

PSYCHOLOGY 116: CHILDREN AT RISK

SPRING 2010

***Note:** This syllabus is **only** a guide. Dates/readings may change as the course progresses.

Meeting Time: Wednesday, 2:45-5:30

Room: Broad Hall 210

Professor: Mita Banerjee

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Office Hours: Tuesday 1:30-2:30, Wednesday 1:30-2:30, and by appointment

Text and Readings: We will be using a series of articles and chapters as the readings for the course. Readings will be posted online on the Sakai page for the class.

Course Description:

This course will examine issues of developmental risk and resiliency in urban settings, both locally and in a more global context. Students will be studying numerous relevant literatures and the state of extant research on the central topics of the class (e.g. effects of poverty, homelessness, mental health risk factors, protective/resiliency factors in development, racial/ethnic identity, AIDS/HIV, growing up in war-torn regions, child abuse, exposure to domestic violence, educational interventions etc.). The course will involve an examination of the theoretical underpinnings of the risk and resiliency literatures, and the various models used to examine risk and protective factors in development. Particular attention will be paid to the role of multiple risk factors, and the ways in which risk factors combine and interact, to affect children in educational contexts. Throughout the course, a main focus will be on how developmental risk factors affect children and families, and impact children's educational aspirations and achievement, sense of self, and mental health status. Students will also be learning about protective factors in development, and ways in which they can be enhanced and supported through comprehensive interventions that affect the child, family, and community. A final issue will be the question of evaluation research: how does one appropriately and effectively evaluate an intervention project, and what are the measurement issues involved in gauging the short-term and long-term consequences of an intervention?

A critical piece of the course will be a 40-hour internship with a social service agency focused on work with at-risk children and families. Students will be placed in various settings, which may include work with Prototypes (a residential care facility for mothers dealing with drug addiction issues and their children), Head Start (an infant-focused intervention project), and other related agencies. Each placement will vary, but you will be working with the children at the site, learning firsthand about intervention work, and working with the agency to develop needs assessments, research projects, or new grant initiatives, as their situation requires.

Course Requirements:

Short individual paper (15%): In this paper you will pick an intervention project targeting children at risk, from the developmental literature, and will present and evaluate the intervention in terms of its goals, scope, methodologies, short-term and long-term consequences. The papers should use 4-6 different sources, and should range from 6-8 pages in length. **Due February 24.**

Individual Presentations (10%): You will present to the class on either **February 24 or March 3**, about the intervention project you have studied in depth. Liveliness, original analysis, creativity, and multimedia projects, will be highly valued.

Take Home Exam (15%): A take home exam will be given to you on **March 10**, and is due back in on **March 24**. The take home will consist of 3 out of 5 essay questions that you will need to answer.

Group presentations (10%): In small groups, you will be designing your own intervention. Your intervention plan will include a literature review, implementation plan & timeline, as well as a budget. As a group, you will be presenting to the rest of the class about your proposed intervention project. **You will present to the class on May 5.**

Individual Research Papers (20%): You will be writing an 8-12 page paper regarding the intervention that your group designed. While you may want to share readings and concepts with your partner, this paper is to provide your own integration of the proposed intervention with relevant research papers, as well as to give your own analysis of the strengths and weaknesses of the intervention. **Papers due by noon on May 7.**

Discussion leading: (10%)-Students will be required to lead discussion, in pairs, for half of each class.

Journal Entries (10%)-Before each class you will be making journal contributions to the on-line conference set up for this class. Your “journal” entries should be a couple of paragraphs of your reflections to that day’s readings. We will be reading some pretty emotionally draining and challenging material, and these reflections are a way of processing that with your classmates, and thinking through connections between the readings and your experiences in practical settings with children. Journal entries must be posted by midnight on Tuesday, to give discussion leaders on Wednesday a chance to look them over prior to class.

Class participation: (10%)-Students will be expected to attend all class sessions, and to actively participate in class discussion.

