

Fall 2017

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 2017

Time and Location: Fridays at 9:00-11:50am, Room 114

Instructor: Melissa Lippold, Ph.D.

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Office Hours: before/after class and by appointment (Room 524J)

*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-psycho-social, 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-psycho-social 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-psycho-social 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).

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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 emphasizes risk and protective factors, resilience, and the impact of social injustice, 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 as well as 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.). (2015). *Dimensions of human behavior: The changing life course* (5th ed.). Los Angeles, CA: Sage.

Lareau, A. (2011). *Unequal childhoods: Class, race, and family life, with an update a decade later* (2nd ed.). Berkeley, CA: University of California Press.

****Additional required articles and chapters are available on the course's Sakai site.***

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.
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 first analyze and evaluate theories and information about human development and then 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

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relation to their family history and relationships and their social networks. This assignment might 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 22).**

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, one-inch margins). APA format will be required with the exception of the omission of a title page. 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:

Paper 1	Theoretical Perspectives (Due at the <i>beginning</i> of Class 9 – October 27)
Paper 2	Instructions to follow --- (Due at the <i>beginning</i> of Class 13 – December 1)

Assignment Guidelines

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>). You can also refer to the *APA Publication Manual* (6th edition), and to a tutorial on APA style at: <http://library.unc.edu/citationbuilder/>. Additionally, students should familiarize themselves with the following brief guideline for writing about persons with disabilities:

<http://rtcil.drupal.ku.edu/sites/rtcil.drupal.ku.edu/files/images/galleries/Guidelines%208th%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.

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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 e-mail programs working perfectly a half-hour before class.

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 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. If you are unable to attend a class, it is your responsibility to obtain handouts, information about class content, and information about announcements, etc., from your classmates **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.

Participation points will be based on attendance, participation in class activities and discussions, and tardiness. Students who are late to class more than 3 times without adequate explanation will receive a zero for participation points.

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 fall the range between A- and B-. The grade of Honors signifies that the work is clearly excellent in all respects. **A student receiving a Low Pass for nine course credits is ineligible to continue in graduate school.** The final grading breakdown is:

Assignment Percentage/Points

Class Participation	10% (10 points)
Perspective on Development Group Presentation	20% (20 points)
Genogram/Ecomap Application Paper	25% (25 points)
Critical Thinking Papers (2x 22.5% each)	45% (45 points)
Total	100% (100 points)

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 e-mail or surfing the Web. During class, cell phones and other devices should be silenced.

Accessibility and Resources Services:

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at <http://accessibility.unc.edu>, and contact ARS by email: accessibility@unc.edu or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

Writing Support

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a *learning opportunity* for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com. In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: <https://ssw.unc.edu/students/writing>).

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 enable 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, complex issues and material that might not always be comfortable. We will develop a supportive learning environment, reflecting the values of the social work profession. This requires listening objectively to the ideas and views of others, attempting to understand and appreciate a point of view which differs from yours, articulating clearly your point of view, and linking experience to readings and assignments. Equally important, 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.

Trauma Content

This course includes some intense content related to traumatic events experienced by children, adolescents, and/or adults. Students may experience strong reactions related to their own trauma history, or related to their lack of previous exposure to detailed accounts of harm that children/adults

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experience. Students may find themselves emotionally triggered or possibly overwhelmed, as well as having judgmental thoughts (e.g., about victims, caregivers, and perpetrators of harm). Students are encouraged to develop and use self-care strategies during class sessions and when reading and/or completing assignments for class. Students may have strong reactions that are more safely processed outside of the classroom and with appropriate support from the instructor or with professional support. In the event that students experience significant distress, please notify the instructor. The instructor will seek to foster a safe classroom environment in which learning may occur. This includes setting guidelines for safe behavior collaboratively with students, preparing students for graphic case material, and utilizing alternative assignments when determined to be beneficial.

Schedule and Course Outline

Friday, August 25

Class 1 / Introduction

Topics:

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

Required:

Elder, G. H. (1998). The life course as developmental theory. *Child Development*, 69(1), 1-12.
<http://dx.doi.org/10.1111/j.1467-8624.1998.tb06128.x>

Hutchison, E. D. (2015). Chapter 1: A life course perspective. In E. D. Hutchison (Ed.), *Dimensions of human behavior: The changing life course* (5th ed., pp. 1-38). Los Angeles, CA: Sage.

