



## Syllabus: PSYC BC 3466y, Spring 2020

Field Work and Research Seminar: Barnard Center for Toddler Development

Tue 12:50pm - 2:50pm, 214 Milbank Hall

Dr. Tovah P. Klein (854-5274, [tklein@barnard.edu](mailto:tklein@barnard.edu)); Office hours (Tue 3pm – 4pm, Milbank 412D)

WEEK	DATE	TOPIC	Note	Assign/Due
1	1/21	Revisiting Attachment	Meet w/co-leaders	
2	1/28	Research		
3	2/4	Cultural Issues in Toddler Development	Co-leaders	weekly comment* (2 for the term)
4	2/11	Research		
5	2/18	Work & Child Care	Co-leaders	weekly comment*
6	2/25	Poverty & the Brain	Speaker: Dr. Kim Noble	weekly comment*
7	3/3	Research		Coding & Reliability
8	3/10	Hands-on Play	In TC	<u>Draft Outline for research due</u>
9	3/17	~Spring Break~		
10	3/24	Neurodevelopment	Speaker: Prof. Nim Tottenham	<u>Final Research Outline with codes defined due by 3/25</u>
11	3/31	Early Trauma & Risk	Speaker?	weekly comment* <u>Coding Complete</u>
12	4/7	Children in Orphanages	Speaker: Dr. Jane Aronson	<u>Poster Draft due by 4/10</u>
13	4/14	Toddlers in a digital age/Final Research Week		<u>Final Poster due by 4/15</u>
14	4/21	Interventions: Looking Toward the Future	Speaker: Jill Roche, HPAC	<u>Term Papers due/Research Symposium 4:30</u>
15	4/28	Student Presentations/Wrap Up	Lunch in TC	<u>Final Reflection Essay due by Fri 5/1</u>

weekly comment\* (2 for the term- NOTE possible weeks)

Observations turned in with final developmental paper



During the first semester of this seminar, our focus was on the major developmental tasks of toddlerhood. The continuation of the seminar widens the scope of knowledge on this age. We will look at broader topics in toddler development and parenting, wrapping up with a look at the whole toddler. At the same time, students will be involved in qualitative research on how mothers navigate the work and family domains. We will be interviewing mothers about their parenting experiences and how they think about and manage work and family as their children grow up. By the end of this course, students will:

### Learning Outcomes

- 1) Demonstrate an understanding of the attachment relationship and its significance for toddler development as a foundation for ongoing development.
- 2) Demonstrate an understanding of the key emotional and social tasks of toddlerhood.
- 3) Develop and pilot codes to analyze and interpret qualitative data on how mothers view the work-family balance.
- 4) Recognize the complexity of parenting in the early years and discuss its importance for ongoing child development.
- 5) Demonstrate and apply observation skills developed through weekly observation and recordings of the behavior and interactions of toddlers.

**You need to apply yourself in both the classroom and the seminar to get the most out of this course.** Your grade will reflect the *quality and progress in your assignments, participation in seminar, and your effort and progress in the toddler classroom*. To do well in this course, you must do the readings, think about them, and ACTIVELY participate in seminar. My goal for each of you is to have you learn in-depth, in a combined academic and hands-on way, about early development.

### GRADING POLICY

There is one grade at the end of the year that covers both semesters (8 credits). The final grade reflects work in the toddler classroom and seminar, and growth over the year:

#### Grades are based on the following:

1. **Work in the classroom** – includes your effort, increased understanding of toddler development over the year, working as a team member, ability to reflect on your work with the toddlers, taking initiative, and understanding and application of developmental theory. [40% of final grade]
2. **Seminar** – participation and contribution to seminar and critical thinking about readings (1/3 of seminar grade). Read assignments thoroughly and contribute to the discussion each week. Written assignments, individual and group projects. Do not turn in papers late (1/2 grade off per day) (written work accounts for approximately 2/3 of seminar grade).  
Seminar Grades based on (1/3) participation and understanding of material + (2/3) written work (including observations, papers, weekly assignments, end of term essays). [60% of final grade]
3. **Final Grade= 40% (Toddler Center classroom) + 60% (Seminar)**  
I urge you to put grades aside and focus on learning about toddler development and enjoying the combined experience of theory and application.
4. **Assignment extensions** – If you will need an extension (not for research, those deadlines cannot change) request one AT LEAST 10 days in advance of due date in writing. Include how long an extension you are requesting.



