THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

SCHOOL OF SOCIAL WORK

Course Number: SOWO 500
Course Title: Human Development in Context I: Infancy to Adolescence
Semester and Year: Fall 2008
Time and Location: Friday 9:30am – 12:30, DSS, Winston
Instructor: Michael McGuire, LCSW, LMFT, LCAS, AAMFT A/S
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Office Hours: Upon appointment
Course Web site: http://blackboard.unc.edu

Course Description: This course provides an overview of child and adolescent development in an environmental context, surveying major theoretical frameworks and highlighting the impact of different factors on individual development, functioning, and health.

Course Objectives
At the conclusion of this course, students will:
1. Analyze and evaluate major theoretical frameworks (e.g., biopsychosocial, risk and resilience, person-in-environment, systems) that explain individual development during childhood and adolescence in the context of family, community, culture and the larger environment
2. Describe the typical development of individuals from conception to adolescence, as well as divergent developmental trajectories that may occur in response to a range of biopsychosocial problems and social injustices
3. Describe typical family development, including structure, functioning and processes, that occur from conception to adolescence, as well as divergent family development that may occur from conception to adolescence in response to biopsychosocial problems and social injustices
4. Explain the impact of gender, sexual orientation, culture/heritage, spirituality, race-ethnicity, and socioeconomic status on child and adolescent development, including both typical and divergent trajectories
5. Explain the impact of family, community, sociocultural, and socioeconomic context on child and adolescent development, including both typical and divergent trajectories
6. Recognize and describe major health and mental health disorders and the comorbidity among these disorders that occurs during childhood and adolescence
7. Articulate key ethical issues for social workers related to child and adolescent health and mental health (e.g., access to treatment based on diagnosis, health disparities)
Expanded Description
This course provides students with an overview of typical and divergent developmental trajectories during pregnancy, childhood, and adolescence including how biological, psychological, spiritual, interpersonal, community, cultural, and economic factors shape these trajectories. For this course, families are considered to be the primary social context for human development, and the family’s importance in human development is highlighted. The course surveys major theoretical frameworks for explaining typical and divergent development in an environmental context. Additionally, the course will emphasize risk and protective factors and resilience as well as the impact of social injustices, deprivation, and discrimination on child and adolescent development, functioning, and health.

At the end of this course, students will understand the typical course of child and adolescent development in an environmental context and causes and effects of differing trajectories. Students will have a firm grasp of the epidemiology of selected health and mental health disorders and the effects of these disorders on the development and health of the individual.

Required Texts


*Required articles and chapters will be available through the UNC Library’s e-journals collection or on the course’s Blackboard site.*

Recommended Texts


Assignments
1. **Class Participation/Discussion Board Participation.** Students will be expected to participate in both class discussion and to initiate and participate in discussion boards on the class website. This will require class attendance. If you are not in class, you are not participating.

2. **Diverse Perspectives of Development Group Activity.** This assignment is to be focused on contrasting typical and atypical development in the context of families and communities. The group will be responsible for designing and leading an interactive, instructional activity in class that effectively integrates the insights of each group member and broadens the perspectives of classmates on the chosen topic. Activities should be approximately 30 minutes in length. No PowerPoint slides are allowed for this assignment. In order to be successful in implementing your activity, students will coordinate with the instructor for feedback prior to the presentation. Assignment details will be provided in class.
3. **Genogram/Ecomap Application Paper.** This application paper requires students to analyze and evaluate theories and information about human development and apply this information to actual people and situations. The Genogram/Ecomap Application Paper is an introspective analysis of your family history and relationships and your social networks. This paper requires you to draw a three-generational genogram (present four generations if you have children) and a multi-systemic ecomap. In the paper accompanying the genogram/ecomap, you will discuss the cultural and historical context of your individual and family development, your current social networks, and issues of self-awareness and ethics related to how your developmental experiences might affect your practice with others.

