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 2015
Time and Location: Fridays at 9:00-11:50am, Room 101
Instructor: Cynthia Fraga Rizo, PhD, MSW
Office Phone: 919-962-6512 office or 305-244-7046 cell
Email Address: cfraga@email.unc.edu
Office Hours: Fridays 12-2 by appointment or other days by appointment in TTK (Room 524H)

NOTE: The instructor reserves the right to change this syllabus as necessary during the semester.

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., bio-psychosocial, 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 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 bio-psychosocial 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 bio-psychosocial 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**

Hutchison, E. D. (Ed.). (2014). *Dimensions of human behavior: The changing life course* (5th ed.). Los Angeles, CA: Sage. [This edition will be available in the bookstore toward the end of September 2014 (the release date is 9/23/14, so shortly after). The first three chapters of the 4th edition book will be available on our Sakai site.]


*Additional required articles and chapters will be available through the UNC Library’s e-collection, the course’s Sakai site, or indicated online resources.*

**Recommended Texts**


**Assignments**

1. **Class Participation.** A critical component of learning and creating a learning environment is thoughtful participation in class discussion. This will require class attendance. If you are not in class (absent or late), you are not participating. Absences, tardiness, leaving early, or failing to participate during class will affect this aspect of your grade.

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 are allowed for this assignment. In order to be successful in implementing the activity, students will consult 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 their family and social networks. 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 talk to the instructor. **DUE CLASS 5 (September 18th).**

4. **Critical Thinking Papers.** In place of a mid-term and final exam, students will complete two critical thinking papers during the semester. Each paper will be limited to 4-5 double-spaced pages (12 point type, Times New Roman, one-inch margins). 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 paper 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, expand on class topics, and demonstrate the student’s critical thinking.

**Two papers need to be completed:**

<table>
<thead>
<tr>
<th>Paper 1</th>
<th>Bioecological System Perspectives (Due at the beginning of class 9 – October 23)</th>
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<tr>
<td>Paper 2</td>
<td>Instructions to follow --- (Due at the end of the semester on Friday 12/4 by 5:00 PM)</td>
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**APA and Written Assignment**

All written assignments must be typed and follow APA format. Several writing resources are posted on the SSW website ([http://ssw.unc.edu/students/writing](http://ssw.unc.edu/students/writing)). You can also refer to the APA Publication Manual (6th edition), and to a tutorial on APA style at: [http://library.unc.edu/citationbuilder/](http://library.unc.edu/citationbuilder/). Additionally, here is a brief guideline for writing about persons with disabilities which is important to keep in mind: [http://www.rticl.org/products/RTCIL%20publications/Media/Guidelines%20for%20Reporting%20and%20Writing%20about%20People%20with%20Disabilities%207th%20Edition.pdf](http://www.rticl.org/products/RTCIL%20publications/Media/Guidelines%20for%20Reporting%20and%20Writing%20about%20People%20with%20Disabilities%207th%20Edition.pdf)
UNC Honor Code
“The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your responsibilities as a student is outlined in the Instrument of Student Judicial Governance.” (From: http://studentconduct.unc.edu/faculty/honor-syllabus.) The Honor Code can be found in the Instrument of Student Judicial Governance (“Instrument”). Your full participation and observance of the Honor Code is expected.

Academic dishonesty is contrary to the ethics of the social work profession, unfair to other students, and will not be tolerated in any form. All written assignments should include the following signed pledge: “I have neither given nor received unauthorized aid in preparing this written work.”

In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required. Please refer to the APA Style Guide for information on attribution of quotes, plagiarism, and appropriate citation. The UNC Writing Center provides clear guidelines regarding what does and does not constitute plagiarism.

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 that prevent you from turning papers in on time. Plan ahead and keep backups; don’t rely on having computers, printers, servers, and email programs working perfectly a half-hour before class. A grade of “Incomplete” will be given only in extenuating circumstances and in accordance with School of Social Work and University policy.

Attendance and Participation
Attendance at all class sessions is expected; it is important to be on time so as not to disrupt class and to remain for the entire class period. We will cover 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 should complete required readings before class and come to class prepared to discuss them.
Grades
The School of Social Work uses an evaluation system of High Pass (H), Pass (P), Low Pass (L), and Fail (F). For this class, the numerical value of an H = 94 - 100; a P = 80 - 93; a L = 70 – 79, a F = 69 or below. 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:

<table>
<thead>
<tr>
<th>Assignment Percentage/Points</th>
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<tbody>
<tr>
<td>Class Participation</td>
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<tr>
<td>Perspective on Development Group Presentation</td>
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<tr>
<td>Genogram/Ecomap Application Paper</td>
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<tr>
<td>Critical Thinking Papers (2x 22.5% each)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
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Use of Electronic Devices in the Classroom
We are all invested in creating a learning environment of respect and engagement. Students may use laptops in class for taking notes or completing small group tasks. However, use them only for relevant activities – not for checking email or surfing the Web. During class, cell phones and other devices should be silenced.