Recommended:

Elder, G. H, & Shanahan, M. J. (2006). The life course and human development. In W. Damon & R. Lerner (Eds.), *Handbook of child psychology: Theoretical models of human development* (6th ed., Vol. 1, pp. 665–715). New York, NY: Wiley.

Tough, P. (2012). Chapter 1: How to fail (and how not to). In *How children succeed: grit, curiosity, and the hidden power of character* (pp. 1–48). Boston, MA: Houghton Mifflin Harcourt.

Friday, September 1

Class 2 / A Bio-ecological Perspective

Topics:

- Life course theory
- The bio-ecological theory of human development
- Risk and resilience
- Neurodevelopmental theory

Required:

Brendtro, L. K. (2006). The vision of Urie Bronfenbrenner: Adults who are crazy about kids. *Reclaiming Children and Youth* 15(3), 162–166. Retrieved from <http://www.cyc-net.org/cyc-online/cyconline-nov2010-brendtro.html>

Bronfenbrenner, U. (1994). Ecological models of human development. In M. Gauvain & M. Cole (Eds.), *Readings on the development in children* (2nd ed., pp. 37–43). New York, NY: Freeman.

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Cabrera, N. J., & SRCD Ethnic and Racial Issues Committee. (2013). Positive development of minority children. *Social Policy Report*, 27(2), 1–15. Retrieved from http://www.srkd.org/sites/default/files/documents/washington/spr_272_final.pdf

Fraser, M. W., Kirby, L. D., & Smokowski, P. R. (2004). Risk and resilience in childhood. In M. W. Fraser (Ed.), *Risk and resilience in childhood: An ecological perspective* (2nd ed., pp. 13-66). Washington, DC: NASW Press.

Recommended resources:

Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In W. Damon & R. Lerner (Eds.), *Handbook of child psychology: Theoretical models of human development* (6th ed., Vol. 1, pp. 793–828). New York, NY: Wiley.

Rosa, E. M., & Tudge, J. (2013). Urie Bronfenbrenner's theory of human development: Its evolution from ecology to bioecology. *Journal of Family Theory & Review* 5, 243–258. <http://dx.doi.org/10.1111/jftr.12022>

Tudge, R. H., Mokrova, I., Hatfield, B. E., & Karnik, R. (2009). Uses and misuses of Bronfenbrenner's bioecological theory of human development. *Journal of Family Theory & Review*, 1, 198–210. <http://dx.doi.org/10.1111/j.1756-2589.2009.00026.x>

Jenson, J. M., & Fraser, M. W. (2016). Chapter 1: A risk and resilience framework for child, youth, and family policy. In J. M. Jenson & M. W. Fraser (Eds.), *Social policy for children and families: A risk and resilience perspective* (3rd ed., pp. 5–21). Thousand Oaks, CA: Sage.

Read this page and view short videos about resilience:

<http://developingchild.harvard.edu/science/key-concepts/resilience/>

Then play this resilience game <http://developingchild.harvard.edu/resilience-game/>

Friday, September 8

Class 3 / Child and Adolescent Development in the Context of Families

Topics:

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

Required:

Cox, M. J., & Paley, P. (2003). Understanding families as systems. *Current Directions in Psychological Science*, 12, 193–196. <http://dx.doi.org/10.1111/1467-8721.01259>

Walsh, F. (2003). Family resilience: A framework for clinical practice. *Family Process*, 42, 1–18. <http://dx.doi.org/10.1111/j.1545-5300.2003.00001.x>

Lippold, M. A. & Jensen, T. (in press). Harnessing the strength of families to prevent social problems and promote adolescent well-being. *Children and Youth Services Review*

Burton, L. (2007). Childhood adultification in economically disadvantaged families: A conceptual model.

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Family Relations, 56(1), 329–345. <http://dx.doi.org/10.1111/j.1741-3729.2007.00463.x>

Genogram/Ecomap Articles: These will be helpful for your assignment!

