

**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 2009

**Time and Location:** Fridays, 9:00am – 11:50am, in Room 135

**Instructor:** Deborah Barrett, PhD, MSW, LCSW (Debbie)

**Office Phone:** (919) 843-5818

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**Office Hours:** by appointment: most Mondays 12-2pm; most Fridays 12-2pm

**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 be able to:

1. Analyze and evaluate major theoretical frameworks (e.g., biopsychosocial, risk and resilience, person-in-environment, systems, life course) that explain individual development during childhood and adolescence in the context of family, community, culture, and the broader 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**

- Corcoran, J., & Walsh, J. (2006). *Clinical assessment and diagnosis in social work practice*. New York: Oxford University Press.
- Hutchison, E. D. (Ed.). (2008). *Dimensions of human behavior: The changing life course* (3rd ed.). Los Angeles, CA: Sage.

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

**Recommended Texts**

- Fraser, M. W. (Ed.). (2004). *Risk and resilience in childhood* (2nd ed.). Washington, DC: NASW Press.
- Garbarino, J. (1995). *Raising children in a socially toxic environment*. San Francisco, CA: Jossey-Bass.
- Mash, E. J., & Barkley, R. A. (Eds.). (2003). *Child psychopathology* (2nd ed.). New York: Guilford.
- Sroufe, L. A., Egeland, B., Carlson, E. A., & Collins, W. A. (2005). *The development of the person: The Minnesota Study of Risk and Adaptation from Birth to Adulthood*. New York: Guilford Press.

**Assignments**

1. **Class Participation/Discussion** Students will be expected to participate in class discussion. This requires class attendance. (If you are not in class, you are not participating.)
2. **Diverse Perspectives of Development Group Activity.** In this assignment students will focus on varying developmental trajectories 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.) In order to be successful in implementing the

activity, students will consult with the instructor for feedback prior to the presentation.

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 their family and social network. The Genogram/Ecomap Application Paper is an introspective analysis of family history and relationships and social networks. In this assignment students draw a three-generational genogram (four generations if they have children) and a multi-systemic ecomap. In the paper accompanying the genogram/ecomap, students discuss the cultural and historical context of their individual and family development, their current social networks, and issues of self-awareness and ethics related to how their own developmental experiences might affect their social work practice with others. Students may focus on topics that they feel comfortable exploring in relation to their family history and relationships and their social networks. This assignment may bring forth personal issues that students have not thought about or fully explored. Students who experience difficulty processing information obtained from this assignment should feel free to come and talk to the instructor. More information will follow.
4. **Critical Thinking Papers.** In place of a final examination students will complete three applied papers throughout the semester. For each, the instructor will provide a set of questions to guide responses. Papers should incorporate readings from each of the classes covered, expand on class topics, and demonstrate the student’s critical thinking (and not merely summarize class readings). Papers are limited to 2 pages (12 point type) and APA citation is required (but without cover sheet). Detailed instructors are posted on Blackboard, and each assignment will be discussed in class 1-2 weeks before it is due.

Students choose one of two options for each paper:

Paper 1	<b>Class 1-3</b> Theoretical Perspectives (Due at the <i>beginning</i> of class 3) or <b>Class 4-5</b> Prenatal Development (Due at the <i>beginning</i> of class 5)
Paper 2	<b>Class 6-7</b> Infancy & Toddlerhood (Due at the <i>beginning</i> of class 7) or <b>Class 8-9</b> Early Childhood (Due at the <i>beginning</i> of class 9)
Paper 3	<b>Class 10-11</b> Middle Childhood (Due at the <i>beginning</i> of class 11) or <b>Class 12-13</b> Adolescence (TBD)

**How to Submit Written Assignments**

You may either hand in your assignments as a hard copy during class, or submit your papers electronically before the start of the class period. If you submit via email as an attachment, please adhere to the following:

1. **Name your document with your last name and the name of the assignment:**
  - For genogram paper: SmithGenogram
  - For critical thinking papers: McCauleyCT#1 or GomezCT#7
2. **In the Subject Line, please note the course name and assignment name:**
  - For genogram paper: SoWo500Genogram
  - For critical thinking paper: SoWo500CT#2

These two steps are extremely helpful to me in keeping track of the papers, sorting through my inbox (and not accidentally discarding anyone’s paper), and making it easier for me to return the

proper paper to you (with comments). Thank you so much!