## Seminar Readings

### Readings on Courseworks (C)

#### Week 1- 1/21                      Revisiting Attachment

- Lieberman, A.F. (1991). Attachment and exploration: The toddler's dilemma. Zero to Three, 11(3), 6-12. C

#### Week 2- 1/28                      Research Introduction: Work & Family

- Christensen, K. Schneider, B. & Bianchi, S. (2011). Family change & time allocation in American families. Annals of Am Academy of Political & Social Science, 638, 21-44. C

#### Week 3- 2/4                      Cultural Issues in Toddler Development                      **\*(Co-Leaders) \*Weekly comment**

- Carlson, V.J., Feng, X., & Harwood, R.L. (2004). The ideal baby: A look at the intersection of temperament and culture. Zero to Three, 24(4), 22-28. C
- Howard, L.H., Carrazza, C., Woodward, A. (2014). Neighborhood linguistic diversity predicts infants' social learning. Cognition, 133, 474-479. C
- Bornstein, M.H. (2015). Culture, parenting, and zero-to-threes. Zero to Three, 35(4), 2-9. C

#### Week 4- 2/11                      Research

- Klein, T.P., DeVoe, E.R., Miranda, C., & Linas, K. (2009). Young children's responses to September 11<sup>th</sup>: The NYC experience. Infant Mental Health Journal, 30, 1-22. C [example of a qualitative write-up]
- ten Brummelhuis, L. & Greenhaus, J. When juggling work & family, women offer more emotional support than men. Harvard Business Review, March 21, 2019 online. C

#### Week 5- 2/18                      Work and Child Care                      **\*(Co-Leaders) \*Weekly comment**

- Fisher, B., Hanson, A. & Raden, T. (2014). Start Early To Build A Healthy Future: The Research Linking Early Learning and Health. Chicago: Ounce of Prevention Fund. C
- Phillips D. A. & Lowenstein A. E. (2011). Early care, education, and child development. Annual Review of Psychology, 62: 483-496. C
- Plotka, R. & Busch-Rossnagerl, N.A. (2018). Role of length of maternity leave in supporting mother-child interactions and attachment security. International Journal of Child Care and Education Policy, 12. C

#### **Optional (but worthwhile):**

- Wolf, J.B. (2016). Framing mothers: Childcare research and the normalization of maternal care. Journal of Women in Culture & Society, 41, (3), 627-651. C



**Week 6- 2/25 Poverty and the Brain** (Speaker: Dr. Kimberly Noble, Teachers' College) **\*Weekly comment**

- Johnson, S. B., Riis, J. L., & Noble, K. G. (2016). State of the art review: poverty and the developing brain. Pediatrics, *137*(4), 1-16. C
- Noble, K. G., Engelhardt, L. E., Brito, N. H., Mack, L. J., Nail, E. J., Angal, J., & Elliott, A. J. (2015). Socioeconomic disparities in neurocognitive development in the first two years of life. Developmental psychobiology, *57*(5), 535-551. C

**Week 7- 3/3** **Research – Coding & Reliability**  
Code!

**Week 8- 3/10** **Hands-on Play** (In Toddler Center)

- Biber, B. (1951). Play as a Growth Process. Vassar Alumnae Magazine, *37*(2). C
- Veitch et al. (2006). Where do children usually play? A qualitative study of parents' perceptions of influences on children's active free play. Health & Place, *12*, 383-393. C [qualitative write-up]

**\*Draft Outline for research due**

**Week 9- 3/17** **~SPRING BREAK~**

Work on coding!

**Week 10- 3/24 Neurodevelopment** (Speaker: Prof. Nim Tottenham, Columbia)

- National Scientific Council on the Developing Child. (2013). Five Numbers to Remember About Early Childhood Development. C
- Kim, P. & Bianco, H. (2014). How motherhood & poverty change the brain. Zero to Three, *34*(4), 29-36. C
- Luby, J. & Rogers, C. (2013). Maternal support and brain development: Neuroscience validation for the importance of early caregiving relationships. Zero to Three, *34*(1), 12-15. C

**\*Final Research Outline with codes defined due by 3/25**

**Week 11- 3/31 Early Trauma & Risk** **\*Weekly comment**

- Fraiberg, S., Adelson, E.A. & Shapiro, V. (1975). Ghosts in the nursery: A psychoanalytic approach to the problems of impaired infant-mother relationships. J. Am Acad of Child Psychiatry, *14*, 387-421. C
- Adverse Childhood Experiences and Adult Outcomes (ACES). C
  - More information on ACES: [ACES Website- CDC](#)
- National Scientific Council on the Developing Child. (2012). The Science of Neglect: The Persistent Absence of Responsive Care Disrupts the Developing Brain: Working Paper 12. C
- von Klitzing, K., Döhnert, M., Kroll, M. & Grube, M. (2015). Mental disorders in early childhood. Deutsches Arzteblatt, *112*, 375-386. C

**Coding Complete!**



### Week 12- 4/7

### Children in Orphanages (Speaker: Dr. Jane Aaronson, World Wide Orphans,

[www.org](http://www.org))