4. **Critical Thinking Papers.** In place of a final examination students will complete four critical thinking papers during the semester. Each paper will be limited to 2 pages (12pt font). APA format will be required with the exception of the omission of a cover sheet. For each paper instructors will provide a set of questions to guide responses, each question will be discussed in detail when it is assigned. Papers should NOT be summaries of the class readings but should incorporate readings from each of the classes covered and expand on class topics. APA citation is required.

Choose four of the six below:
- **Class 1-3** Theoretical Perspectives (Due at the beginning of class 3)
- **Class 4-5** Prenatal Development (Due at the beginning of class 5)
- **Class 6-7** Infancy & Toddlerhood (Due at the beginning of class 7)
- **Class 8-9** Early Childhood (Due at the beginning of class 9)
- **Class 10-11** Middle Childhood (Due at the beginning of class 11)
- **Class 12-13** Adolescence (TBD)

**APA and Written Assignments**

The [UNC School of Social Work Style Guide: A Writing Manual for Social Work Students](http://ssw.unc.edu/currentStudent/index.html) also contains basic APA information and a section on how to avoid misuse of the words and ideas of others in your written work. Students are strongly encouraged to review the section on plagiarism carefully. All instances of academic dishonesty will result in disciplinary measures pre-established by the School of Social Work and the University.

**Honor Code**
The Student Honor Code is always in effect in this course. The [Instrument of Student Judicial Governance](http://instrument.unc.edu/) requires that you vouch for your compliance on all your written work. You must write the following pledge in full on each document title page: “I have neither given nor received any unauthorized assistance on this assignment.” Sign and date your statement.
Policy on Accommodations for Students with Disabilities

Students with disabilities that affect their participation in the course must notify the instructor if they wish to have accommodations in instructional format, examination format, etc. The instructor will work with the Office of Disabilities and the student to make appropriate accommodations.

Grades

The School of Social Work uses an evaluation system of Honors (H), Pass (P), Low Pass (L), and Fail (F). For this class, the numerical value of an H ranges from 94 - 100; a P is 80 - 93; an L is 70 - 79. A grade of P is considered entirely satisfactory. On a traditional grading scale, a P would range from B- to A-. The grade of Honors signifies that the work is clearly excellent in all respects. A student receiving nine or more Low Passing credits is ineligible to continue in graduate school. The final grading breakdown is:

Assignment Percentage
Class Participation/Discussion Board Postings 10%
Group Presentation 25%
Genogram/Ecomap Application Paper 25%
Critical Thinking Papers (4 at 10% each) 40%
Total 100%

Attendance and Participation

Attendance at all class sessions is expected; it is important to be on time so as not to disrupt class. We will be covering a great deal of information in each class. If you will not be able to attend a class, let the instructor know as soon as possible. It is your responsibility to obtain handouts, information about class content, and information about announcements, etc., from your classmates if you are unable to attend a class. Students with more than two absences will receive an “L” unless they have made prior arrangements with the instructor. In order to fully participate in and benefit from each class session, students must complete required readings and come to class prepared to discuss them.

Late Assignments

Late assignments are strongly discouraged. To obtain permission to submit an assignment after the deadline, the student must seek approval from the instructor before the day that the product is due. If permission for late submission is not granted before breaking a deadline, the grade will automatically be reduced 10%, and another 10% reduction will occur each day, including weekends. In case of an emergency, a late paper may be accepted without penalty at the discretion of the instructor. Avoid having last minute computer failures prevent you from turning papers in on time. Plan ahead! Keep backups; don’t rely on having computers, printers, servers, and email programs working perfectly a half-hour before class.

