

# CHILD DEVELOPMENT AND PUBLIC HEALTH—CHSC 646, SPRING 2003

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Dr. Boris received his M.D. from Tufts University in Boston, MA and completed a combined residency in Pediatrics, Adult Psychiatry and Child Psychiatry at Brown University in Providence, RI. Following the completion of his formal medical training in 1993, he received a four-year Physician/Scientist Research Career Development award sponsored jointly by the National Institute of Mental Health and the American Academy of Child and Adolescent Psychiatry. A significant focus of Dr. Boris' research has been on the social and emotional development of high-risk children under five years of age. He has written extensively on Attachment Disorders in infants and young children. He currently works with a multidisciplinary research team at Tulane involved in several projects. These include a preventive intervention project serving impoverished first time mothers and their infants and a clinical service for young children placed in foster care after maltreatment.

Dr. Boris has held several different clinical positions since completing residency. He is currently co-director of the Child Psychiatry consultation service covering the pediatric wards and intensive care units at Tulane Medical Center and University Hospital. As an academic physician, Dr. Boris has consistently been involved in teaching medical students and physicians. He was presented with the 1997-8 Outstanding Teacher Award in Child and Adolescent Psychiatry at the Brown University School of Medicine.

Since coming to the Tulane School of Public Health and Tropical Medicine, Dr. Boris has been recognized as mean teacher who never lets up on his students. Dr. Boris' favorite color is blue; his favorite trip was to Thailand. He drinks ale (responsibly) and one day wants to have completed bicycle tours on all but two continents.

## **COURSE OVERVIEW**

There are two primary objectives of this course:

- 1) to prepare you to be a public health professional who is well-versed in child development;
- 2) to allow you to BEGIN to apply your knowledge of child development to address major health problems facing children in this country.

Consistent with these two goals, the course will include both lectures on development and the opportunity for students to review and present material on health care issues impacting children and adolescents using a developmental framework. It will be expected that students use critical-thinking skills in applying what they learn about development to studies from the literature. (For those interested in continuing to pursue knowledge and application in this area, this course is designed to be a primer for CHSC 743-- Preventive Intervention in Childhood and Adolescence. Unfortunately, CHSC 646 includes a lot of content knowledge and less application is involved in this course.)

The course begins with a cutting edge review of child development. Without a foundation in child development, it is impossible to design effective programs to serve children and their families. The design of the lecture sections of the course is important for you to understand. You will be asked to prepare for class by reading from your textbook or other readings in accordance with the syllabus. **Classroom lectures and presentations will generally assume that you have read your written assignment.** Lectures are meant to go beyond the text or paper assigned, though there will be ample opportunity to ask about specific issues from the text that are of interest or concern. Students had complained that active thinking was not encouraged before this course was changed in 1999, so various exercises including 3-minute writing assignments on text material or brief student verbal summaries of points covered in the text will occur at the start of many classes. (These brief exercises will form part of the class participation portion of your grade—see below).

The course will also include a problem-based introduction to current issues in public health that differentially impact children. The focus of this part of the course is on how public health professionals study health issues impacting children and families. During this section of the course, students will prepare an analysis of important papers in the literature for class discussion.

**TEXT (available in the bookstore or on-line):**

Santrock, John W. Child Development: 9<sup>th</sup> Edition, Mcgraw-Hill: St. Louis, MO, 2001.

**EVALUATION/GRADING:**

The following breakdown will be used to determine the course grade:

Test 1:	30%
Test 2:	30%
Paper Analyses:	30%

Class attendance and participation: 10%\*

\*Includes 3-minute in-class writing exercises and verbal summaries of reading or topics at the start of class as well as active participation in class discussion and attendance at required lectures and presentations.

The two tests in the course will cover the material outlined in your syllabus. The tests may include multiple-choice questions, matching questions, definitions of key terms or principles and brief written answers to more open-ended questions. Questions will come from material covered in class lecture as well as material from the text and readings.

Although the presentation will be given as a group, each member of the group will receive one grade for his or her performance. Each individual's grade can be positively influenced by a strong group presentation with good coordination of content and smooth transitions from one speaker to the next; however, an individual's grade will not be affected by a poor performance of one of the group members.