Accommodations for Students with Disabilities
Students with disabilities or medical conditions that may impact their participation in the course and who may need accommodations should contact the Department of Accessibility Resources and Services (919-962-8300 or T-711 NC RELAY). Accessibility Resources and Services will notify the instructor regarding recommended accommodations. Instructors cannot provide accommodations to a student without communication from the Department of Accessibility Resources and Services [http://accessibility.unc.edu](http://accessibility.unc.edu).

Teaching Methods and Expectations
Teaching methods will include lecture and class discussion, as well as multimedia presentations, guest speakers, and experiential activities. We all have much to learn from one another. Full participation is essential to your learning process in the class, and will allow you to successfully apply the course material in a way that is personally and professionally meaningful. The course will ask you to reflect on and discuss difficult and complex issues and material that may not always be comfortable. We will develop a supportive learning environment, reflecting the values of the social work profession. This requires listening to the ideas and views of others, attempting to understand and appreciate a point of view which is different from your own, articulating clearly your point of view, and linking experience to readings and assignments. Most importantly be curious about why you think the way you do and why others think the way they do, ask genuine questions, explain your reasoning and intent, and test your assumptions and inferences. During the first class session, we will generate guidelines that will allow all of us to engage authentically, and to treat each other with respect, compassion, and honor.
Schedule and Course Outline

Friday, August 21
Class 1 / Introduction

Topics:
- Introductions
- Course overview
- Development through the life span: An introduction and overview
- Discussion of POD assignment

Required:

Recommended:

Friday, August 28
Class 2 / A Bio-ecological Perspective

Topics:
- Ecological systems theory
- The bio-ecological theory of human development
- Risk and resilience

Required:
Recommended:

Friday, September 4
Class 3 / Child and Adolescent Development in Family

Topics:
- Family life cycle
- Family processes (belief systems, organizational patterns, communication)
- Families in the context of communities across time
- Genograms and ecomaps

Required:

Genogram/Ecomap Articles: *These will be helpful for your assignment!*
Chapter 1: Genograms: Mapping family systems
Chapter 2: Developing a genogram to track family patterns
Recommended:

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Friday, September 11
Class 4/ Child and Adolescent Development in the Context of Community and Culture

Topics:
- Families in the context of communities across time
- Immigration
- Social and environmental toxicity
- The impact of racism and poverty
- Chronic and toxic stress

Video clips to be viewed in class:

Required:


Recommended:


Recommended Video:
*The Disappearing male.* [http://vimeo.com/15346778](http://vimeo.com/15346778)
Friday, September 18
Class 5/ Prenatal Development

GENOGRAM/ECOMAP PAPER DUE AT THE BEGINNING OF CLASS

Topics:
- Pregnancy - risk and protective factors related to healthy birth outcomes
- Prenatal genetics and genetic testing, including ethics and repercussions of testing
- Birth outcomes (e.g., low birth weights, pre-term labor, congenital abnormalities)

Video to be viewed in class:

Required:
- For information about birth outcomes (particularly LBW, prematurity, and infant mortality), go to the “Perinatal Statistics” section: [http://www.marchofdimes.com/peristats/](http://www.marchofdimes.com/peristats/)

Recommended:
Lu, M.C., Kotelchuck, M., Hogan, V. Jones, L., Wright, K., & Halfon, N. (2011). Closing the back-

Helpful websites:
Discovery Health website (pregnancy and parenting):

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**Friday, September 25**
**Class 6 / Infancy and Toddlerhood**

**GROUP 1 POD**

Topics:
- Physical, cognitive, emotional, social, and neuro development
- Attachment theory
- Out-of-home childcare environments

Video clips to be viewed in class:
*The emotional life* (PBS clip)
*The science of babies* (Streaming available through UNC Library)

**Required readings:**

**Select one** of the following three readings on infant out of home care:

Recommended:


Helpful 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

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

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

Friday, October 2
Class 7: Infancy and Toddlerhood

Speaker: TBD

**Please meet in the auditorium a few minutes before 9am**

Topics:
- Child maltreatment and trauma

Required:
Center on the Developing Child (2007). The impact of early adversity on children’s development


Recommended Readings:


Helpful websites and videos:
Bright Futures website (excerpts): http://www.brightfutures.org
Video: *Trauma, brain, and relationship: Helping children heal*: https://www.youtube.com/watch?v=jYyEEMIMMb0
Friday, October 9  
Class 8 / Early Childhood  

GROUP 2 POD  

Topics:  
- Physical, cognitive, emotional, social, neuro development  
- Social emotional learning/emotional regulation  
- Parenting styles  
- Role of play  

Required:  
Retrieved from http://opinionator.blogs.nytimes.com/2014/03/19/first-learn-how-to-calm-down/?_php=true&_type=blogs&_php=true&_type=blogs&_r=1&  

Recommended:  
Helpful websites and videos:

Bright Futures website (excerpts): [http://www.brightfutures.org](http://www.brightfutures.org)

