

Global Child Health and Development
Psychology 399 (CRN 35056) ~ Spring 2019 (MW 12:00-1:20pm) ~ Jaqua 101

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IMPORTANT: This class will be “**taught in Canvas**”. This means that all important communication, course materials, readings, study guides, project guides, etc. will be found in our course Canvas site, and not the assigned Blackboard site.

To learn how to use Canvas, please visit the following Canvas tutorial:

<https://canvas.uoregon.edu/courses/26168>

IMPORTANT: This class will use i>Clickers for attendance and for low-stakes Q&A in class. Please bring your i>Clicker to class every day.

Course Description

This course will explore the subject of children’s health and development in populations around the world, with special emphasis on the role that development during early childhood plays in shaping long-term health, illness, and well-being. We will examine a collection of global health problems deeply rooted in rapidly changing social structures and that transcend national and other administrative boundaries. Although situated within the Department of Psychology, this course is necessarily interdisciplinary. The class can be considered ideal for University of Oregon students wishing to explore a variety of subject areas with an eye toward their own possible professional trajectories – public health, anthropology, economics, epidemiology, medicine, and psychology – and to better consider the interrelated complexities of psychosocial, political, economic, and environmental factors that govern health in our world. The course will be divided into three major themes:

1. **The Science of Early Childhood:** We will consider how various scientific disciplines – psychology, developmental biology, genetics, neuroscience, anthropology, and medicine – have sharpened our understanding of what constitutes adaptive and maladaptive human development at our most “plastic” periods of development. When developing biological systems central to homeostasis and allostasis are strengthened by positive early experiences, healthy children are more likely to grow into healthy adults. Yet health is more than merely the absence of disease—it is an evolving human resource that helps children and adults adapt to the challenges of everyday life, resist infections, cope with adversity, feel a sense of personal well-being, and interact with their surroundings in ways that promote successful development. We will consider the psychobiology of health and wellbeing and consider how experiences and environmental influences “get under the skin” to interact with underlying predispositions (e.g., genetics) to shape lifelong outcomes in both physical and mental well-being.
2. **Social Determinants of Children’s Health, Illness, and Well-Being Around the World:** Nations with the most positive indicators of population health, such as lower infant mortality and longer life expectancy, typically have higher levels of wealth (though not always lower levels of income inequality). As such, children’s health is a nation’s wealth, as a sound body and mind enhance the capacity of children to develop a wide range of competencies that are necessary to become contributing members of a successful society. Throughout the term, we will consider the social, cultural, and environmental determinants (risk factors) of health. Three domains of influence thought to provide the basis for adaptive and/or maladaptive physical and psychosocial development in most areas of the world will be considered: (a) the caregiving environment (measured pre- and postnatally); (b) sound and appropriate nutrition; and (c) the resources within a child’s physical environment

(safety/violence/stress; chemical/toxins, sociocultural institutions). We will consider scientific evidence about these types of risk factors and how they shape, either similarly or differently, the developing health profiles of children around the globe.

3. **Critical periods of development:** We will exam children's health and development during 3 critical periods of development, specifically, the first 1000 days of life (prenatal through age 2), childhood, and adolescence. Key questions to be asked about each of these periods is: how plastic (i.e., responsive) is development during these periods to environmental adversity? What are the most challenging risk factors during each of these periods? Most important protective factors? What types of interventions can help children globally to overcome risk and adversity?

Readings

There is no text for this course. Readings for this course will consist of a combination of original research articles, position papers, official intergovernmental reports, book chapters, and news/media stories.

All readings will be posted as .pdfs on the course's Canvas site.