Please note:

- 1) **There will be no extra credit assignments.**
- 2) **There are no unexcused make-up exams or presentations.** If for some acceptable reason, **presented directly to me in advance**, you are unable to take an exam or participate in literature analyses on the scheduled day, you will have the opportunity to do this work at another time.
- 3) **Grade disputes must be submitted in writing**, with an explanation detailing exactly what portion of the grade (e.g. which test question, literature analysis, etc.) you are contesting and why. You will receive direct feedback from me once this is turned in. No dispute will be considered before it is written up.

### **SPECIAL NEEDS:**

Any student having special needs should inform me by the second week of class. If you have any questions about this information, please email me at [nboris@tulane.edu](mailto:nboris@tulane.edu). If you cannot reach me by email, call me at 584- 3673.

### **OFFICE HOURS:**

My office is on the 23<sup>rd</sup> floor of the Tidewater Building. I will *generally* be available Tuesday 10-12 A.M., and Wednesday 10-12 A.M. and by appointment. Check in with Lynette at the front desk or call 588-5391 to confirm that I'm there. Because I direct a clinical service, I may be attending to patient needs and be unavailable **even at these times!** **For this reason, it is highly recommended that the student make an appointment via email or by calling my office, particularly for urgent matters!** Email is generally the most efficient way to schedule a meeting, ask a question, lodge a complaint, or pass along a good joke.

## **SYLLABUS—PART ONE**

### Session 1

Wed. 1/08

### **INTRODUCTION AND EXPECTATIONS**

Course overview and syllabus, assignments, textbook, participant introductions.

Why should public health students care about development of children?

### **MODELS OF CHILD DEVELOPMENT**

What forces cause development to happen?

**Reading Assignment: Santrock, pp. 6-18; pp. 43-49 Ethology and Ecology; pp. 58-62.**

#### Session 2

Fri. 1/10

### **MODELS OF CHILD DEVELOPMENT-II**

Constructing the Transactional Model from its pieces.

**Reading Assignment: Santrock, “Genetic Principles and Methods,” pp. 83-92; Sameroff, AJ (1998) Environmental risk factors and infancy, Pediatrics, 102, 1287-1292 (reading packet).**

#### Session 3

Wed. 1/15

### **PRENATAL DEVELOPMENT AND BIRTH**

Biological beginnings and key issues in the earliest phase of development.

**Reading Assignment: Santrock, pp. 69-76; 84-92; 98-112; “The Postpartum Period,” 120-124; “The Brain,” 130-137. In class, viewing of sections of “The Baby’s Brain.”**

#### Session 4

Fri. 1/17

### **PRENATAL DEVELOPMENT AND BIRTH-II**

**Application: Consequences of Prenatal Drug/Tobacco Exposure**

**Reading Assignment: Wakshlag LS et al. (2002) Maternal smoking during pregnancy and severe antisocial behavior in offspring: A review, American Journal of Public Health, 92, 966-974.**

#### Session 5

Wed. 1/22

### **INFANT DEVELOPMENT-I**

**Reading Assignment: Santrock, pp. 142-158, 208-9, “Habituation”, p. 241-2, “Imitation,” p. 263-4. Zeanah CH, Boris NW, and Scheeringa MS (1996) “Infant Development: The First Three Years of Life” in A. Tasman, J. Kay and J. Lieberman (eds.) Psychiatry, W.B. Saunders (reading packet).**

Session 6  
Fri 1/24

**INFANT DEVELOPMENT-II**

Session 7  
Wed. 1/29

**INFANT DEVELOPMENT-III**

Attachment, Temperament and Emotional Development

**Reading Assignment: Karen, R “Becoming Attached,” The Atlantic Monthly, February 1990 (reading packet) & Santrock, “Temperament,” pp. 355-8.**

Session 8  
Fri. 1/31

**THE DEVELOPING CHILD, AGES 2-6**

**From physical development to the emerging mind.**

**Reading Assignment: Santrock, pp. 163-168; Piaget’s Cognitive Theory, pp. 204-205; Preoperational Thought pp. 211-216; Language Development pp. 309-310, 313-319, 322-326; The Self pp. 372-374**