- Nelson, C.A., Fox, N.A. & Zeanah, C.H. (2014). Romania's Abandoned Children. Cambridge: Harvard University Press. Chapters 6, 10 and 12. **C** [I have the book if you are interested in additional chapters]
- McLaughlin, K.A., Sheridan, M. A., Tibu, F., Fox, N. A., Zeanah, C. H., & Nelson III, C. A. (2015). Causal effects of the early caregiving environment on development of stress response systems in children. Proceedings of Natl Acad of Sci, vol. 12 (18), 5637-5642. **C**
- Porges, S.W. (2004). Neuroception: A subconscious system for detecting threats and safety. Zero to Three, 24(5), 19-24. **C**

**\*Poster Draft due by 4/10**

### Week 13- 4/14

### Toddlers in the digital age/Final Research week

To be assigned

**\*Final Poster due by 4/15**

### Week 14- 4/21

### Prevention & Interventions: Looking Toward the Future (Speaker: Jill Roche, HPAC)

- Bernard, K., Dozier, M., Bick, J., Morrarty, E.L., Lindheim, O. & Carlson, E. (2012). Enhancing Attachment Organization Among Maltreated Children: Results of a Randomized Clinical Trial. Child Development, 83(2), 623-636. **C**
- Berlin, L.J., Appleyard, K., & Dodge, K. A. (2011). Intergenerational Continuity in Child Maltreatment: Mediating Mechanisms and Implications for Prevention. Child Development, 82(1), 162-176. **C**
- Wright, T. (2014) Research in Review. Too Scared to Learn. Teaching Young Children Who Have Experienced Trauma. Young Children, 69(5), 88-93. **C**

**Optional:** Moore, M.B. & Osofsky, J.D. (2014). Benefits of Child-Parent Psychotherapy for Recovery From Traumatic Loss: An Example of One Family's Strengths. Zero to Three, 34(6), 9-13. **C**

**\*Term Papers due**

### Week 15- 4/28

### Summing it up \*Research Symposium at 4:30

- Fraiberg, S.H. (1959). Chapter 4: "Magic and Science" and "I" (pp. 126-145) In: The Magic Years. New York: Charles Scribner's Sons. **C**

**\*Final Reflection Essay due by Fri 5/1**



## Course Requirements – Spring Term

1. Class attendance, completion of readings prior to class time, and active participation in the seminar is required. If you are ill or have an emergency and cannot attend seminar, contact Professor Klein before class. **Absences & lateness are considered in your grade.**
2. Continued work one morning a week at the Toddler Center as an assistant teacher.
3. Research: Research project will involve developing and piloting codes for a qualitative study of mothers and careers/work. Students work in teams, including out of class time, to learn coding techniques for data analysis, develop their own codes, and establish reliability. Each student will conduct one research interview. A research poster is due at the end of the term as a write up of the students' project (1 poster per team). Barnard Psychology Research Symposium (optional) is April 21st; groups will have the opportunity to present their posters.
4. Observation assignment & Paper: Continue to write weekly observations, at least 1 page in length with details conveying the nuance of the child. You are responsible for weekly observations, as well as one in-home observation and meeting with the child's parent. Developmental paper (that will incorporate observations) is due in April. 10-12 pages.
5. Toddler classroom activity: Based on developmental theory, develop toddler activity with partner (supervised by Alison Davis, meet at least 2 weeks before); short paper.
6. Weekly comment- two to be handed in for class for this term. You are expected to read in depth all weeks, and actively participate in discussions.
7. Co-Lead: Co-lead one of the discussions- responsible for introducing topic and facilitating discussion. Two teams remain.

### **Staff & Contact Information:**

- Tovah Klein, Ph.D., **Director/Course Professor**
  - 212-854-5274 , tklein@barnard.edu
- Alison Davis, **Associate Director**
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- Amaesha Durazi, **Research Coordinator**
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### Center for Accessibility Resources and Disability Services Statement

If you believe you may encounter barriers to the academic environment due to a documented disability or emerging health challenges, please feel free to contact me and/or the Center for Accessibility Resources & Disability Services (CARDS). Any student with approved academic accommodations is encouraged to contact me during office hours (preferred) or via email.

From Fall Syllabus:

### GRADING

#### **POINTS POSSIBLE:**

##### First Term:

- Non Graded Items:  
Credit for completing/turning in on time, includes:
  - First observation journal **30**
  - End of term reflection essay
  - Attendance/punctuality
  
- Observation Journal - **45**
  
- Reading Responses - (3) **45 (15 each)**
  
- End of Term Sharing Essay - **45**
  
- Participation - **90**  
Active contributor, critical thinking & understanding

**(Note that actively participating in constructive ways is a large part of your grade both terms)**

##### Second Term (subject to change):

- Research Project - **85**  
Includes quality of work, teamwork, poster
  
- Developmental Paper – **75**
  
- Observations (with paper) - **20**
  
- Reading Responses - (2) **30 (15 each)**
  
- Toddler Activity - **25**
  
- Participation (includes co-leading) - **110**

**TOTAL POSSIBLE for Seminar: 600 (2/3 of final grade)**

**Toddler Classroom: 300 (1/3 of final grade)**