SCHEDULE OF READINGS

DATE TOPIC AND ASSIGNED READINGS

Jan. 20 Introduction

Jan. 27 Poverty

1. Hart, B., & Risley, T.R. (1995). Meaningful Differences in the Everyday Experience of Young American Children. Brookes; Baltimore. Chapters 1, 2, & 4.

2. Smith, J.R., Brooks-Gunn, J., Konen, D., & McCarton (2001). Transitions on and off AFDC: Implications for parenting and children's cognitive development. Child Development, 72, 1512-1533.

3. Ryan, C.S., McCall, R.B., Robinson, D.R., Groark, C.J., Mulvey, L., & Plemons, B.W. Benefits of the comprehensive child development program as a function of AFDC receipt and SES. Child Development, 73, 315-328.

February 3 Risk and resiliency.

1. Werner, E. & Smith, R.S. (1989) Vulnerable but invincible. Adams: New York. CHAPTERS [3](#), [4](#), [5](#), & [6](#).

2. [Brody, G., Dorsey, S., Forehand, R., & Armistead, L.](#) (2002). Unique and protective contributions of parenting and classroom processes to the adjustment of African American children living in single-parent families. Child Development, 73(1), 274-286.

Feb. 10 Child Abuse

1. [Hennessy, K.D., Rabideau, G.J., Cicchetti, D., & Cummings, E.M.](#) (1994). Responses of Physically abused and nonabused children to different forms of interadult anger. Child Development, 65, 815-828.

2. [Bolger, K.E., & Patterson, C.J.](#) (2001). Developmental pathways from child maltreatment to peer rejection. Child Development, 72(2), 549-568.

3. [Maughan, A., & Cicchetti, D.](#) (2002). Impact of child maltreatment and interadult violence on children's emotion regulation abilities and socioemotional adjustment. Child Development, 73(5), 1525-1542.

4. [Pollak, S.D., Cicchetti, D., Hornung, K., & Reed, A.](#), (2000). Recognizing emotion in faces: Developmental effects of child abuse and neglect. Developmental Psychology, 36(5), 679-688.

Feb. 17 Domestic Violence

1. [Osofsky, J.D.](#) (1995). The effects of exposure to violence on young children. American Psychologist, 50(9), 782-788.
2. [Kashani, J.D., Daniel, A.E., Dandoy, A.C., & Holcomb, W.R.](#) (1992). Family Violence: Impact on children. Journal of the American Academy of Child and Adolescent Psychiatry, 31(2), 181-189.
3. [McCloskey, L.A., Figuerodo, A.J., & Koss, M.P.](#) (1995). The effects of systematic family violence on children's mental health. Child Development, 66, 1239-1261.
4. [Douman, D., Margolin, G., & John, R.S.](#) (1994). The intergenerational transmission of aggression across three generations. Journal of Family Violence, 9(2), 157-175.

Feb. 24 INDIVIDUAL PROJECT PRESENTATIONS

March 3 INDIVIDUAL PROJECT PRESENTATIONS

March 10 Homelessness

1. [Rafferty, Y., & Shin, M.](#) (1991). The impact of homelessness on children. American Psychologist, 46(11), 1170-1179.
2. [Buckner, J.C., Bassuk, E., Weinreb, L., & Brooks, M.](#) (1999). Homelessness and its relation to the mental health and behavior of low-income school-age children. Developmental Psychology, 35(1), 246-257.
3. [Douglas, A.](#) (19??). Rethinking the effects of homelessness on children: Resiliency and competency. Child Welfare, 75(6), 741-751.

SPRING BREAK, NO CLASS ON MARCH 17

March 24 Parental Mental Health Issues.