Thomlison, B. (2002). *Family assessment handbook: An introduction and practical guide to family assessment and intervention* (pp. 51–74). Pacific Grove, CA: Brooks/Cole Thomson Learning.

Read at least one of the two articles below:

McCullough-Chavis, A., & Waites, C. (2008). Genograms with African-American families: Considering cultural context. In C. Waites (Ed), *Social work practice with African American families: An intergenerational perspective* (pp. 35–54). New York, NY: Routledge.

Swainson, M., & Tasker, F. (2005). Genograms redrawn: Lesbian couples define their families. *Journal of GLBT Family Studies*, 1, 3–27. http://dx.doi.org/10.1300/J461v01n02_02

Recommended:

Angier, N. (2013, November 25). The changing American family. *The New York Times*. Retrieved from <http://www.nytimes.com/2013/11/26/health/families.html?pagewanted=all&module=Search&mabReward=relbias%3Ar&r=0>

Patterson, J. (2002). Integrating family resilience and family stress theory. *Journal of Marriage and Family*, 64, 349–360.

McGoldrick, M., Gerson, R., & Shellenberger, S. (1999). *Genograms: Assessment and intervention* (2nd ed., pp. 1–61). New York, NY: W.W. Norton & Company.

- Use the following chapters as references for your genogram assignment:
Chapter 1: Genograms: Mapping family systems
Chapter 2: Developing a genogram to track family patterns

Friday, September 15

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 stress

Required:

Brabeck, M., Sibley, E., & Lykes, M. B. (2016). Authorized and unauthorized immigrant parents: The impact of legal vulnerability on family contexts. *Hispanic Journal of Behavioral Sciences*, 38, 3–30.

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.

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- Felitti, V. J., & Anda, R. F. (2009). The relationship of adverse childhood experiences to adult medical disease, psychiatric disorders, and sexual behavior: Implications for healthcare. In R. Lanius & E. Vermetten (Eds.), *The impact of early life trauma on health and disease*. (pp.77–87). Cambridge, UK: Cambridge University Press.
- Repetti, R. L., Robles, T. F., & Reynolds, B. (2011). Allostatic processes in the family. *Development and Psychopathology*, 23(3), 921-938.

Recommended:

- Middlebrooks, J. S., & Audage, N. C. (2008). *The effects of childhood stress on health across the lifespan*. Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. Retrieved from http://www.cdc.gov/ncipc/pub-res/pdf/childhood_stress.pdf
- Gassman-Pines, A. (2015), Effects of Mexican Immigrant Parents' Daily Workplace Discrimination on Child Behavior and Family Functioning. *Child Dev*, 86: 1175–1190. doi:10.1111/cdev.12378
- Stevens, J. E. (2012). *The Adverse Childhood Experiences Study — the largest, most important public health study you never heard of — began in an obesity clinic*. Retrieved from <https://acestoohigh.com/2012/10/03/the-adverse-childhood-experiences-study-the-largest-most-important-public-health-study-you-never-heard-of-began-in-an-obesity-clinic/>
- Hynes, H.P., & Lopez, R. (2007). Cumulative risk and a call for action in environmental justice communities. *Journal of Health Disparities Research and Practice*, 1(2), 29–57.
- National Institute of Environmental Sciences. (2008). *Linking early environmental exposures to adult diseases*. Retrieved from <http://www.niehs.nih.gov/health/assets/docs%20for%20linking%20early%20environmental%20exposures%20to%20adult%20diseases%20508.pdf>
- Life in Pierce County(2010, September 27). *The disappearing male* {Video file}. Retrieved from <http://vimeo.com/15346778>
- Public Broadcasting Service. (2012, November 20). *Frontline: Poor kids* [Television broadcast]. Retrieved from <http://video.pbs.org/video/2306814133/>
- “The Raising of America” Adelman, L. (creator and exec. producer). (2015). *The raising of America: Early childhood and the future of our nation* [DVD]. San Francisco, CA: California Newsreel in association with Vital Pictures.
- Burke Harris, N. (2014, September) How childhood trauma affects health across a lifetime [Video file]. Retrieved from https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime#t-136103