Cell Phone Policy

Cell phones are a disruption to the learning process. Students are expected to turn off their cell phones during class.
Schedule and Course Outline

Class 1 / Introduction

Topics:
- Course Overview
- Development through the Life Span: An Introduction and Overview
- Risk and Resilience

Required Readings:

Class 2 / A Bioecological Perspective

Topics:
- Ecological systems theory
- The Bioecological Theory of Human Development
- Family life cycle

Required readings:

Class 3 / Child and Adolescent Development in Family and Community Context

Topics:
- Families in the context of communities across time
- Social toxicity
- Children and adolescents growing up in poverty
CRITICAL THINKING PAPER 1 DUE AT THE BEGINNING OF CLASS

Required readings:

Class 4 / Prenatal Development – Typical development

Topics:
- Genetics and prenatal development
- Pregnancy – Typical course
- Risk and protective factors related to healthy birth outcome
- Prenatal genetics and genetic testing, including ethics and repercussions of testing

Required readings:

Required Websites:
For information about prenatal testing, prenatal genetics, and pregnancy go to the "Pregnancy and Newborn" section: [http://www.marchofdimes.com/pnhec/pnhec.asp](http://www.marchofdimes.com/pnhec/pnhec.asp)
"During your pregnancy" sub-section includes information on:
-"How your baby grows" provides information on prenatal development month by month: [http://www.marchofdimes.com/pnhec/28699_2134.asp](http://www.marchofdimes.com/pnhec/28699_2134.asp)

Class 5 / Prenatal development – Atypical trajectories
Topics:
- Low birth weight and preterm labor
- Congenital abnormalities – cystic fibrosis, Down syndrome
- Other abnormalities – fetal alcohol syndrome and FAE

CRITICAL THINKING PAPER 2 DUE AT THE BEGINNING OF CLASS

GROUP 1: CLASS ACTIVITY DUE

Required readings:
Jones, C.P. (2000). Levels of racism: A theoretic framework and a gardener's tale. *American Journal of Public Health*, 90(8), 1212-5. OR listen to an interview with Dr. Jones online. Go to [www.pbs.org/unnaturalcauses/hour_02.htm](http://www.pbs.org/unnaturalcauses/hour_02.htm) and click on "Dr. Camara Jones describes three kinds of racism."

Required Websites:
- view birth outcomes (particularly LBW, prematurity, and infant mortality)

Class 6 / Infancy and Toddlerhood – Typical development

GENOGRAM/ECOMAP ASSIGNMENT DUE AT THE BEGINNING OF CLASS

Video to be viewed in class:
*The Baby's Brain: Wider than the Sky.* (Part 1 in *The Secret Life of the Brain*, a five-part PBS series produced in 2002 by David Grubin.)
Topics:
- Physical, cognitive, emotional, social development – Typical course
- What factors in the environmental context (i.e., family, neighborhood/community) promote typical development? What are the risk and protective factors?
- Out of home childcare environments

Required readings:

Required Websites:
Mental Health: http://www.brightfutures.org/mentalhealth/pdf/03BFMHIInfancy.pdf

Recommended Reading:
Zero-to-Three http://www.zerotothree.org

Class 7: Infancy and toddlerhood – Atypical trajectories

CRITICAL THINKING PAPER 3 DUE AT THE BEGINNING OF CLASS

GROUP 2: CLASS ACTIVITY DUE

Topics:
- Developmental delay – genetic and environmental causes
- Attachment and failure to thrive
- Injuries, including accidents and child abuse
Required readings:

Required Websites:
Guidelines for reporting and writing on people with disabilities:

Recommended Readings:
Harvard Center on the Developing Child
[http://wwwdevelopingchildharvardedu/content/lectureshtmlfour](http://wwwdevelopingchildharvardedu/content/lectureshtmlfour)
Child Maltreatment [http://wwwbrightfuturesorg/mentalhealthpdfbridgesmaltreatmentpdf](http://wwwbrightfuturesorg/mentalhealthpdfbridgesmaltreatmentpdf)
Munchausen by Proxy [http://wwwbrightfuturesorg/mentalhealthpdfbridgesmunchausenpdf](http://wwwbrightfuturesorg/mentalhealthpdfbridgesmunchausenpdf)
Postpartum depression [http://wwwbrightfuturesorg/mentalhealthpdfbridgespostpartumpdf](http://wwwbrightfuturesorg/mentalhealthpdfbridgespostpartumpdf)