Course Requirements

- a. **Attendance, reading, & i>Clicker QOD (15%):** attendance is required (and measured through i>Clickers) and active engagement in class discussions will be as critical to student learning as it will be to the overall richness of the class. Due to the seminar-like format of portions of the class (e.g., discussions following instructor didactics) there is an emphasis on attendance and participation, AND careful reading of the assigned readings before a given class meeting. As well, there will be up to 15 random i>Clicker **Questions of the Day (QOD)** throughout the term. This will be a brief, multiple choice question to test basic comprehension and completion of the assigned readings.
- b. **Ethical Challenges in Short-Term Global Health Training (10%):** Over the course of the term and at your own pace, you will complete a series of online modules in global health ethics here:

<http://ethicsandglobalhealth.org/case02-intro.shtml>.

These modules consists of a series of 10 cases. These modules have been built to help students to address and develop strategies for navigating some of the ethical issues involved in working in the field of global health. At the end of each case you will receive a certification. Please take a screenshot, PDF or JPEG of each certificate. **By Friday, June 7, upload your certificates to CANVAS as a single file.**

- c. **Exams (50%):** There will be two exams during the term, each worth 25%. The first will be on **Monday, May 6** and second will be on **Monday, June 10 during our scheduled final exam time slot**. These exams will comprise multiple choice, short-answer and longer-essay prompts designed to ensure that you are developing a working grasp of the concepts, terminology, theory and scientific evidence needed to engage in thoughtful discussions about child global health and development. A study guide for each exam will be circulated via CANVAS one week in advance of the exam.
- d. **Paper (25%):** From an instructor provided list of "hot topics" (e.g., all children should be vaccinated; child obedience is more important than child creativity; corporal punishment is culturally relative, the U.S. has a moral obligation to address childhood poverty around the world, etc.) you will select a topic about which to write a 5-page paper that considers the pro's and con's of both side. A separate set of guidelines for this project will be distributed by Week 3. To help you with the project, you will meet the following deadlines, each worth points.

Due **Friday, April 19:** Your choice of paper topics plus 2 initial references. Upload your choice and reference citations to CANVAS. Worth 5 points.

Due **Friday, May 17:** Rough draft of your paper and minimum of 8 references. Upload your rough draft and reference citations to CANVAS. You will receive feedback on your rough outline on Monday, May 20. Worth 15 points.

Due **Friday May 31**: Final draft of paper and references uploaded to CANVA by Friday, May 31.
Worth 30 points.

Summary of Course Requirements and Point Distribution

• Attendance/reading/QOD (15%):	40 points
• Ethics course (10%):	20 points
• Exam 1 (25%):	60 points
• Exam 2 (25%):	60 points
• Paper (25%):	60 points
TOTAL (100%)	240 Points

Course Topics, Schedule & Assigned Readings

Week/Date	Topics/Activities	Readings for this date:
Week 1 Mon Apr 1	Introduction & children's health globally as <u>you</u> know it!	Syllabus & Reading 1
Week 1 Wed April 3	The ethics and morals of global health	Readings 2, 3, 4
Week 2 Mon April 8	Global health terms and core concepts	Reading 5 (a & b)
Week 2 Wed April 10	Globally relevant theories of development and socialization	Readings 6, 7
Week 3 Mon April 15	Risk factors & determinants of health	Readings 8, 9
Week 3 Wed April 17	Poverty as a context for development	Readings 10, 11, 12
Week 4 Mon April 22	Culture a context for development	Readings 13, 14
Week 4 Wed April 24	Family as a context for development	Readings 15, 16, 17
Week 5 Mon April 29	Parent-child relationships as a context for development	Readings 18, 19, 20
Week 5 Wed May 1	Biological embedding of experience: Developmental origins of disease	Readings 21, 22

Week 6 Mon May 6	*****IN-CLASS MIDTERM EXAM*****	NA
Week 6 Wed May 8	Global health careers, study abroad opportunities & GH at the UO	Readings 23, 24, 25
Week 7 Mon May 13	First 1000 days of life: 1	Readings 26, 27
Week 7 Wed May 15	First 1000 days of life: 2	Readings 28, 29, 30
Week 8 Mon May 20	Child health and development: 1	Readings 31, 32
Week 8 Wed May 22	Child health and development: 2	Reading 33, 34
Week 9 Mon May 27	***NO CLASS – Memorial Day Holiday***	NA
Week 9 Wed May 29	Adolescent health and development: 1	Readings 35, 35
Week 10 Mon June 3	Adolescent health and development: 2	Readings 37, 38
Week 10 Wed June 5	Global approaches to helping children: Interventions and aide	Readings 39, 40, 41
<u>Final Exam</u> <u>Mon June 10</u>	<u>*****IN-CLASS FINAL EXAM*****</u>	<u>NA</u>

