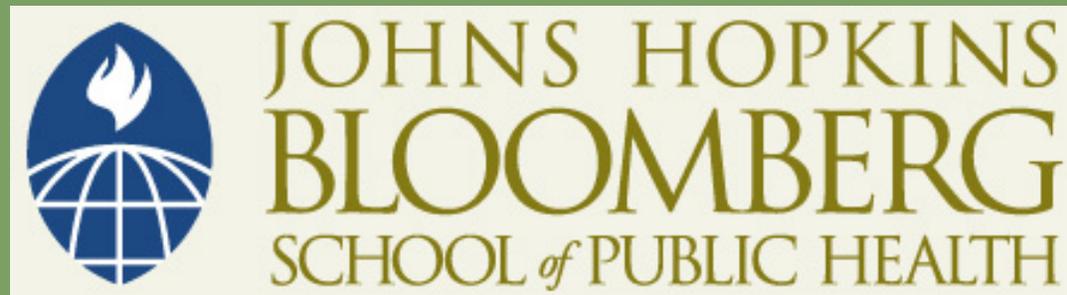


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JOHNS HOPKINS
BLOOMBERG
SCHOOL *of* PUBLIC HEALTH

Course Description

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Johns Hopkins University

Introduction



Course Objectives

1. To understand the critical processes of normal and abnormal development during the first decade of life
2. To understand the major determinants of healthy development during the first decade of life
3. To apply developmental theory to an understanding of children's interventions and supports
4. To acquire skills needed to effectively communicate about child health and development to policy makers and the public

Course Structure

- Lecture 1: Introduction to the Course and to Child Development
 - Course objectives, expectations, structure, and course requirements, and review of the syllabus
- Lecture 2: Language and Conceptual Framework for Early Child Development (R. Blum)
- Lecture 3: Physical Growth during the First Decade of Life (D. Paige, MD, MPH)
- Lecture 4: The Epidemiology of Child Health: Domestic and Global Perspectives (R. Blum)

Course Structure

- LiveTalk and On-Campus Discussion 1 (Wednesday, November 2)
 - Early Child Development
- Lecture 5: Brain Growth and Development in the First Decade (R. Blum)
- Lecture 6: Temperament, Early Experience, and Emerging Self-Regulation (K. Voegtline)
- Lecture 7: Early Executive Functions: Self-Regulation, Effort Control, Impulse Control and Attention (M. Blum)

Course Structure

- Lecture 8: Cognitive, Moral, and Social Development in Childhood Part I (M. Blum)
- Lecture 9: Cognitive, Moral, and Social Development in Childhood Part II (M. Blum)
- LiveTalk and On-Campus Discussion 2 (Monday, November 21)
 - Interventions that address self-regulation, violence

Course Structure

- Lecture 10: Effective Early Child Development Interventions (R. Blum)
- Lecture 11: Research Briefs: Converting Research to Action (R. Blum)
- Lecture 12: Toxic Environments and their Impacts on Child Development (R. Blum)
- Lecture 13: Attachment Theory and Attachment Problems (A. Duggan PhD)

Course Structure

- Lecture 14: Maternal Depression and its Implications for Infants and Children (A. Riley)
- LiveTalk and On-Campus Discussion 3 (Monday, December 12)
 - Social and emotional learning, PBIS, school climate interventions
- Student Presentations—Distance Education and On-Campus (Wednesday, December 14)
 - Presentation of Research Briefs

Course Assignments

- Readings and generation of questions: 18%
 - Complete all readings
 - Draft three synthesizing/cross-cutting questions based on the readings/lectures that you would use to lead a discussion session if called upon to do so
 - Each question is worth 2% of your grade for a total of 6% each of three times
 - **Submit questions into drop box on time, 5 p.m. ...**

Tuesday, November 1

Sunday, November 20

Sunday, December 11

The Questions

- Three questions are to be submitted by 5 p.m. the evening before the discussion session
- Quality questions will be based on the readings for the discussion and will link the readings with previous readings and lectures

