

CHILD DEVELOPMENT AND PUBLIC POLICY
Fall, 2005: Mondays and Wednesdays, 10:05 -11:20 pm, Sanford Institute 150

Professor: Dr. Lisa Berlin
Tel: 613-7290
Email: ljberlin@duke.edu
Office: Rubenstein Hall - 230
Office Hours: By appointment.

Course Overview:

This course will use ecological approaches to child development as a basis for analyzing programs and policies for children and their families. Students will first become acquainted with ecological theories of child development, and with related research on child and family development. Students will then draw on these theories and research studies to analyze current federal, state, and local programs and policies related to child poverty, child health and mental health, family leave and child care, school readiness, youth violence, and child abuse and neglect. The course will emphasize early child development, culturally competent programs and policies, and local (NC and Durham) programs and policies. Students will write a major term paper in which they will use theory and research on child development to analyze a program or policy of their choice.

Course Requirements:

1. Attendance, Reading, and Class Participation

Class meetings will consist primarily of group discussion. Your attendance and active and thoughtful participation are required at every class meeting. In addition, each student will take a turn leading the class discussion. All weekly readings will be available on-line or as a handout.

2. Mapping the State of America's Children and Families - *to be presented in class on Wednesday, September 21*

Using the Sept. 21 readings, each student will create a one-page presentation on one set of child/family indicators for (a) all American children, (b) North Carolina children; (c) Durham children. Sign up for your topic on our Blackboard site. Each student should present the most important indicators within his/her topic. There is, however, a limit of 5 indicators per set. Indicator data that you present should be annotated with its data source and year of publication. Be prepared to reflect upon your data-gathering experience, e.g., how and why you chose your particular indicators and data sources. Each student will have up to 3 minutes to describe his/her data. If you email me your presentation by 8 am on Sept. 21, I will make enough copies to distribute to all students. Otherwise, please bring 16 copies of your page. By the end of the class everyone should have a comprehensive "map" (book) of indicators.

3. Term Paper – Outline - *due in class on Wednesday September 28*

In one page or less, outline your proposed term paper topic. Your term paper will focus on a child/family program or policy of your choice, with the exception of programs and policies already covered in this course.

The term paper itself will have two major sections. First, your paper will describe the extent to which the particular program/policy is (a) developmentally informed; (b) culturally competent; and (c) rigorously evaluated. Second, in 3 pp or less, create a brief for policymakers summarizing your findings. Your brief should be objective and educational as opposed to an advocacy or lobbying document. As much as possible, draw the connections between your findings and particular current or hot issues in front of policymakers today.

Your one-page outline should clearly identify your topic, why you think it is important, and how you will address all of the above components. Please also include a title, introduction and conclusion in your outline.

4. Ethnography of a Working Parent - *to be presented in class on Wednesday, October 19 or Monday, October 24*

Interview a working parent of a young child - a person with a biological or adopted child between zero and three who also works outside their home on a full-time basis (or is a full-time student). Present basic demographic and family information *without any identifying personal information*. Find out about how they juggle work and family, if they receive any types of public assistance and/or participate in any major child or family development programs. If the parent was working outside of the home prior to their child's birth, you can also ask about their parental leave and return to work. Use a developmental perspective to analyze your subject strengths, challenges, and the extent to which they are being well served by child and family policies. Each presentation will be strictly timed. Unless I approve an alternative format, please plan to make a Powerpoint presentation and bring one hard copy (for me to grade). The PC-projector set-up will be available.

5. Issue Analysis and Letter to the Editor – *due in class on Monday, November 7*

Students are expected to keep up to date on child and family policy issues being debated or decided in local, state, or federal government; executive, legislative, or judicial branches of government; businesses; advocacy groups; or non-profit organizations - using daily newspapers or weekly magazines (note: please do not read anecdotal or human interest articles to fulfill this assignment). You will write a 3-4 pp. analysis and letter to the editor following this format:

Title and source of the article

Brief summary of the article [2pts; note: *please attach copy of article* for grading]

Implications for child and family development (if relevant, consider - developmentally informed? culturally competent? rigorously evaluated?) [6 pts]

Any other of your own reactions based on class readings and your personal experiences and values [2 pts]

A 200-word letter to the editor or a government official expressing your view [10 pts; 5 extra pts if published]

6. Juvenile Court Visit - *to be discussed in class on Wednesday, November 16*

During the week of November 7, attend a session of Juvenile Court in Durham. Further details on the assignment will be specified in class on Monday, November 7.