**APA and Written Assignments**

The School of Social Work faculty has adopted APA style as the preferred format for papers and publications. The best reference is the *Publication Manual of the American Psychological Association, Sixth Edition* (2009) that is available at most bookstores. The following web sites provide additional information: <http://juno.concordia.ca/help/howto/apa.php> and <http://www.apastyle.org/apa-style-help.aspx> .

The *UNC School of Social Work Style Guide: A Writing Manual for Social Work Students* (<http://ssw.unc.edu/currentStudent/writingguide.pdf>) 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. (Alternatively, follow pledge from first day of class.)

**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, or other reasonable accommodations. 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, Pass, Low Pass, and Fail.

94 – 100	H
80 – 93	P
70 – 79	L

Keep in mind that a Pass is considered entirely satisfactory. Honors is reserved for work that is clearly excellent in all respects. The final grading breakdown is:

<b>Assignment Percentage</b>	
Class Participation / Discussion	10%
Group Presentation	20%
Genogram/Ecomap Application Paper	25%
Critical Thinking Papers (3 at 15% each)	45%
<b>Total</b>	<b>100%</b>

**Attendance and Participation**

Attendance at all class sessions is expected; please be on time so that you will be able to get the most out of class and not disrupt others. 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 information about class content, handouts, and any announcements from your classmates if you miss 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 should 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 or printing 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 (except in special cases which you have discussed with instructor).

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## **Schedule and Course Outline**

### **Friday, August 28**

#### **Class 1 / Introduction**

Topics:

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

Required readings:

- Hutchison, E. D. (Ed.). (2008). A life course perspective. Chapter 1 in E. D. Hutchison (Ed.), *Dimensions of human behavior: The changing life course* (pp. 1-38). Los Angeles: Sage.
- Walsh, F. (2003). Family resilience: A framework for clinical practice. *Family Process, 42*(1), 1-18.
- Fraser, M. W., Kirby, L. D., & Smokowski, P. R. (2004). Risk and resilience in childhood. Chapter 2 in M. W. Fraser (Ed.), *Risk and resilience in childhood: An ecological perspective* (pp. 13-66). Washington, DC: NASW Press.
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### **Friday, September 4**

#### **Class 2 / A Bioecological Perspective**

Topics:

- Ecological systems theory
- The Bioecological Theory of Human Development

- Family life cycle

Required readings:

Collins, D., Jordan, C., & Coleman, H. (2007). Family development and the life cycle. In *An introduction to family social work* (2nd ed., pp. 178-219). Belmont, CA: Thomson Brooks/Cole.

Gabarino, J., & Abramowitz, R. H. (1992). The ecology of human development. In J. Gabarino (Ed.), *Children and the social environment* (pp. 11-33). New York, NY: Aldine de Gruyter.

Reynolds, J. (2005). Family and relational transitions across the life span. In D. Comstock (Ed.), *Diversity and development: Critical contexts that shape our lives and relationships* (pp. 269-298). Belmont, CA: Thomson Brooks/Cole.

### **Friday, September 11**

#### **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:

Bowen, G. L., Richman, J. M., & Bowen, N. K. (2000). Families in the context of communities across time. In S. J. Price, P. C. McKenry & M. J. Murphy (Eds.), *Families across time: A life course perspective* (pp. 117-128). Los Angeles, CA: Roxbury Publishers.

Jones, C. P. (2000). Levels of racism: A theoretic framework and a gardener's tale. *American Journal of Public Health, 90*(8), 1212-1215. 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."

Kirst-Ashman, K. K. (2008). Communities in the macro social environment: Theories and concepts. Chapter 8 in *Human behavior, communities, organizations, and groups in the macro social environment: An empowerment approach* (2nd ed., pp. 217-253). Belmont, CA: Thomson Brooks/Cole.

Thomlinson, B. (2002). Family assessment. Chapter 4 in *Family assessment handbook: An introduction practice guide to family assessment and intervention* (pp. 51-74). Pacific Grove, CA: Brooks/Cole Thomson Learning.

### **Friday, September 18**

#### **Class 4 / Prenatal Development**

#### **Guest Speakers: UNC Center for Maternal and Infant Health**

Topics:

- Genetics and prenatal development
- Pregnancy

- Risk and protective factors related to healthy birth outcome
- Prenatal genetics and genetic testing, including ethics and repercussions of testing

Required readings:

Harrigan, M. P., & Baldwin, S. M. (2008). Conception, pregnancy, and childbirth. Chapter 2 in E. D. Hutchison, (Ed.), *Dimensions of human behavior: The changing life course* (pp. 39-94). Los Angeles: Sage.