Course's Required Readings

Students are required to read the assigned readings in advance of/in time for the class they assigned (as indicated in the schedule).

Readings for the course will comprise a mix of published scientific and organizational briefs, often written for the general public, as well as a carefully selected set of theoretical and empirical papers (chapters or journal articles). It is felt that the former will facilitate an understanding of the latter, and lectures and class discussions will help to solidify student understanding of the readings.

All readings will be available in .pdf form on the course's Canvas site.

Schedule of readings:

Week 1 Monday – Introduction & global health as we know it

1. Koplan, J.P., et al., (2009). Towards a common definition of global health. *The Lancet*, 373, 1993-1995.

Week 1 Wednesday - The ethics and morals of global health

2. Gostin, L.O., & Archer, R. (2007). The duty of states to assist other states: Ethics, rights, and international law. *Journal of Law, Medicine, & Ethics*, 12, 526-533.
3. Reading, R., Bissell, S., Goldhagen, J., Harwin, J., Masson, J., Moynihan, S., ... & Webb, E. (2009). Promotion of children's rights and prevention of child maltreatment. *The Lancet*, 373(9660), 332-343.
4. Binik, A. (2018). Does benefit justify research with children? *Bioethics*, 32(1), 27-35.

Week 2 Monday – Global health terms and core concepts

5. Skolnik, R. (2015). *Global health 101*. Jones & Bartlett Publishers.
 - 5a. Chapter 1: The Principals and Goals of Global Health (pp. 3-19)
 - 5b. Chapter 2: Health Determinants, Measurements, and Trends (pp. 19-54)

Week 2 Wednesday – Globally relevant theories of development and socialization

6. Shaffer, D.R. (2009). *Social and Personality Development*, Chapter 3, 68-100. United States: Wadsworth Cengage Learning.
7. Rogoff, B., Dahl, A., & Callanan, M. (2018). The importance of understanding children's lived experience. *Developmental Review*, 50, 5-15.

Week 3 Monday – Risk factors and determinants of health

8. Walker et al. (2007). Child development: Risk factors for adverse outcomes in developing countries. *Lancet*, 369, 145-157.
9. Lu, C., Black, M. M., & Richter, L. M. (2016). Risk of poor development in young children in low-income and middle-income countries: An estimation and analysis at the global, regional, and country level. *The Lancet Global Health*, 4(12), e916-e922.

Week 3 Wednesday – Poverty as a context for development

10. Evans, G. W. (2004). The environment of childhood poverty. *American Psychologist*, 59(2), 77-92.
11. Lansford, J. E., Malone, P. S., Tapanya, S., Tirado, L. M. U., Zelli, A., Alampay, L. P., ... & Deater-Deckard, K. (2019). Household income predicts trajectories of child internalizing and externalizing behavior in high-, middle-, and low-income countries. *International Journal of Behavioral Development*, 43(1), 74-79.
12. Jacobsen K. H. (2014). Socioeconomic determinants of health (pp. 65-86). In K.H. Jacobsen Introduction to Global Health, 2nd Ed. Jones & Bartlett Publisher: Burlington, MA.

Week 4 Monday – Culture as a context for development

13. Mistry, J., & Dutta, R. (2015). Culture and human development. In Overton, Willis F. (Ed); Molenaar, Peter C. M. (Ed) & Lerner, Richard M. (Ed). (2015). *Handbook of child psychology and developmental science: Theory and method*, Vol. 1, 7th ed., (pp. 369-406). Hoboken, NJ, US: John Wiley & Sons Inc.
14. Greenfield, P. M., Keller, H., Fuligni, A., & Maynard, A. (2003). Cultural pathways through universal development. *Annual review of psychology*, 54(1), 461-490.