Oral Presentation of Term Paper - to be presented in one of the last four classes (Monday, November 28 - Wednesday, December 7)

This is your chance to give your term paper a “dry run.” Prepare an oral presentation that outlines your term paper. Convince us that your topic is important, provide us with a coherent description of your thoughts, research, program and policy recommendations, etc.. Leave us with clear “take-home messages.” Leave time for questions from the class. Unless I approve an alternative format, please plan to make a Powerpoint presentation and bring one hard copy (for me to grade). The PC-projector set-up will be available.

7. Term Paper - due in my office (Sanford Institute 257-B), by 5 pm, Monday, December 12

See above. The final term paper should include a title page, an executive summary, sub-sections which correspond to your outline, and a full references/bibliography section. The final paper should be no more than 25 pages in 12-point font, double-spaced, including references. Please put your paper title, name, and the date on the title page. Use a header for each page that includes your last name and the page number. Don't forget the one-page executive summary- it is worth 3% of your course grade!

Grading:

Quality of Participation in Class Discussions:	25%
Presentation on the State of America's Children and Families:	05%
Ethnography of a Working Parent:	15%
Issue Analysis and Letter to the Editor:	20%
	[5% extra credit if published]
Oral Presentation of Term Paper:	10%
Term Paper:	25%
	[Executive Summary of Term Paper 03%]

[A = 90 - 100%; B = 80 - 89%; C = 70 - 79%; D = 60 - 69%].

Weekly Schedule with Required Readings and Assignments:

Mon, August 29: Orientation to the Course

Weds, August 31: Child Development and Public Policy: Integrating Developmental Science and Policy-Making OR: Connecting What We Know to What We Do

1. Zigler, E. F., & Hall, N. W. (2000). *Child development and social policy: Theory and applications*. New York: McGraw Hill.

Read chapters 1 -3: "Issues in child development and social policy," "The Policy Process," and "Influences and Advocates" (pp. 1-58).

2. Shonkoff, J. P., Lippitt, J. A., Cavanaugh, D. A. (2000). Early childhood policy: Implications for infant mental health. In C. H. Zeanah, Jr. (Ed.), *Handbook of infant mental health, Second edition* (pp. 503-518). New York: Guilford Press.

3. Kirst, M.W. (2000). Bridging education research and education policymaking. *Oxford Review of Education*, 26, 379-391.

Available at:

<http://journalsonline.tandf.co.uk/media/3D325D0QXH1VNVBWWYJF6/Contributions/1/J/C/U/1J CUMC9FT2WMRGYR.pdf>

4. Bogenschneider, K., Olson, J. R., Mills, J., & Linney, K. D. (2002). How can we connect research with state policymaking? Lessons from the Wisconsin Family Impact Seminars. In K. Bogenschneider (Ed.), *Family policy matters: How policymaking affects families and what professionals can do* (pp. 187-218).

Mon, Sept 5: No Class

Weds, Sept 7: Child Development in a Nutshell, 1

1. Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32, 513 - 530.

2. Sroufe, L. A. (1979). The coherence of individual development: Early care, attachment, and subsequent developmental issues. *American Psychologist*, 34, 834 - 841.

3. National Research Council and Institute of Medicine, J. P. Shonkoff and D. A. Phillips (Eds.) (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press. Read Chapter 9, "Nurturing Relationships" (pp. 225-266).

Mon, Sept 12: Child Development in a Nutshell, 2

1. National Research Council and Institute of Medicine, J. P. Shonkoff and D. A. Phillips (Eds.) (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press. Read Chapter 12, "Neighborhood and Community" (pp. 328-336).
2. Sampson, R.J., Raudenbush, S. W., & Earls, F. (1997). Neighborhoods and violent crime: A multi-level study of collective efficacy. *Science*, 277, 918-924.
3. Berlin, L. J., Brooks-Gunn, J., & Aber, J. L. (2001). Promoting early childhood development through comprehensive community initiatives. *Children's Services: Social Policy, Research, and Practice*, 1, 1-24.
4. Ispa, J. M., & Halgunseth, L. (in press). Neighbors and friends. In J. M. Ispa, K. R. Thornburg, & M. A. Fine (Eds.) *Keepin on': The everyday struggles of young families in poverty*. Baltimore: Brookes Publishing.
* Read pp. 1-8.