Solow, B. (2003). The Mexican Paradox, available at <http://indyweek.com/durham/2003-01-22/cover.html>.

Required Websites:

March of Dimes website (excerpts): <http://www.marchofdimes.com/>

- For information about prenatal testing, prenatal genetics, and pregnancy go to the “Pregnancy and Newborn” section: <http://www.marchofdimes.com/pnhec/pnhec.asp>
- The “During your pregnancy” sub-section includes information on:
  - “Prenatal tests: Deliver me” <http://www.marchofdimes.com/pnhec/159.asp>
  - “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)

Discovery Health website (“Ultimate Guide to Pregnancy” - 9 video clips of development): <http://health.discovery.com/beyond/?playerId=219475126&categoryId=219535198&lineupId=769305244>

Recommended reading:

Misra, D. P., & Guyer, B. (2003). Integrated perinatal health framework: A multiple determinants model with a life span approach. *American Journal of Preventive Medicine*, 25(1), 65-75.

Henry, M. J., & Pollack, D. (2008). Medical, developmental, and mental health considerations. Chapter 7 in *Adoption in the United States: A reference for families, professionals, and students* (pp. 75-106). Chicago: Lyceum.

**Friday, September 25**

**Class 5 / Prenatal development**

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**

Video to be viewed in class:

When the bough breaks. (Part 2 of *Unnatural Causes...Is Inequality Making Us Sick?* - a seven-part PBS series produced in 2008. Background information may be found at [www.unnaturalcauses.org](http://www.unnaturalcauses.org).)

## Required readings:

- Lu, M. C., & Halfon, N. (2003). Racial and ethnic disparities in birth outcomes: A life-course perspective. *Maternal and Child Health Journal*, 7(1), 13-30.
- Sokol, R. J., Delaney-Black, V., & Nordstrom, B. (2003). Fetal alcohol spectrum disorder. *Journal of the American Medical Association*, 290(22), 2996-2999.

## Required Websites:

March of Dimes website (excerpts): <http://www.marchofdimes.com/>

- For information about birth outcomes (particularly LBW, prematurity, and infant mortality), go to the “Perinatal Statistics” section:  
<http://www.marchofdimes.com/peristats/>
  - North Carolina statistics:  
<http://www.marchofdimes.com/peristats/alldata.aspx?reg=37&dv=es>
  - US statistics:  
<http://www.marchofdimes.com/peristats/alldata.aspx?reg=99&dv=es>

*Against all odds: Tianna, early intervention, and family support.*

[http://www.beachcenter.org/resource\\_library/real\\_story.aspx?intResourceID=2465&Type=story](http://www.beachcenter.org/resource_library/real_story.aspx?intResourceID=2465&Type=story)

**Friday, October 2**

**Class 6 / Infancy and Toddlerhood**

**GENOGRAM/ECOMAP ASSIGNMENT DUE AT THE BEGINNING OF CLASS**

## Topics:

- Physical, cognitive, emotional, social development
- Attachment theory
- 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:

- Center for Assessment and Policy Research. (2002). *Foster care and early childhood development: Implications for child welfare policy and research*. Trenton, NJ: Author.
- Egeland, B., & Erickson, M. F. (1999). Attachment theory and research. Edited from the *Zero to Three* journal, October/November 1999.
- Woody, D. J. (2008). Infancy and toddlerhood. Chapter 3 in E. D. Hutchison (Ed.), *Dimensions of human behavior: The changing life course* (pp. 95-136). Los Angeles: Sage.
- Maccoby, E. E., & Lewis, C. C. (2003). Less day care or different day care? *Child Development*, 74(4), 1069-1075.