Course Assignments

- Class participation: 6%
 - Facilitate discussion session if called upon to do so (we will use random assignment)
 - Actively engage in LiveTalk or On-Campus Discussions
 - There are three sessions each worth 2% of your grade; there is no credit given if you do not attend

The Discussion

- All questions will be posted by approximately 8 p.m. the evening before the discussion session is held
- It is the responsibility of all students to look at all of the questions in your session and give thought as to how you would run the session if you are called on to be the facilitator
- It is the responsibility of all students to come prepared to discuss the articles, raise the questions that you have submitted (as appropriate for the discussion), and to make connections with the readings and lectures throughout the discussion
 - This is what we mean by “active engagement”

Discussion

- The facilitator's role is to:
 - Structure the conversation
 - Manage the time to assure that all the articles assigned are discussed
 - Assure that there is full participation and that no single individual dominates the conversation
 - Review the questions from the group in advance of the discussion and to think about how best to organize the ideas your colleagues raise in their questions

Course Assignments

- Letter to the Editor: 26%
 - “Letters to the Editor” are often written to newspaper editors either in response to something they have published or in response to a major health issue of the day
 - Your assignment is to take a child health issue or article published in a major newspaper or magazine and write a (200 word max) letter to the editor

- Due date: November 17, 11:59 p.m. EST

Letter to the Editor Assignment (26%)

- Every day there are articles in the news about early child development. Often the press reports are based on peer reviewed journal articles; and often they are written in such a way as to grab the reader's attention but misrepresent the true findings. This assignment asks you to:
 1. Identify a popular press report in the print media
 2. Go to the original peer reviewed journal and
 3. Write a letter to the editor critiquing the article
- The letter to the editor should be no more than 200 words

Guidelines for a Letter to the Editor

- Keep it short (200 words)
- Focus on a single issue to which you are responding
- Refer to the article or issue you are addressing in the first paragraph (e.g., In the Post article of November 2, I was surprised to see ...”
- When submitting a “letter” consider who you want to influence
- Provide data that may have been missing or inaccurate in the original media article
- Write in the first person (singular)
- Write in the active not passive tense

Guidelines for a Letter to the Editor

- Don't be preachy or use ad homonym arguments
- Cite the original article (and perhaps other research) to make your point
- Have a logical flow to your letter (e.g., What is it to which you are responding? What is your opinion? On what is it based? Tell a story.)
- Write in short sentences and paragraphs
- Make your ending catchy (e.g., perhaps link it back to the opening paragraph with a catchy phrase)
- Proof your letter

Critique of News Article (10 points)

Criteria	Total points	Points received	Comments
Topic is timely and relevant to the course; original article is cited (with date and source); link to url is provided; PDF for original scientific article is provided	2		
Critique of accuracy of article: Does the article have all the facts? Are facts missing? Are facts incorrectly reported?	4		
Critique of bias: facts in article selectively chosen to sell a perspective	4		

Student Letter (16 points)

Criteria	Total points	Points received	Comments
The style is lively and captivating; organization and flow is logical and coherent	5		
Response addresses critique	5		
“So- what” message: the message the public should take from this article is clearly and persuasively stated; this message is placed within a public health context	5		
Correct grammar/ punctuation	1		

Course Assignments

- Research Brief: 40%
 - Write a policy brief on a child health or development issue (e.g., executive functioning, toxic environment, maternal depression, etc.)
 - ▶ Research the topic, reading and citing a minimum of 15 peer reviewed articles on the topic
 - ▶ Write a research brief (guidelines provided) that should be **between 1,500 and 2,000** words aimed at policy makers that contain the following:
 - Scope of the problem
 - Who does this problem effect?
 - What is the state of the science?
 - Public health significance
 - Unanswered questions
 - References

Course Assignments

- Presentation of Research Brief: 10%
 - A five-minute (maximum) oral presentation on the key points of your research brief
 - ▶ You may choose to use audiovisual aids but are not required to do so