Harvard Center on the Developing Child website: [http://www.developingchild.harvard.edu](http://www.developingchild.harvard.edu)


Video: InBrief: Executive functioning: Skills for live and learning: [https://www.youtube.com/watch?v=efCq_vHUMqs](https://www.youtube.com/watch?v=efCq_vHUMqs)

Video: A typical child sorting cards (shorter version): [https://www.youtube.com/watch?v=0L7xzcvJzZc](https://www.youtube.com/watch?v=0L7xzcvJzZc)

Friday, October 16
NO CLASS: Fall Break

Friday, October 23
Class 9/ Early Childhood

CRITICAL THINKING PAPER 1 DUE AT THE BEGINNING OF CLASS

Guest Speakers: Parent Panel

**Please meet in the auditorium at the start of class**

Topics:
- Intellectual and developmental disability (IDD)
- Psychosocial demands on families with a child with an IDD
- Community context for families with a child with an IDD

Required:


Recommended:


(Additional articles from the special issue can also be found here)

Helpful websites:

Autism and related disorders:
- http://www.firstsigns.org/

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

National Dissemination Center for Children with Disabilities website: http://www.nichcy.org/Pages/Home.aspx

National Early Childhood Technical Assistance (website related to kids with special needs and educational supports): http://www.nectac.org/
GROUP 3 POD

Topics:

- Physical, cognitive, emotional, social, neuro development
- Family, peer, school, and community environment

Required:


Recommended:


Helpful websites:
Edutopia website. *Five keys to successful social and emotional learning.*

Bright Futures website (excerpts): = [http://www.brightfutures.org](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
• Middle childhood checklist for professionals:

Friday, November 6
Classes 11 / Middle Childhood

Topics:
  ▪ Broad overview of childhood disorders (ADHD, conduct disorders, and ODD)
    o Impact on child and family development
    o Resources for families, schools and communities
  ▪ Bullying
  ▪ Child adultification
  ▪ Internet and social media influences

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/)

Or for shorter version:

In-Class Activity:
In groups, access the DSM via the UNC Library (http://dsm.psychiatryonline.org.libproxy.lib.unc.edu/book.aspx?bookid=556) to review one of the following childhood disorders:
  • ADHD
  • Conduct disorder
  • ODD
  • PTSD
  • Mood Disorders (e.g., anxiety, depression)
In reviewing the disorder with your group, answer and be prepared to discuss the following questions: (1) What are the main characteristics of the disorder?; (2) How does the disorder present in different environments (e.g., home, school)?; (3) How does the disorder affect the family and vice versa?; (4) What contributing factors impact the disorder (i.e., make things better/worse)?

Required:


**Recommended:**


**Helpful websites and videos:**

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

- Learning problems and disorders:
- Conduct disorders and ODD:

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

*Misunderstood minds* (PBS documentary and related materials, produced in 2002):

http://www.pbs.org/wgbh/misunderstoodminds/
Friday, November 13
Class 12 / Adolescence

GROUP 4 POD

Topics:
- Physical, cognitive, emotional, social, neuro development
- Sexual and gender identity development (LGBTQ youth)

Required:

Recommended:

Helpful websites and videos:
Bright Futures website (excerpts): http://www.brightfutures.org
- Social and emotional development in adolescence: 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:
Growing up fast. (Sea Wall Entertainment produced in 2006 and can be streamed through UNC Media Resources): http://search.lib.unc.edu/search?R=UNCb6986494 (35 minutes)
Inside the lives of children having children. (ABC News Production produced in 2009 and can be streamed through UNC): http://search.lib.unc.edu/search?R=UNCb6989006
Inside the teenage brain (PBS Frontline episode produced in 2002):
http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/
Friday, November 20  
Class 13 / Adolescence

Topics:
- Risk and protective factors related to engaging in risky behaviors
- Drugs/alcohol, eating disorders, suicide, teenage pregnancy and sexually transmitted diseases

Required:

Recommended:

Helpful websites and videos:
Bright Futures website (excerpts): http://www.brightfutures.org
Friday, November 27
NO CLASS: Thanksgiving Break

Friday, December 4
NO CLASS: Exam Week

FINAL CRITICAL THINKING PAPER DUE BY 5:00PM

Additional Recommended Readings


- Foreword (by Richard M Lerner): Urie Bronfenbrenner: Career contributions of the consummate developmental scientist.
- Article 10: Ecological systems theory.
- Article 12: Growing chaos in the lives of children, youth, and families.
- Article 15: Two worlds of childhood: US and USSR


**Additional Web Resources**

The Future of Children: [http://futureofchildren.org](http://futureofchildren.org)

The Harvard Center for the Developing Child: [http://developingchild.harvard.edu](http://developingchild.harvard.edu)


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

National Technical Assistance Center for Children’s Mental Health, Georgetown University: [http://gucchdtacentre.georgetown.edu/](http://gucchdtacentre.georgetown.edu/)


Updated 8/13/15