## Recommended Websites:

Bright Futures website (excerpts): <http://www.brightfutures.org>

- Social and emotional development in infancy: What to expect and when to seek help:  
<http://www.brightfutures.org/tools/BFtoolsIN.pdf>

- Mental health in infancy:  
<http://www.brightfutures.org/mentalhealth/pdf/03BFMHInfancy.pdf>
- Infancy checklist for professionals:  
<http://www.brightfutures.org/mentalhealth/pdf/professionals/in/checklist.pdf>

Zero-to-Three website: <http://www.zerotothree.org>

Touchpoints website (excerpts): <http://www.touchpoints.org>

- Brazelton, T. B., & Sparrow, J. *The Touchpoints model of development*:  
[http://www.touchpoints.org/nwsltrs\\_flyers\\_forms/Touchpoints\\_Model\\_of\\_Development.pdf](http://www.touchpoints.org/nwsltrs_flyers_forms/Touchpoints_Model_of_Development.pdf)
- *A developmental approach for the prevention of common behavioral problems*  
[http://www.touchpoints.org/nwsltrs\\_flyers\\_forms/A\\_Developmental\\_Approach\\_to\\_Behavioral\\_Problems\\_2006.pdf](http://www.touchpoints.org/nwsltrs_flyers_forms/A_Developmental_Approach_to_Behavioral_Problems_2006.pdf)

**Friday, October 9**

**Class 7: Infancy and toddlerhood**

**CRITICAL THINKING PAPER 3 DUE AT THE BEGINNING OF CLASS**

**GROUP 2: CLASS ACTIVITY DUE**

Topics:

- Developmental delay – genetic and environmental causes/family adaptation
- Developmental risks and protective factors during this period of development
- Child maltreatment

Required readings:

- Fadiman, A. (2004). *The spirit catches you and you fall down*. In A. A. Liebermann & C. Lester, *Social work practice with a difference* (pp. 431-438). New York: McGraw-Hill.
- Corcoran, J., & Walsh, J. (2006). Social work and the DSM: Person-in-environment versus the medical model. Chapter 2 in *Clinical assessment and diagnosis in social work practice* (pp. 11-32). New York: Oxford University Press.
- Cochran, Lyons-Ruth, K., Zeanah, C. H., & Benoit, D. (2003). Disorder and risk for disorder during infancy and toddlerhood. Chapter 13 in E. J. Mash & R. A. Barkley (Eds.), *Child psychopathology* (2nd ed., pp. 589-631). New York: Guilford.
- Hauser-Cram, P., Warfield, M., E., Shonkoff, J. P., & Krauss, M. W. (2001). The development of children with disabilities and the adaptation of their parents: Theoretical perspectives and empirical evidence. *Monographs of the Society for Research in Child Development*, 66(3), 6-21.
- Thomlinson, B. (2004). Child maltreatment: A risk and protective factor perspective. Chapter 4 in M. W. Fraser (Ed.), *Risk and resilience in childhood: An ecological perspective* (pp. 89-131). Washington, DC: NASW Press.

Required Websites:

Guidelines for reporting and writing on people with disabilities:  
<http://www.lsi.ku.edu/~lsi/aboutus/guidelines.shtml>

## Recommended Websites:

Harvard Center on the Developing Child website (excerpts):

<http://www.developingchild.harvard.edu>

- Advancing the science of learning, health and behavior:  
<http://www.developingchild.harvard.edu/content/lectures.html#four>

Bright Futures website (excerpts): <http://www.brightfutures.org>

- Child maltreatment:  
<http://www.brightfutures.org/mentalhealth/pdf/bridges/maltreatment.pdf>
- Munchausen by Proxy:  
<http://www.brightfutures.org/mentalhealth/pdf/bridges/munchausen.pdf>
- Postpartum depression:  
<http://www.brightfutures.org/mentalhealth/pdf/bridges/postpartum.pdf>

**Friday, October 16**

**Class 8 / Early Childhood**

### GROUP 3 CLASS ACTIVITY DUE

Topics:

- Physical, cognitive, emotional, social development
- 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. Background information may be found at [http://www.pbs.org/wnet/brain/.](http://www.pbs.org/wnet/brain/))

Required readings:

Woody, D., & Woody, D. J. (2008). Early childhood. Chapter 4 in E. D. Hutchison (Ed.), *Dimensions of human behavior: The changing life course* (pp. 137-174). New York: Guilford Press.

The Kauffman Early Education Exchange. (2002). *Set for success: Building a strong foundation for school readiness based on the social-emotional development of young children*. Kansas City, MO: Ewing Marion Kauffman Foundation. Available online at [http://sites.kauffman.org/pdf/eex\\_brochure.pdf](http://sites.kauffman.org/pdf/eex_brochure.pdf).

- Class will be divided into groups and each group will be assigned one of the following chapters from the Kauffman report.