Week 4 Wednesday – Family as a context for development

15. Golombok, S. (2017). Parenting in new family forms. *Current opinion in psychology*, 15, 76-80.
16. Nixon, E., Greene, S., & Hogan, D. (2015). "It's What's Normal for Me" Children's Experiences of Growing Up in a Continuously Single-Parent Household. *Journal of Family Issues*, 36(8), 1043-1061.
17. Bos, H. M., Knox, J., van Rijn-van Gelderen, L., & Gartrell, N. K. (2016). Same-sex and different-sex parent households and child health outcomes: Findings from the National Survey of Children's Health. *Journal of developmental and behavioral pediatrics: JDBP*, 37(3), 179.

Week 5 Monday – Parent-child relationships as a context for development

18. Britto, P. R., Lye, S. J., Proulx, K., Yousafzai, A. K., Matthews, S. G., Vaivada, T., ... & MacMillan, H. (2017). Nurturing care: Promoting early childhood development. *The Lancet*, 389(10064), 91-102.
19. Bornstein, M. H., Putnick, D. L., Lansford, J. E., Deater-Deckard, K., & Bradley, R. H. (2015). A developmental analysis of caregiving modalities across infancy in 38 low-and middle-income countries. *Child development*, 86(5), 1571-1587.
20. Keller, H. (2018). Universality claim of attachment theory: Children's socioemotional development across cultures. *Proceedings of the National Academy of Sciences*, 115(45), 11414-11419.

Week 5 Wednesday – Biological embedding of experience

21. Barker, D. J. (2003). The developmental origins of adult disease. *European journal of epidemiology*, 18(8), 733-736.
22. Ellis, B.J. & Boyce, W.T. (2008). Biological sensitivity to context. *Current Directions in Psychological Science*, 17 (3), 183-187.

Week 6 Monday – *MIDTERM*****

Week 6 Wednesday – Global health careers and study abroad

23. Tarrant, M. A., Rubin, D. L., & Stoner, L. (2014). The added value of study abroad: Fostering a global citizenry. *Journal of Studies in International Education*, 18(2), 141-161.
24. Schmidt, S., & Pardo, M. (2017). The contribution of study abroad to human capital formation. *The Journal of Higher Education*, 88(1), 135-157.
25. Nguyen, A. (2017). Intercultural Competence in Short-Term Study Abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 29(2).

Week 7 Monday – First 1000 Days of Life

26. Shonkoff, J.P. et al. (2011). The foundations of lifelong health are built in early childhood. *JAMA*. 326, 1050-1059.
27. Cusick, S. E., & Georgieff, M. K. (2016). The role of nutrition in brain development: The golden opportunity of the “first 1000 days”. *The Journal of pediatrics*, 175, 16-21.

Week 7 Wednesday – First 1000 Days of Life

28. DiPietro, J. A., Novak, M. F., Costigan, K. A., Atella, L. D., & Reusing, S. P. (2006). Maternal psychological distress during pregnancy in relation to child development at age two. *Child Development*, 77(3), 573-587.
29. Crystal D Karakochuk, Kyly C. Whitfield, Tim J Green, Klaus Kraemer (2018). The Biology of the First 1,000 Days. CRC Press. Chapters 1 (pg. 3-13).
30. Weaver, I. C., Cervoni, N., Champagne, F. A., D'Alessio, A. C., Sharma, S., Seckl, J. R., ... & Meaney, M. J. (2004). Epigenetic programming by maternal behavior. *Nature neuroscience*, 7(8), 847-854.

Week 8 Monday – Childhood

31. Jacobsen K. H. (2014). Childhood health (pp. 87-108). In K.H. Jacobsen *Introduction to Global Health*, 2nd Ed. Jones & Bartlett Publisher: Burlington, MA.
32. Walker et al. (2007). Child development: Risk factors for adverse outcomes in developing countries. *Lancet*, 369, 145-157.