1. [Hien, D.A., & Miele, G.A.](#) (2003). Emotion-focused coping as a mediator of maternal cocaine abuse and antisocial behavior. Psychology of Addictive Behaviors, 17(1), 49-55.
2. [Das Eiden, R., Peterson, M., & Coleman, T.](#) (1999). Maternal cocaine use and the caregiving environment during early childhood. Psychology of addictive behaviors, 13(4), 293-302.
3. [Hay, D.F., Pawlby, S., Angold, A., Harold, G.T., & Sharp, D.](#) (2003). Pathways to violence in the children of mothers who were depressed postpartum. Developmental Psychology, 39(6), 1083-1094.
4. [Nelson, D., Hammen, C., Brennan, P.A., & Ullman, J.B.](#) (2003). The impact of maternal depression on adolescent adjustment; the role of expressed emotion. Journal of Consulting and Clinical Psychology, 71(5), 935-944.

March 31 Film/Guest Speaker

April 7 Child Mental Health Issues

1. [Schaeffer, C.M., Petras, H., Ialongo, N., Poduska, J., & Kellam, S.](#) (2003). Modeling growth in boys' aggressive behavior across elementary school: Links to later criminal involvement, conduct disorder, and antisocial personality disorder. Developmental Psychology, 39(6), 1020-1035.
2. [McClure, E.B., Kubiszyn, Y., & Kaslow, N.J.](#) (2002). Advances in the diagnosis and treatment of childhood mood disorders. Professional Psychology: Research and Practice, 33(2), 125-134.
3. [Roberts, M.C., Jacobs, A.K., Puddy, R.W., Nyre, J.E., & Vernberg, E.M.](#) (2003). Treating children with serious emotional disturbances in schools and community: The intensive mental health program. Professional Psychology: Research and Practice, 34(5), 519-526.
4. [Zahn, T.P., Jacobsen, L.K., Gordon, C.T., McKenna, K., Frazier, J.A., & Rapoport, J.L.](#) (1998). Attention deficits in childhood-onset schizophrenia: Reaction time studies. Journal of Abnormal Psychology, 107(1), 97-108.

April 14 HIV/AIDS

1. [Voisin, D.R.](#) (2002). Family ecology and HIV sexual risk behaviors among African American and Puerto Rican adolescent males. American Journal of Orthopsychiatry, 72(2), 294-302.
2. [Paikoff, R.L., Parfenoff, S.H., Williams, S.A., McCormick, A., Greenwood, G.L., & Holmbeck, G.N.](#) (1997). Parenting, parent-child relationships, and sexual possibility situations among urban African American preadolescents: Preliminary findings and implications for HIV prevention. Journal of Family Psychology, 11(1), 11-22.

April 21 War and Other Political Catastrophes

1. Garbarino, J., Kostelny, K., & Dubrown, N. (1991). No Place to Be A Child: Growing Up In A War Zone (Ch. 2). Lexington Books: Lexington, MA.
2. Zvidic, S., & Butollo, W. (2000). War-related loss of one's father and persistent depressive reactions in early adolescents. European Psychologist, 5(3), 204-214).
3. Slodnjak, V., Kos, A., & Yule, W. (2002). Depression and parasuicide in refugee and Slovenian adolescents. Crisis, 23(3), 127-132.
4. Wessels, M.G., (1997). Armed conflict and children's rights. American Psychologist, 52(12), 1385-1386.

April 28 Vulnerable Children in Southern Africa

1. Foster, G. (2004). Safety nets for children affected by HIV/AIDS in Southern Africa. In A Generation at Risk?, R. Pharoah (Ed.), Institute for Security Studies: Pretoria, South Africa.
2. Guest, E. (2003). Children of AIDS: Africa's Orphan Crisis. Chapters 2 and 3. Pluto Press: London.
3. Baylies, C. (2000). Perspectives on gender and AIDS in Africa. In AIDS, Sexuality and Gender in Africa., C. Baylies and J. Bujra (Eds.). Routledge: London.
4. van Niekirk, A.A. (2005). Moral and social complexities of AIDS in Africa. In Ethics and AIDS in Africa., A.A. van Niekirk and L. M. Kopelman (Eds.). David Philip: Claremont, South Africa.

May 5 FINAL PRESENTATIONS