Thompson, R. A. (2002). The roots of school readiness in social and emotional development. Chapter 1 in The Kauffman Early Education Exchange, *Set for success: Building a strong foundation for school readiness based on the social-emotional development of young children* (pp. 8-29). Kansas City, MO: Ewing Marion Kauffman Foundation. Available online at [http://sites.kauffman.org/pdf/eex\\_brochure.pdf](http://sites.kauffman.org/pdf/eex_brochure.pdf).

Espinosa, L. (2002). The connection between social-emotional development and early literacy. Chapter 2 in The Kauffman Early Education Exchange, *Set for success: Building a*

*strong foundation for school readiness based on the social-emotional development of young children* (pp. 30-44). Kansas City, MO: Ewing Marion Kauffman Foundation. Available online at [http://sites.kauffman.org/pdf/eex\\_brochure.pdf](http://sites.kauffman.org/pdf/eex_brochure.pdf).

Barbarin, O. A. (2002). Culture and ethnicity in social, emotional, and academic development. Chapter 3 in The Kauffman Early Education Exchange, *Set for success: Building a strong foundation for school readiness based on the social-emotional development of young children* (pp. 45-63). Kansas City, MO: Ewing Marion Kauffman Foundation. Available online at [http://sites.kauffman.org/pdf/eex\\_brochure.pdf](http://sites.kauffman.org/pdf/eex_brochure.pdf).

Donahue, P. J. (2002). Promoting social and emotional development in young children: The role of mental health consultants in early childhood settings. Chapter 4 in The Kauffman Early Education Exchange, *Set for success: Building a strong foundation for school readiness based on the social-emotional development of young children* (pp. 64-79). Kansas City, MO: Ewing Marion Kauffman Foundation. Available online at [http://sites.kauffman.org/pdf/eex\\_brochure.pdf](http://sites.kauffman.org/pdf/eex_brochure.pdf).

Kaufmann, R., & Perry, D. F. (2002). Promoting social and emotional development in young children: Promising approaches at the national, state and community levels. Chapter 5 in The Kauffman Early Education Exchange, *Set for success: Building a strong foundation for school readiness based on the social-emotional development of young children* (pp. 80-95). Kansas City, MO: Ewing Marion Kauffman Foundation. Available online at [http://sites.kauffman.org/pdf/eex\\_brochure.pdf](http://sites.kauffman.org/pdf/eex_brochure.pdf).

#### Recommended Websites:

Bright Futures website (excerpts): <http://www.brightfutures.org>

- Social and emotional development in early childhood: What to expect and when to seek help: <http://www.brightfutures.org/tools/BFtoolsEC.pdf>
- Mental health in early childhood: <http://www.brightfutures.org/mentalhealth/pdf/04BFMHEarlyChild.pdf>
- Early childhood checklist for professionals: <http://www.brightfutures.org/mentalhealth/pdf/professionals/ec/checklist.pdf>

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**Friday, October 30**

**Class 9/ Early childhood**

### **CRITICAL THINKING PAPER 4 DUE AT THE BEGINNING OF CLASS**

**Guest Speaker: Sherry Mergner, Clinical Assistant Professor, UNC SSW, Autism**

#### 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

#### Required readings:

Corcoran, J., & Walsh, J. (2006). Mental retardation. Chapter 3 in *Clinical assessment and*

- diagnosis in social work practice* (pp. 35-63). New York: Oxford University Press.
- Corcoran, J., & Walsh, J. (2006). Autism. Chapter 4 in *Clinical assessment and diagnosis in social work practice* (pp. 64-89). New York: Oxford University Press.
- DeMarle, D. J., & Le Roux, P. (2001). The life cycle and disability: Experiences of discontinuity in child and family development. *Journal of Loss and Trauma*, 6(1), 29-43.

Recommended Websites:

Bright Futures website (excerpts): <http://www.brightfutures.org>

- Mental retardation: <http://www.brightfutures.org/mentalhealth/pdf/bridges/retardation.pdf>
- Pervasive mental disorders:  
<http://www.brightfutures.org/mentalhealth/pdf/bridges/pdd.pdf>
- Parental depression:  
[http://www.brightfutures.org/mentalhealth/pdf/bridges/parental\\_dprssn.pdf](http://www.brightfutures.org/mentalhealth/pdf/bridges/parental_dprssn.pdf)
- Childhood grief and bereavement:  
<http://www.brightfutures.org/mentalhealth/pdf/bridges/grief.pdf>

National Dissemination Center for Children with Disabilities website:

<http://www.nichcy.org/Pages/Home.aspx>

Advocates for Justice in Education website: <http://www.aje-dc.org>

**Friday, November 6**

**Class 10 / Middle Childhood**

**GROUP FOUR CLASS ACTIVITY DUE**

Topics:

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

Required readings:

- Burton, L. (2007). Childhood adultification in economically disadvantaged families: A conceptual model. *Family Relations*, 56, 329-345.
- Charlesworth, L., Wood, J., & Viggiani, P. (2008). Middle childhood. Chapter 5 in E. D. Hutchison (Ed.), *Dimensions of human behavior: The changing life course* (pp. 177-226). New York: Guilford Press.
- Schwartz, M. B., & Puhl, R. (2003). Childhood obesity: A societal problem to solve. *Obesity Reviews*, 4(1), 57-71.
- Suarez-Orozco, A., Todorova, I., & Louie, J. (2002). Making up for lost time: The experience of separation and reunification among immigrant families. *Family Process*, 41(4), 625-643.

Recommended Websites:

Bright Futures website (excerpts): <http://www.brightfutures.org>

- Social and emotional development in middle childhood: What to expect and when to seek help: <http://www.brightfutures.org/tools/BFtoolsMC.pdf>

- Mental health in middle childhood: <http://www.brightfutures.org/mentalhealth/pdf/05BFMHMiddleChild.pdf>
- Middle childhood checklist for professionals: <http://www.brightfutures.org/mentalhealth/pdf/professionals/mc/checklist.pdf>

Growing up online (PBS *Frontline* episode and related materials, produced in 2008): <http://www.pbs.org/wgbh/pages/frontline/kidsonline>

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**Friday, November 13**

**Classes 11 / Middle childhood**

### **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. (PBS *Frontline* episode produced in 2008. Background information may be found at <http://www.pbs.org/wgbh/pages/frontline/medicatedchild/>)

Required readings:

Corcoran, J., & Walsh, J. (2006). Oppositional defiant disorder and conduct disorder. Chapter 5 in *Clinical assessment and diagnosis in social work practice* (pp. 90-128). New York: Oxford University Press.

Corcoran, J., & Walsh, J. (2006). Attention-Deficit/Hyperactivity Disorder. Chapter 6 in *Clinical assessment and diagnosis in social work practice* (pp. 129-163). New York: Oxford University Press.

Required Website:

*Misunderstood minds* (PBS documentary and related materials, produced in 2002): <http://www.pbs.org/wgbh/misunderstoodminds>

Recommended Websites:

Bright Futures website (excerpts): <http://www.brightfutures.org>

- Learning disorders: [http://www.brightfutures.org/mentalhealth/pdf/bridges/learning\\_dsrdr.pdf](http://www.brightfutures.org/mentalhealth/pdf/bridges/learning_dsrdr.pdf)
- ADHD: <http://www.brightfutures.org/mentalhealth/pdf/bridges/adhd.pdf>
- Conduct disorders and ODD: <http://www.brightfutures.org/mentalhealth/pdf/bridges/oppositional.pdf>
- Childhood obesity: <http://www.brightfutures.org/mentalhealth/pdf/bridges/obesity.pdf>

Children and Adults with ADHD advocacy, education and support: <http://www.chadd.org>

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**Friday, November 20**

**Class 12 / Adolescence**

**Guest Speakers:** TBD (checking with Traci Wike and Marci Fisher-Borne)

### **GROUP FIVE CLASS ACTIVITY DUE**

Topics:

- Physical, cognitive, emotional, social development
- Sexual and gender identity development

Required Readings:

- McCarter, S.A. (2008). Adolescence. Chapter 5 in E. D. Hutchison (Ed.), *Dimensions of human behavior: The changing life course* (pp. 177-226). New York: Guilford Press.
- Burdge, B. J. (2007). Bending gender, ending gender: Theoretical foundations for social work practice with the transgender community. *Social Work, 52*, 243-250.
- Worthington, R. L., Savoy, H. B., Dillon, F. R., & Vernaglia, E. R. (2002). Heterosexual identity development: A multidimensional model of individual and social identity. *The Counseling Psychologist, 30*(4), 496-531.