Weds, Sept 14: Race and Culture in a Nutshell: Toward Culturally Competent Programs for Children and Families: Spotlight on Durham, NC

1. Garcia Coll, C., & Magnuson K. (2000). Cultural differences as sources of developmental vulnerabilities and resources. In J. P. Shonkoff & S. J. Meisels (Eds.), *Handbook of early childhood intervention, Second Edition* (94-114). New York: Cambridge University Press.
2. Hughes, D., & Chen, L. (1999). The nature of parents' race-related communications to children: A developmental perspective. In L. Balter & C. Tamis-LeMonda (Eds.), *Child psychology: A handbook of contemporary issues* (pp. 467-490). Philadelphia: Psychology Press.
3. Lansford, J. E., Deater-Deckard, K., Dodge, K. A., Bates, J. E., & Pettit, G. (2004). Ethnic differences in the link between physical discipline and later adolescent externalizing behaviors. *Journal of Child Psychology and Psychiatry*, 45, 801-812.
4. Carlson, V. J., & Harwood, R. (2003). Attachment, culture, and the caregiving system: The cultural patterning of everyday experiences among Anglo and Puerto Rican mother-infant pairs. *Infant Mental Health Journal*, 24, 53-73.

Mon, Sept 19: NO CLASS TODAY – THIS SESSION MOVED TO OCT 5
Toward Culturally Competent Programs for Children and Families
Guest Speaker: Dr. Stephanie Coard, Duke University Center for Child and Family Policy, will present the Black Parenting Strengths and Strategies Program.

Weds, Sept 21: Measurement: Describing the State of America's Children and

Families

1. Moore, K. A., Brown, B. V., & Scarupa, H. J. (2003). *The uses (and misuses) of social indicators: Implications for public policy*. Child Trends Research Brief, Publication # 2003-01. Available at <http://www.childtrends.org/Files/SocialIndicatorsRB.pdf>

2. Aber, J.L., & Jones, S.M. (1997). Indicators of positive development in early childhood: Improving concepts and measures. In R. Hauser, B. Brown, W. Prosser & M. Stagner (Eds.), *Indicators of Children's Well-Being*, (pp. 395-427). New York: Russell Sage.

3. Guzman, L., Lippman, L., Moore, K.A., & O'Hare, W. (2003, July). *How children are doing: The mismatch between public perception and statistical reality*. Child Trends Research Brief, Publication # 2003-12. Available at <http://www.childtrends.org/Files/PublicPerceptionsRB.pdf>

4. Familiarize yourselves with the following indices which you should also use for your presentation on America's Children:

* Federal Interagency Forum on Child and Family Statistics (2005). *America's children: Key national indicators of well-being, 2003*. Available at www.childstats.gov. <http://www.childstats.gov/americaschildren>

* Annie E. Casey Foundation (2005). *Kids count data book*. Available at <http://www.aecf.org/kidscount/>

* North Carolina Institute of Medicine (2003). North Carolina child health report card. Available at <http://www.nciom.org/card2003.pdf>

* Durham Youth Coordinating Board (2000). *The State of Durham's Children 2000*. Available in four parts through the Duke University Center for Child and Family Policy web site, Policy Briefs and Reports" page, under "Early Childhood Adversity": <http://www.pubpol.duke.edu/centers/child/briefs.html>

Assignment: *Collective mapping of the State of America's Children and Families in class today*

Mon, Sept 26: **Harnessing Scientific Methods to Evaluate Programs and Policies**

1. Center for Child and Family Policy (2001). For policy makers: Eight smart questions to ask about social science studies. *Science and Policy, 1*. Available at <http://www.pubpol.duke.edu/centers/child/briefs/Eight%20Questions.pdf>

2. Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs*. Boston: Houghton-Mifflin. Read Chapter 1, "Experiments and generalized causal inference" (pp. 1-32).

3. Foster, E. M., Dodge, K. A., & Jones (2003). Issues in the economic evaluation of prevention programs. *Applied Developmental Science, 7*, 76-86.

4. Berlin, L. J., O'Neal, C.R., & Brooks-Gunn J. (1998). What makes early intervention programs work? The program, its participants, and their interaction. *Zero to Three, 18*, 4-15.