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**Class 8 / Early Childhood – Typical course**

**GROUP 3 CLASS ACTIVITY DUE**

Topics:
- Physical, cognitive, emotional, social development – Typical course
- Role of Play
- Parenting Styles

Video to be viewed in class:
*The Child’s Brain: Syllable from Sound.* (Part 2 in *The Secret Life of the Brain*, a five-part PBS series produced in 2002 by David Grubin.)
Required readings:

Required Websites:
Social and Emotional Development: What to expect and when to seek help
http://www.brightfutures.org/tools/BFtoolsEC.pdf
Mental Health:

Checklist for Professionals:

Class 9/ Early childhood – Atypical trajectories

CRITICAL THINKING PAPER 4 DUE AT THE BEGINNING OF CLASS

Topics:
- Mental retardation
- Pervasive developmental disorders (i.e., autism, including Asperger’s)
- Psychosocial demands on families who have a family member with a health or mental health disorder
- Physical, cognitive, emotional, social development – Atypical course

Required readings:

Recommended Reading:
Childhood Grief and Bereavement http://www.brightfutures.org/mentalhealth/pdf/bridges/grief.pdf
Class 10 / Middle Childhood – Typical development

GROUP FOUR CLASS ACTIVITY DUE

Topics:
- Physical, cognitive, emotional, social development – Typical course
- Team play
- Family environment and peer groups
- School environment and bullying
- Environment and health – asthma and childhood obesity

Required readings:

Required Websites:
Social and Emotional Development: What to expect and when to seek help
http://www.brightfutures.org/tools/BFtoolsMC.pdf
Mental Health:
http://www.brightfutures.org/mentalhealth/pdf/05BFMHMiddleChild.pdf
Checklist for Professionals:
Growing Up Online:
http://www.pbs.org/wgbh/pages/frontline/kidsonline/

Classes 11 / Middle childhood – Atypical trajectories

CRITICAL THINKING PAPER 5 DUE AT THE BEGINNING OF CLASS

Topics:
- Learning disabilities (dyslexia, etc.)
- ADHD
- Conduct disorders and ODD

Video to be viewed in class:
The Medicated Child http://www.pbs.org/wgbh/pages/frontline/medicatedchild/
Required readings:

Required Videos:
Misunderstood Minds: http://pbs.org/wgbh/misunderstoodminds/

Recommended Reading:
Children and Adults with ADHD Advocacy, Education and Support http://www.chadd.org/

Class 12 / Adolescence – Typical development

Guest Speakers: Rachel Wertheimer, Jenny Williams, & Stephen Wiseman, Sexual Identity Development

GROUP FIVE CLASS ACTIVITY DUE

Topics:
- Physical, cognitive, emotional, social development – Typical course
- Sexual identity development

Required Readings:
Required Websites:
Social and Emotional Development: What to expect and when to seek help
http://www.brightfutures.org/tools/BFtoolsAD.pdf
Mental Health:
http://www.brightfutures.org/mentalhealth/pdf/06BFHAdolescence.pdf
Checklist for Professionals:

Required Video:
Inside the Teenage Brain: http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/view/

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Class 13 / Adolescence: Atypical trajectories

CRITICAL THINKING PAPER 6 DUE AT THE BEGINNING OF CLASS

Topics:
- Risk and protective factors related to engaging in risky health behaviors.
- Drugs and alcohol
- Eating disorders
- Suicide
- Teenage pregnancy and sexually transmitted diseases

Required Readings:

Recommended Reading:
Bibliography


**Additional Web Resources**


National Center for Early Development and Learning [http://www.fpg.unc.edu/~ncedl/index.cfm](http://www.fpg.unc.edu/~ncedl/index.cfm)