identify discernible gangs or cliques and, if so, who the leaders were, and selection process.

HOMEWORK ASSIGNMENT 573.1

This is a two part assignment. In part one you will conduct a literature search and write a review part two of the assignment consists of preparing a content outline of the literature search and making an oral presentation during the last scheduled phone session.

Part I:

Conduct a literature search for articles that focus on **one** aspect of middle childhood. Nova Southeastern University's Distance Library Services must be used to conduct a search for literature. Examples of topics are: gender socialization, gender and sports, and transitioning to middle school.

Write a literature review of at least five articles from professional sources discussing original research on the topic you selected. (In preparation, peruse journal articles and examine the formats and styles commonly used for the literature review component of journal articles.

In your literature review, when describing various studies, note and comment on the study's findings. Consider the strengths and limitations of the designs and methods used, and the implications of the findings.

Part II

Prepare a **content outline** for a short-term (eight to ten weeks) parent support group based on the resources secured. In the content outline identify the target group, noting the type of parents involved and the age of their adolescent children. Also identify the problems and issues to be addressed, the overall goals of the group, the objectives of each session and how the group will be evaluated.

Interview at least one professional working with parents of adolescents. Include in the interview questions about their background experience in this field and current professional

activities with parents and adolescents. Write a minimum of an 8 page paper on the chosen topic.

This assignment will be due on the last day of class.

**Nova Southeastern University
Fischler Graduate School of Education and Human Services
Programs in Child, Youth and Family Studies**

STUDENT ACTIVITY EVALUATION FORM

| | |
|--|--------------------------------|
| Date: | Faculty Name: |
| Student: | Cohort Number: |
| Course: Middle Childhood/ Adolescence | Grade: |
| Course Number: 573.1 | Additions Required: |
| Activity: Lit Review/ Content Outline | Rewrite Required: |
| Date Postmarked: | Date Mailed to Student: |

| Format of Paper | Yes | No |
|---|-----|----|
| Careful Editing | | |
| Grammar and spelling | | |
| Organization and length | | |
| Paper Responds to the Assignment | | |
| Addresses the questions | | |
| Answers are logical | | |
| Answers reflect an understanding of reading material | | |
| Factors or conclusions are supported (assigned readings, explicit reasonings, references, and examples) | | |

Comments:

WEEK 3: PHYSICAL, COGNITIVE AND SOCIAL DEVELOPMENT DURING ADOLESCENCE

LEARNING OBJECTIVES

1. To describe the physical and cognitive changes signaling the advent of adolescence.
2. To describe the crisis of identity from an Eriksonian perspective.
3. To describe ways in which language, dress, music, hobbies and pranks reflect adolescent culture.
4. To describe the development of personality, morality and self-concept of children in middle years, and distinguish them for moral decision making in adolescence from a justice and care perspective.

OVERVIEW

When you talk to parents of young children and the topic of adolescence comes up, parents are likely to express some real concern. What will they do when their children reach adolescence? How will they put up with moodiness, the back-talk, the anti-parent attitude? How will they keep their adolescent from getting into drugs, from being promiscuous, from reckless driving, from getting into gangs, from getting involved with the law? Fortunately, some parents of adolescents describe their relationships with their son or daughter as being stronger and closer than ever. They enjoy their humor, their new level of understanding and their enthusiastic and idealistic response to good causes. Unquestionably, adolescence represents a time of transition. For some the transition is full of promise, for others it is full of risk.

As we study the adolescent period we need to look beyond biology, beyond the family and even beyond the peer group in order to recognize there are multiple factors that impinge on developmental outcomes. In this unit you will focus on particular aspects of adolescent development. The physical changes that adolescents experience are only a one small part of the

adolescent experience. The moral development that occurs and the differential perspectives that males and females seem to share will be examined. The dilemmas faced by adolescents will be explored. You will study Erikson's description of adolescence as a search for identity as well as the need to be a part of a peer group, to wear the same clothes, speak the same language and support the same values of that group. Wanting to be like everyone else and wanting to be unique is one of the dilemmas faced by adolescents in their search for identity.

Adolescents struggle to identify themselves with a peer group and a career, simultaneously trying to sort out their own beliefs and values, struggling with ideological problems and questions such as: Is there a God? Is there life after death? Is democracy a good form of government? Is any kind of violence evil? Adolescents simultaneously want to believe and to challenge. While one can be an iconoclast, a religious zealot or a loyal member of cult, another can be an idealist seeking ways to save the world or a juvenile delinquent seeking identity through reaping a path of destruction.