Required video:

*Inside the teenage brain* (PBS *Frontline* episode produced in 2002):  
<http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/view/>

Recommended Websites:

Bright Futures website (excerpts): <http://www.brightfutures.org>

- Social and emotional development in adolescent: What to expect and when to seek help:  
<http://www.brightfutures.org/tools/BFtoolsAD.pdf>
- Mental health in adolescence: <http://www.brightfutures.org/mentalhealth/pdf/06BFMHAdolescence.pdf>
- Adolescence checklist for professionals:  
<http://www.brightfutures.org/mentalhealth/pdf/professionals/ad/checklist.pdf>

**Friday, December 4**

**Class 13 / Adolescence**

### **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:

Aufseeser, D., Jekielek, S., & Brown, B. (2006). *The family environment and adolescent well-being: Exposure to positive and negative family influences*. Washington, DC: Child

Trends; and San Francisco: National Adolescent Health Information Center, University of California, San Francisco. Available at

<http://www.childtrends.org/Files/FamilyEnvironmentRB.pdf>

Ungar, M. (2004). The importance of parents and other caregivers to the resilience of high-risk adolescents. *Family Process*, 43(1), 23-41.

The class will break into groups, and each group will be responsible for one of the following:

Corcoran, J., & Walsh, J. (2006). Eating disorders. Chapter 9 in *Clinical assessment and diagnosis in social work practice* (pp. 231-260). New York: Oxford University Press.

Macgowan, M. J. (2004). Suicidality among youths. In M. W. Fraser (Ed.), *Risk and resilience in childhood: An ecological perspective* (2nd ed., pp. 347-383). Washington, DC: NASW Press.

Jenson, J. M. (2004). Risk and protective factors for alcohol and other drug use in childhood and adolescence. In M. W. Fraser (Ed.), *Risk and resilience in childhood* (2nd ed., pp. 183-208). Washington, DC: NASW Press.

Rounds, K. A. (2004). Preventing sexually transmitted infections among adolescents. In M. W. Fraser (Ed.), *Risk and resilience in childhood: An ecological perspective* (pp. 251-279). Washington, DC: NASW Press.

Franklin, C., Corcoran, J., & Harris, M. B. (2004). Risk and protective factors for adolescent pregnancy: Bases for effective intervention. In M. W. Fraser (Ed.), *Risk and resilience in childhood* (2nd ed., pp. 281-313). Washington, DC: NASW Press.

Recommended Websites:

Bright Futures website (excerpts): <http://www.brightfutures.org>

- Substance abuse: [http://www.brightfutures.org/mentalhealth/pdf/bridges/substance\\_abuse.pdf](http://www.brightfutures.org/mentalhealth/pdf/bridges/substance_abuse.pdf)
- Eating disorders: [http://www.brightfutures.org/mentalhealth/pdf/bridges/eat\\_disorder.pdf](http://www.brightfutures.org/mentalhealth/pdf/bridges/eat_disorder.pdf)
- Mood disorders: [http://www.brightfutures.org/mentalhealth/pdf/bridges/mood\\_dsrd.pdf](http://www.brightfutures.org/mentalhealth/pdf/bridges/mood_dsrd.pdf)