Friday, September 22

Class 5/ Prenatal Development

GENOGRAM/ECOMAP PAPER DUE AT THE BEGINNING OF CLASS

Topics:

- Pregnancy - risk and protective factors related to healthy birth outcomes

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- Health disparities related to race
- Birth outcomes (e.g., low birth weights, preterm labor, congenital abnormalities)

Video to be viewed in class:

Adelman, L., Smith, L., Herbes-Sommers, C., Strain, T. H., MacLowry, R., Stange, E., Garcia, R. P., ... Public Broadcasting Service (U.S.). (2008). *Unnatural causes: Is inequality making us sick?* (Part 2, When the bough breaks). San Francisco, Calif.: California Newsreel.

- *Unnatural Causes: Is Inequality Making Us Sick?* is a seven-part PBS series produced in 2008. See background information at www.unnaturalcauses.org. Streaming available through UNC Library.)

Required:

Harrigan, M. P., & Baldwin, S. M. (2014). Chapter 2: Conception, pregnancy, and childbirth. In E. D. Hutchison (Ed.), *Dimensions of human behavior: The changing life course* (5th ed., pp. 39–93). Los Angeles, CA: Sage.

Jones, C. P. (2000). Levels of racism: A theoretic framework and a gardener's tale. *American Journal of Public Health, 90*, 1212–1215. Or go to <http://www.youtube.com/watch?v=ktj4jGmUs6Y>

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. <http://dx.doi.org/10.1023/A:1022537516969>

North Carolina Department of Health and Human Services. (2014). *North Carolina Preconception Health Strategic Plan supplement 2014-2019*. Retrieved from <http://publichealth.nc.gov/docs/North%20Carolina%20PreconceptionHealth%20Strategic%20Plan%20Supplement%202014-2019.pdf>

El-Sayed, A. M., Paczkowski, M. M., March, D., & Galea, S. (2014). Trends in the Mexican infant mortality paradox over the past two decades. *Annals of Epidemiology, 24*, 831–836

Recommended:

Solow, B. (2003, January 22). The Mexican paradox. *The Independent Weekly*. Retrieved from <http://www.indyweek.com/indyweek/the-mexican-paradox/content?oid=1188488>

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

Lu, M. C., Kotelchuck, M., Hogan, V. Jones, L., Wright, K., & Halfon, N. (2011). Closing the Black–White gap in birth outcomes: A life-course approach. *Ethnicity and Disease, 20*, 62–76. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4443479/>

Temple, J. A., Reynolds, A. J., & Arteaga, I. (2010). Low birth weight, preschool education, and school remediation. *Education and Urban Society, 42*, 705–729. <http://dx.doi.org/10.1177/0013124510370946>

“Raising of America: Video 5, DNA is not destiny- How the outside gets under our skin”- streaming through UNC libraries

Adelman, L. (creator and exec. producer). (2015). *The raising of America: Early childhood and the future of our nation* [DVD]. San Francisco, CA: California Newsreel in association with Vital Pictures.

Helpful websites:

HowStuffWorks (2016). *Pregnancy & parenting*. Retrieved from

Friday, September 29

Class 6 / Infancy and Toddlerhood

GROUP 1 POD: Child care

Topics:

- Physical, cognitive, emotional, social development
- Attachment theory
- Out-of-home childcare environments

Required:

Egeland, B., & Erickson, M. F. (1999). Attachment theory and research. Edited from *Zero to Three* journal, October/November 1999.

Perez, A., & Peterson, S. (2009). Meeting the needs of the youngest infants in child care. *Zero to Three*, 29(3), 13–17.

Woody, D. J. (2014). Chapter 3: Infancy and toddlerhood. In E. D. Hutchison (Ed.), *Dimensions of human behavior: The changing life course* (5th ed., pp. 94-135). Los Angeles, CA: Sage.