Week 8 Wednesday – Childhood

33. Lu, C., Black, M. M., & Richter, L. M. (2016). Risk of poor development in young children in low-income and middle-income countries: an estimation and analysis at the global, regional, and country level. *The Lancet Global Health*, 4(12), e916-e922.
34. Grantham-McGregor et al. (2007). Developmental potential in the first 5 years for children in developing countries. *Lancet*, 369, 60-70.

Week 9 Monday – ***MEMORIAL DAY*******

Week 9 Wednesday – Adolescence

35. Worthman, C. M., Dockray, S., & Marceau, K. (2019). Puberty and the evolution of developmental science. *Journal of Research on Adolescence*, 29(1), 9-31.
36. Dahl, R. E., Allen, N. B., Wilbrecht, L., & Suleiman, A. B. (2018). Importance of investing in adolescence from a developmental science perspective. *Nature*, 554(7693), 441.

Week 10 Monday – Adolescence

37. Lee, F. S., Heimer, H., Giedd, J. N., Lein, E. S., Šestan, N., Weinberger, D. R., & Casey, B. J. (2014). Adolescent mental health—opportunity and obligation. *Science*, 346(6209), 547-549.
38. Lansford, J. E., Godwin, J., Al-Hassan, S. M., Bacchini, D., Bornstein, M. H., Chang, L., ... & Malone, P. S. (2018). Longitudinal associations between parenting and youth adjustment in twelve cultural groups: Cultural normativeness of parenting as a moderator. *Developmental psychology*, 54(2), 362-377.

Week 10 Wednesday – Interventions

39. Richter, L. M., Daelmans, B., Lombardi, J., Heymann, J., Boo, F. L., Behrman, J. R., ... & Bhutta, Z. A. (2017). Investing in the foundation of sustainable development: pathways to scale up for early childhood development. *The Lancet*, 389(10064), 103-118.
40. Yousafzai, A. K., Obradović, J., Rasheed, M. A., Rizvi, A., Portilla, X. A., Tirado-Strayer, N., ... & Memon, U. (2016). Effects of responsive stimulation and nutrition interventions on children's development and growth at age 4 years in a disadvantaged population in Pakistan: a longitudinal follow-up of a cluster-randomized factorial effectiveness trial. *The Lancet Global Health*, 4(8), e548-e558.
41. Morelli, G., Quinn, N., Chaudhary, N., Vicedo, M., Rosabal-Coto, M., Keller, H., ... & Takada, A. (2018). Ethical Challenges of Parenting Interventions in Low-to Middle-Income Countries. *Journal of Cross-Cultural Psychology*, 49(1), 5-24.

Grading and Course Expectations

Grades will be assigned as follows: A = 90-100%, B = 80-89%, C = 70-69%, D = 60-69%, F < 60% (with minus and plus grades assigned at appropriate cutoffs).

The grading system used in this course is as follows:

- A** – Outstanding performance relative to that required to meet course requirements; demonstrates mastery of course content at the highest level.
- B** – Performance that is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.
- C** – Performance that meets the course requirements in every respect; demonstrates an adequate understanding of course content.
- D** – Performance that is at the minimal level necessary to pass the course but does not fully meet the course requirements; demonstrates a marginal understanding of course content.
- F** – Performance in the course, for whatever reason, is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of the course content.

Accommodations: Appropriate accommodations will be provided for students with documented disabilities. If you anticipate needing accommodations in this course, please make arrangements to meet with me soon.

Academic Honesty: Unless it is specifically connected to assigned collaborative work, all work should be individual. Evidence of collusion (working with someone not connected to the class or assignment), plagiarism (use of someone else's published or unpublished words or design without acknowledgment) or multiple submissions (submitting the same paper in different courses) will lead to the Department's and the University's procedures for dealing with academic dishonesty.