A second dilemma you will examine revolves around the selection of a career. In middle childhood, young people tend to pursue their interest with little serious thought about what they are going to do with the rest of their life. In adolescence the world view of the young person is expanding and the adolescent begins to seriously wonder about career possibilities and opportunities. Adolescents try to distinguish between what is probable and what is possible, and between what is practical and what is ideal, between what is desirable and what they excel at, between what life style they would like to achieve and what opportunities they have to achieve it. Selecting a course and staying on it is a difficult imposing challenge that adolescents struggle with.

READING ASSIGNMENT

Santrock, J. (2002). *Life Span Development* (8th ed., Rev.). Boston : McGraw Hill. pp347-409.

Bardig, B. Things so finely human: Moral sensibilities at risk in adolescence. In Gulligan, Ward and Taylor (Eds.), Mapping the Moral Domain. (pp87-110). MA: Harvard University Press.

WEEK 4: SOCIETAL AND FAMILIAL ISSUES**LEARNING OBJECTIVES**

1. To describe problem behaviors characterizing adolescents.
2. To describe different ways in which government and non-profit agencies are responding to youth in trouble.

OVERVIEW

Recognizing how the firm belief in their own invulnerability places the adolescent in real jeopardy, this week's readings and homework assignment ask you to look at current trends and issues that impact on youth's well-being such as the impact on adolescence of having working parents, of divorce, or reconstituted families and of the media. Recognizing that "teen problems" are also society's problems, you will also look at the "underside" of adolescence: the drug culture, the suicides, teens getting pregnant, dropping out of school, the spread of AIDS, alcoholism, violent crimes.

READING ASSIGNMENT

Germain, C. B., & Bloom, M. (1999). *Human behavior and the social environment: An ecological view* (2nd ed., Rev.). New York, NY: Columbia University Press.

Second Telephone Session for DEVF 573

In preparation for the second telephone session for DEVF 573 with the instructor, you must:

1. complete the assigned readings for weeks 3 and 4 of DEVF 573;
2. begin Homework Assignment 573.2 and be prepared to discuss your approach and strategy for this assignment, and
3. be prepared to discuss your responses to the following questions. (Your responses should not be submitted to the instructor; they are the basis for discussion during the telephone session).

Prior to the phone call, interview one adolescent girl and one adolescent boy and compare them in terms of their moral development and orientations. First present them with a sample moral dilemma; then ask each to describe a moral dilemma that they have been faced with. Next, ask each to describe why they think of this situation as a dilemma and how they set about resolving it.

Prepare your open and/or closed-ended questions ahead of time and consider how you wish to present yourself and the assignment. After the interview, consider whether your questions were clear, whether you obtained the information you sought in an ethical, thorough fashion and whether you used appropriate vocabulary and terms. (Note: Prior to conducting the interview, review the appropriate sections in the Royse text which discuss techniques and issues related to the interview experience).

HOMEWORK ASSIGNMENT 573.2

Prepare a 10 minute oral presentation on the topic chosen for the 8 page paper and content outline. Be prepared to discuss and present information related to textbooks and other scholarly literature. Use the Nova Southeastern Electronic library to locate current information

and incorporate. You will be graded on length, thoroughness, knowledge, and responses to questions asked from the instructor and classmates.

Oral Presentation Evaluation Form
Nova Southeastern University
Fischler Graduate School of Education and Human Services
Programs in Child, Youth and Family Studies

STUDENT ACTIVITY EVALUATION FORM

Date: _____ **Faculty Name:** _____
Student: _____ **Cohort Number:** _____
Course: Early Childhood **Grade:** _____
Course Number: 573.2
Activity: Oral Presentation

| | Yes | No |
|---|------------|-----------|
| Appropriate Length | | |
| Topic supported by literature | | |
| Topic is current and relevant to adolescent behaviors | | |
| Factors or conclusions are supported (assigned readings, explicit reasonings, references, and examples) | | |

Comments:

References

- Galinsky, E. (1981). *The six stages of parenthood: Between generations*. New York: Time Life Books.
- Germain, C. B., & Bloom, M. (1999). *Human behavior and the social environment: An ecological view* (2nd ed., Rev.). New York, NY: Columbia University Press.
- Merriam, S., & Baumgartner, L. (1999). *Adult learning and development: Multicultural stories* (1st ed.). Malabar, FL: Krieger Publishing.
- Royse, D. (1999). *Research methods in Social Work* (3rd ed., Rev.). Chicago: Nelson-Hall.
- Santrock, J. (2002). *Life Span Development* (8th ed., Rev.). Boston : McGraw Hill.
- Segal, M., & Adcock, D. (199). *Your child at play: One to two years..* NY: Newmarket Press.
- Sheehy, G. (1995). *New passages: Mapping your life across time*.
NY: Random House.