Session 9  
Wed. 2/5

**DEEPER INTO THE MIND**

**How children process information.**

**Reading Assignment: Santrock, 240-8; 254-262; “Metacognition,” pp. 268-270 Play’s Function pp. 495-499.**

Session 10  
Fri. 2/7

**REVIEW AND CONSOLIDATION FOR EXAM I**

Session 11  
Wed. 2/12

**EXAM 1: MULTIPLE CHOICE, SHORT ANSWER**

Session 1  
Fri. 2/21

Application: Child Maltreatment Overview

**Reading Assignment: Cicchetti D. & Toth SL (1995) A developmental psychopathology perspective on child abuse and neglect, JAACAP, 34, 541-565. (reading packet).**

Session 2  
Wed. 2/26

**THE DEVELOPING CHILD IN CONTEXT**  
**Family and peers as context, which matters more?**

**Reading Assignment: Santrock, pp. 456-467; Peers pp. 488-494.**

Session 3  
Fri. 2/28

**THE SCHOOL YEARS (AGES 6-12)**  
Growth and change across multiple domains...

**Reading Assignment: Santrock, Physical Development pp. 168-179; Concrete Operational Thought pp. 216-218; Language Development pp. 326-332; The Self pp. 374-375.**



***SPRING BREAK 3/2-3/9***

Session 4  
Wed. 3/12

**THE SCHOOL YEARS—PART 2**

**Reading Assignment: Santrock, pp. 179-183; “Play” pp. 495-500; Kohlberg’s Theory etc. pp. 421-432.**

Session 5  
Fri. 3/14

**LITERATURE ANALYSIS: CONSEQUENCES OF CHILD MALTREATMENT**

**Reading Assignment: Teicher, M. (March, 2002) Scars that won’t heal: The neurobiology of child abuse. Scientific American, pp. 68-75.**

Session 6  
Wed. 3/19                      **NEXT STOP, PUBERTY**  
Physical growth, moral development and play.  
In class: Viewing of the film: *Stand by Me*

Session 7  
Fri. 3/21                      **ADOLESCENCE I**  
**Teens: development and problems**

**Reading Assignment: Santrock, Physical development and issues pp. 183-196; Formal operational thought pp. 218-225; Peers pp. 504-512**

Session 10  
Wed. 3/26                      **ADOLESCENCE IN CONTEXT**

**Reading Assignment: Offer, D., Schonert-Reichl K.A. Debunking the myths of adolescence: Findings from recent research. J. Am. Acad. Child Adolesc. Psychiatry, 31, 1003-14, 1992.**

Session 11  
Fri. 3/28                      **Review and Consolidation for EXAM II**

Session 12  
Wed. 4/2                      **EXAM II—Early Childhood thru Adolescence**

Session 13  
Fri. 4/4                      **CHILD HEALTH—PROBLEMS AND PERSPECTIVES**

**Reading Assignment: Klerman, L.V., and Perloff, J. D. Recent Trends in the Health of U.S. Children, pp. 15-37 (Reading packet I).**

Session 14  
Wed. 4/9                      **Literature Analysis: Child Maltreatment and HIV Risk**

**Reading Assignment: Cunningham RM, Rubin Stiffman A, Dore P and Earls F (1994) The association of physical and sexual abuse with HIV risk behaviors in adolescence and young adulthood: Implications for public health, Child Abuse and Neglect, 18, 233-245.**

Session 15  
Fri. 4/11                      **Literature Analysis: Continued**

Reading Assignment:

Session 16  
Wed. 4/16

**Child Maltreatment: A Local Program Perspective**

Targeted Preventive Intervention for Children Under 48 Months in  
Foster Care

**NO CLASS APRIL 18—EASTER BREAK**

Session 17  
Wed. 4/23

**The International Perspective**

Brian Stafford, M.D.—Guest Lecturer

Session 18  
Fri. 4/25

**SPECIAL JAZZFEST WRAP-UP**