5. Peruse and be prepared to discuss the following four web sites:

<http://www.promisingpractices.net>

<http://www.childtrendsdatbank.org/WhatWorks.cfm>

<http://www.colorado.edu/cspv/blueprints/>

<http://www.evidencebasedprograms.org>

Weds, Sept 28: The Effects of Poverty on Child and Family Development

1. The 2004 U.S. Department of Health and Human Services Poverty Guidelines. Available at <http://www.aspe.hhs.gov/poverty/05poverty.shtml>

2. National Center for Children in Poverty (2005, August). *Fact Sheet: Basic facts about low-income children*. Available at: http://www.nccp.org/pub_bdf.html

3. Gershoff, E. T., Aber, J. L., Raver, C. C. (2003). Child poverty in the U.S.: An evidence-based conceptual framework for programs and policies. In R. M. Lerner, F. Jacobs, & D. Wertlieb (Eds.), *Promoting positive child, adolescent, and family development: A handbook of program and policy innovations* (pp. 81-127). Thousand Oaks, California: Sage Publications.

4. Costello, E. J., Compton, S. C., Keeler, G., & Angold, A. (2003). Relationships between poverty and psychopathology: A natural experiment. *Journal of the American Medical Association, 290* (15), 2023 - 2029. Available at <http://jama.ama-assn.org/cgi/reprint/290/15/2023.pdf>

5. Yeung, J., Linver, M.R., & Brooks-Gunn, J. (2002). How money matters for young children's development: Parental investment and family processes. *Child Development, 73*, 1861-1869.

6. Ispa, J. M., & Sharp, E. A. (in press). Andreyia. In J. M. Ispa, K. R. Thornburg, & M. A. Fine (Eds.) *Keepin' on': The everyday struggles of young families in poverty*. Baltimore: Brookes Publishing.

Assignment: *Term paper outline due in class today*

Mon, Oct 3: Temporary Assistance for Needy Families (TANF): The “New” Welfare Program, parenting, and child development

1. Moore, K. A., & Zaslow, M. J. (2004). *How welfare reform might affect children: Updating the conceptual model*. Child Trends Research Brief, Publication # 2004-30. Available at <http://www.childtrends.org/Files/welfarebrief.pdf>

2. Morris, P. A., Gennetian, L. A., & Duncan, G. J. (2005). Effects of welfare and employment policies on young children: New findings on policy experiments conducted in the early 1990s. *Social Policy Report, XIX (2)*. Available at http://www.srcd.org/Documents/Publications/SPR/spr19_2.pdf

3. Chase-Lansdale, P. L., et al. (2003). Mothers' transitions from welfare to work and the well-being of preschoolers and adolescents. *Science, 299*, 1548-1552. Available at <http://www.sciencemag.org/cgi/reprint/299/5612/1548.pdf>

4. Dunifon, R., Kalil, A., & Danziger, S. (2003). Maternal work behavior under welfare reform: How does the transition from welfare to work affect child development? *Children and Youth Services Review, 25*, 55-82.

5. London, A. S., Scott, E. K., Edin, K., Hunter, V. (2004). Welfare reform, work-family tradeoffs, and child well-being. *Family Relations, 53*, 148-158.

Weds, Oct 5 – 9am today only!: Programs and Policies for Child Physical and Mental Health

1. National Research Council and Institute of Medicine (2004). *Children's health, the nation's wealth: Assessing and improving child health*. Washington, DC: The National Academies Press. Read Chapter 7, “Conclusions and Recommendations” (pp. 192-210).

2. The President's New Freedom Commission on Mental Health (2003). Achieving the promise: Transforming mental health care in America. Available at <http://www.mentalhealthcommission.gov/reports/FinalReport/downloads/ExecSummary.pdf> Scan the “Executive Summary” and read its “Goals and Recommendations” (pp. 24-25). Read the “Subcommittee Report on Children and Family: Promoting, Preserving and Restoring Children's Mental Health.” Available at http://www.mentalhealthcommission.gov/subcommittee/children_family020703.doc

3. National Health Policy Forum (2004, June). *Children with mental disorders: Making sense of their needs and the systems that help them*. Washington, DC: National Health Policy Forum.

Available at:

http://www.nhpf.org/pdfs_ib/IB799%5FChildMentalHealth%2Epdf

4. Kitzman, H., et al. (1997). Effect of prenatal and infancy home visitation by nurses on pregnancy outcomes, childhood injuries, and repeated childbearing: A randomized controlled trial. *Journal of the American Medical Association*, 278, 644-653.