**Additional Recommended Readings for the Really Ambitious**

- Applegate, J.S. & Shapiro, J.R. (2005). *Neurobiology for clinical social work: Theory and practice*. New York: W.W. Norton & Company.
- Berk, L. (2008). *Exploring lifespan development*. New York: Allyn and Bacon.
- Boss, P. (2002). Definitions: A guide to family stress theory. Chapter 4 in *Family stress management: A contextual approach* (2nd ed., pp. 39-70). Thousand Oaks, CA: Sage.
- Bronfenbrenner, U. (Ed.). (2005). *Making human beings human: Bioecological perspectives on human development*. Thousand Oaks, CA: Sage.
- Bronfenbrenner, U. (Ed.). (2005). *Making human beings human: Bioecological perspectives on human development*. Thousand Oaks, CA: Sage. Foreword by Richard M Lerner, Urie Bronfenbrenner: Career Contributions of the Consummate Developmental Scientist.
- Bronfenbrenner, U. (Ed.). (2005). *Making human beings human: Bioecological perspectives on human development*. Thousand Oaks, CA: Sage. Article 10: Ecological Systems theory.
- Bronfenbrenner, U. (Ed.). (2005). *Making human beings human: Bioecological perspectives on human development*. Thousand Oaks, CA: Sage. Article 12: Growing Chaos in the Lives of Children, Youth, and Families.
- Bronfenbrenner, U. (Ed.). (2005). *Making human beings human: Bioecological perspectives on human development*. Thousand Oaks, CA: Sage. Article 15: Two Worlds of Childhood: U.S. and U.S.S.R.
- Bronfenbrenner, U., & Morris, P. A. (1998). The ecology of developmental processes. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), *Handbook of child psychology: Vol. 1. Theoretical models of human development* (5th ed., pp. 993-1028). New York: John Wiley.
- Bronfenbrenner, U., & Evans, G. W. (2000). Developmental science in the 21st Century: Emerging questions, theoretical models, research designs and empirical findings. *Social Development, 9*, 115-125.
- Coontz, S. (1996). The way we weren't: The myth and reality of the "traditional" family. *National Forum, 76*(4), 45-48.
- Fraser, M. W. (2004). The ecology of childhood: A multisystems perspective. Chapter 1 in *Risk and Resilience in Childhood: An ecological perspective* (pp. 1-12). Washington, DC: NASW Press.
- Garbarino, J. (1995). *Raising children in a socially toxic environment*. San Francisco, CA: Jossey-Bass.
- Greenspan, S. L. (2003). Child care research: A clinical perspective. *Child Development, 74* (4), 1064-1068.
- Haight, W. L., Kagle, J. D., & Black, J. E. (2003). Understanding and supporting parent-child relationships during foster care visits: Attachment theory and research. *Social Work, 48*(2), 195-207.
- Konik, J. & Stewart, A. (2004). Sexual identity development in the context of compulsory heterosexuality. *Journal of Personality, 72*(4), 815-844.
- Lansford, J. E., Deater-Deckard, K., Dodge, K. A., Pettit, G. S., Bates, J. E., & Pettit, G. S. (2002). Ethnic differences in the link between physical discipline and later adolescent externalizing behaviors. *Journal of Child Psychology and Psychiatry, 45*(4), 801-812.

- Lipper, J. (2003). *Growing up fast*. New York: Picador.
- Marks, L. (2004). Sacred practices in highly religious families: Christian, Jewish, Mormon, and Muslim perspectives. *Family Process*, 43(2), 217-232.
- Mash, E. J., & Dozois, D. J. A. (2003). Child psychopathology: A developmental-systems perspective. Chapter 1 in E. J. Mash & R. A. Barkley (Eds.), *Child psychopathology* (2nd ed., pp. 3-71). New York: Guilford.
- National Research Council and Institute of Medicine (2000). *From neurons to neighborhoods: The science of early childhood development*. Committee on Integrating the Science of Early Childhood Development. Jack P. Shonkoff and Deborah A. Phillips, eds. Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press.
- Pinderhughes, E. E., Dodge, K. A., Bates, J. E., Pettit, G. S., & Zelli, A. (2000). Discipline responses: Influences of parents' socioeconomic status, ethnicity, beliefs about parenting, stress, and cognitive-emotional processes. *Journal of Family Psychology*, 14, 380-400.
- Rosario, M., Schrimshaw, E. W., Hunter, J. & Braun, L. (2006). Sexual identity development among lesbian, gay, and bisexual youths: Consistency and change over time. *Journal of Sex Research*, 43 (1), pp. 46-58.
- Stone, E., Gomez, E., Hotzoglou, D., & Lipnitsky, J. Y. (2005). Transnationalism as a motif in family stories. *Family Process*, 44(4), 381-398
- Walsh, F. (2003). Changing families in a changing world: Reconstructing family normality. In F. Walsh (Ed.), *Normal family processes: Growing diversity and complexity* (3rd ed., pp. 1-26). New York: Guilford Press.
- Weine, S., Muzurovic, N., Kulauzovic, Y., Besic, S., Lezic, A., Mujagic, A., Muzurovic, J., et al. (2004). Family consequences of refugee trauma. *Family Process*, 43(2), 147-160.

### **Additional Web Resources**

Bright Futures website (excerpts): <http://www.brightfutures.org>

- Domestic violence :  
[http://www.brightfutures.org/mentalhealth/pdf/bridges/dmstc\\_vlnc.pdf](http://www.brightfutures.org/mentalhealth/pdf/bridges/dmstc_vlnc.pdf)
- Anxiety disorders in children and adolescents:  
<http://www.brightfutures.org/mentalhealth/pdf/bridges/anxiety.pdf>

SIDS Network website: <http://sids-network.org/>

NAMI for Youth: website <http://www.nami.org/youth/index.html>

National Center for Early Development and Learning website:

<http://www.fpg.unc.edu/~ncedl/index.cfm>