5. Marvin, R. S., Cooper, G., Hoffman, K., & Powell, B. (2002). The Circle of Security Project: Attachment-based intervention with caregiver-preschool child dyads. *Attachment and Human Development*, 4, 107-124.

10:05 am: Guest Speaker: Dr. Stephanie Coard (moved from Sept 19).

Mon, Oct 10: No Class: Fall Break

Weds, Oct 12: Programs and Policies for Working Families: Family Leave and Child Care

1. National Research Council and Institute of Medicine. (2003). *Working families and growing kids: Caring for children and adolescents*. Washington, DC: National Academies Press. Read Part III, "Supports for Working Families" (pp. 229-280).

2. NICHD Early Childcare Research Network (Eds.) (2005). *Child care and child development: Results from the NICHD Study of Child Care and Youth Development*. New York: Guilford. Read chapters 8, 25, and 30.

3. Brookes, S. J., & Thornburg, K. R. (in press). Child care arrangements: Options and preferences. In J. M. Ispa, K. R. Thornburg, & M. A. Fine (Eds.) *Keepin on': The everyday struggles of young families in poverty*. Baltimore: Brookes Publishing.

Mon, Oct 17: Spotlight on North Carolina: Child Care Quality, Subsidies, and the "Smart Start" Program
Guest Speaker: Heather Laffler, Director of Special Projects, Division of Child Development, NC Department of Health and Human Services

Weds, Oct 19: Ethnographies of Working Parents presented on these days
&
Mon, Oct 24:

Weds, Oct 26: Early Child Development and School Readiness Programs, 1

1. Read the following sections from the U.S. Department of Health and Human Services web site, "About Head Start":

* Head Start History: <http://www.acf.hhs.gov/programs/hsb/about/history.htm>

* General Information:

<http://www.acf.hhs.gov/programs/hsb/about/generalinformation/index.htm>

* Income Guidelines: <http://www.acf.hhs.gov/programs/hsb/about/incomeguidelines/index.htm>

* Head Start Program Fact Sheet for 2005:

<http://www.acf.hhs.gov/programs/hsb/research/2005.htm>

2. Similarly, read "About EHS" [Early Head Start]:

http://www.acf.hhs.gov/programs/opre/ehs/ehs_resrch/ehs_aboutus.html

3. Love, J.M., Kisker, E.E., Ross, C.R., Schochet, P.Z., Brooks-Gunn, J., Paulsell, D., Boller, K., Constantine, J., Vogel, C., Fuligni, A., & Brady-Smith, C. (2002). *Making a difference in the lives of infants and toddlers and their families: The impacts of Early Head Start*. Washington, DC: U.S. Department of Health and Human Services.

Read the "Executive Summary," "more if you are interested."

http://www.acf.hhs.gov/programs/opre/ehs/ehs_resrch/reports/impacts_exesum/impacts_exesum.pdf

4. U.S. Department of Health and Human Services (2005, May). *Head Start impact study: First year findings*. Scan the "Executive Summary" and read Chapters 5 ("Impact of Head Start on Children's Cognitive Development") and 6 ("Impact of Head Start on Children's Social-Emotional Development"), all available at

http://www.acf.hhs.gov/programs/opre/hs/impact_study/index.html

Mon, Oct 31: Early Child Development and School Readiness Programs, 2

1. C. C. Raver (2002). Emotions matter: Making the case for the role of young children's emotional development for early school readiness. *Social Policy Report*, XVI (3). Available at http://www.srcd.org/Documents/Publications/SPR/spr16_3.pdf

2. Brooks-Gunn, J. (2003). Do you believe in magic? What we can expect from early childhood intervention programs. *Social Policy Report*, XVII (1). Available at http://www.srcd.org/Documents/Publications/SPR/spr17_1.pdf

3. Child Trends (2001). *School readiness: Helping communities get children ready for school and schools ready for children*. Child Trends Research Brief. Available at <http://www.childtrends.org/Files/schoolreadiness.pdf>

Weds, Nov 2: Programs and Policies for Violent Children

1. U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (2004, September). *Juvenile Arrests 2002*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention. Available at <http://www.ncjrs.org/pdffiles1/ojjdp/204608.pdf>
See also: <http://ncjj.servehttp.com/NCJJWebsite/faq/crimestats.htm>
2. Review, with a focus on Durham County: The North Carolina Office of Juvenile Justice and Delinquency Prevention: 2004 Annual Report. Available at <http://www.ncdjjdp.org/statistics/reports/ar2004/index.html>
3. Conduct Problems Prevention Research Group (2002). Evaluation of the first three years of the Fast Track Prevention Trial with children at high risk for adolescent conduct problems. *Journal of Abnormal Child Psychology*, 30, 19-35.
4. Alkon, A., Tschann, J. M., Ruane, S. H., Wolff, M., & Hittner, A. (2001). A violence-prevention and evaluation project with ethnically diverse populations. *American Journal of Preventive Medicine*, 20, 63-70.
5. Dishion, T., McCord, J., & Poulin, F. (1999). When interventions harm: Peer groups and problem behavior. *American Psychologist*, 54 (9), 755-764.
6. DeAngelis, T. (2003). Youth programs cut crime, costs. *Monitor on Psychology*, 34, 48-50.

Mon, Nov 7: Programs and Policies for Violent Children: Spotlight on Durham

Guest Speaker: Alisa Huffman, Family Court Administrator, Durham County Offices of the Court.

Assignment: *Issue Analysis and Letter to the Editor due in class today*

Assignment: *Juvenile Court Visits to be completed this week*

Weds, Nov 9: Programs and Policies for Maltreated Children, 1

1. U.S. Department of Health and Human Services, Administration on Children, Youth and Families (2005). *Child Maltreatment 2003*. Washington, DC: U.S. Government Printing Office. Available at <http://www.acf.hhs.gov/programs/cb/publications/cm03/index.htm>
Read the Summary (including figures), more if you are interested.
2. Chalk, R., Gibbons, A., & Scarupa, H. (2002). *The multiple dimensions of child abuse and neglect: New insights into an old problem*. Child Trends Research Brief. Available at <http://www.childtrends.org/Files/ChildAbuseRB.pdf>
3. Theodore, A.D. et al. (2005). Epidemiologic features of the physical and sexual maltreatment of children in the Carolinas. *Pediatrics*, 115, 331-337.

Available at <http://pediatrics.aappublications.org/cgi/reprint/115/3/e331>

4. Kotch, J.B., Muller, G.O., Blakely, C.H. (1999). Understanding the origins and incidence of child maltreatment. In T.P. Gullotta & S.J. McElhaney (Eds.) *Violence in homes and communities: Prevention, intervention, and treatment*, (pp. 1-38). Thousand Oaks, CA: Sage Publications.

5. Coulton, C. J., Korbin, J. E., Su, M., & Chow, J. (1995). Community level factors and child maltreatment rates. *Child Development*, 66, 1262-1276.

Mon, Nov 14: Programs and Policies for Maltreated Children, 2

1. *The Future of Children: Protecting Children from Abuse and Neglect (Spring, 1998).*

Available at

http://www.futureofchildren.org/pubs_info2825/pubs_info.htm?doc_id=75332

Read the following articles:

* Schene, P. A. (1998). Past, present, and future roles of child protective services. *The Future of Children*, 8(1), 23-38.

* Waldfogel, J. (1998). Rethinking the paradigm for child protection. *The Future of Children*, 8(1), 104-119.

2. Cohen, J. C., Deblinger, E., Mannarino, A.P., & DeArellano, M. A. (2001). The importance of culture in treating abused and neglected children: An empirical review. *Child Maltreatment*, 6, 148-157.

3. Olds, D., Henderson, C., & Eckenrode, J. (2002). Preventing child abuse and neglect with prenatal and infancy home visiting by nurses. In K.D. Browne, H. Hanks, P. Stratton, & C. Hamilton (Eds.), *Early prediction and prevention of child abuse: A handbook* (pp. 165-182). New York: John Wiley & Sons.

Weds, Nov 16: *Discussion of Juvenile Court Visits in class today*

Mon, Nov 21: **Programs and Policies for Maltreated Children, 3: Spotlight on North Carolina**

Guest Speaker: Tony Troop, Policy Consultant, Division of Social Services, North Carolina Department of Health and Human Services

Weds, Nov 23: **No Class: Thanksgiving**

Mon, Nov 28, *Oral Presentations of Term Papers in class on these days*

Weds Nov 30,

Mon Dec 5, & Weds Dec 7

Monday, Dec 12: *Term papers due in my office (Rubenstein Hall - 230), by 5 pm.*