National Center for Infants, Toddlers, and Families. (2015). North Carolina state baby facts. Retrieved from the Zero to Three website: <https://www.zerotothree.org/resources/1162-north-carolina-state-baby-facts>

Recommended:

Deklyen, M., & Greenberg, M. T. (2008). Attachment and psychopathology in childhood. In J. Cassidy & P. R. Shaver (Eds.), *Handbook of attachment: Theory, research, and clinical applications* (2nd ed., pp. 637–665). New York, NY: Guilford Press. [**PLEASE READ THE SECTION ON THE WORKING MODEL.**]

Voices for Vermont’s Children. (2008). *Children and environmental toxins* (A Vermont KIDS COUNT Issue Brief Autumn2008). Montpelier, VT: Author. <http://www.voicesforvtrkids.org/wp-content/uploads/2009/02/toxinsview.pdf>

Knitzer, J. (2008). Giving infants and toddlers a head start: Getting policies in sync with knowledge. *Infants and Young Children*, 12(1). 18-29.

Marshall, J. (2011). Infant neurosensory development: Considerations for infant child care. *Early Childhood Education Journal*, 39, 175-181.

Perez, A., & Petersen, S. (2009, January). Meeting the needs of the youngest infants in child care. *Zero to Three*, 13-17.

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>

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- 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>
- Postpartum depression: <http://www.brightfutures.org/mentalhealth/pdf/bridges/postpartum.pdf>

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
- Brazelton, T. B., & Sparrow, J. *A developmental approach for the prevention of common behavioral problems* http://www.brazeltontouchpoints.org/wp-content/uploads/2011/09/A_Developmental_Approach_to_Behavioral_Problems_2006.pdf

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

Friday, October 6

Class 7 / Infancy and Toddlerhood

Speaker: Alycia Blackwell Pittman
State Coordinator
NC Child Welfare Education Collaborative

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

Topics:

- Child maltreatment and trauma

Required:

De Bellis, M. D., & Zisk, A. (2014). The biological effects of childhood trauma. *Child and Adolescent Psychiatric Clinics of North America*, 23, 185-222.

Farrow, F. Notkin, S., Derezotes, D., & Miller, O. (2011). Racial equity in child welfare: Key themes, findings, and perspectives. Paper presented at a Research Symposium convened December 2011 by the Center for the Study of Social Policy and the Annie E. Casey Foundation on behalf of the Alliance for Racial Equity in Child Welfare. Retrieved from http://www.cssp.org/publications/child-welfare/alliance/Disparities-and-Disproportionality-in-Child-Welfare_An-Analysis-of-the-Research-December-2011.pdf

Goldsmith, D., Oppenheim, D., & Wanlass, J. (2004). Separation and reunification: Using attachment theory and research to inform decisions affecting the placements of children in foster care. *Juvenile and Family Court Journal*, 55(2) 1-13. <http://dx.doi.org/10.1111/j.1755-6988.2004.tb00156.x>

Lieberman, A. F., & Knorr, K. (2009). The impact of trauma: A developmental framework for infancy and early childhood. *Psychiatric Annals*, 37(6), 416-422.

Center on the Developing Child. (2007). *Early childhood mental health*. In Brief series. Retrieved from http://developingchild.harvard.edu/resources/briefs/inbrief_series/inbrief_early_childhood_mental_health/

Center on the Developing Child at Harvard University. (2012). *The science of neglect: The persistent absence of responsive care disrupts the developing brain* (Working Paper 12). Retrieved from http://developingchild.harvard.edu/resources/reports_and_working_papers/working_papers/

Recommended readings for additional information of maltreatment, trauma, and neurobiological outcomes:

- Bath, H. (2008). The three pillars of trauma-informed care. *Reclaiming Children and Youth*, 17(3), 17-21.
- De Bellis, M. D., Baum, A. S., Birmaher, B., Keshavan, M. S., Eccard, C. H., Boring, A. M., ... Ryan, N. D. (1999). Developmental traumatology Part I: Biological stress systems. *Society of Biological Psychiatry*, 45, 1259–1270. [http://dx.doi.org/10.1016/S0006-3223\(99\)00044-X](http://dx.doi.org/10.1016/S0006-3223(99)00044-X)
- De Bellis, M. D., Keshavan, M. S., Clark, D. B., Casey, B. J., Giedd, J. N., Boring, A. M. ... Ryan, N. D. (1999). Developmental traumatology part II: Brain development. *Society of Biological Psychiatry*, 45, 1271-1284. [http://dx.doi.org/10.1016/S0006-3223\(99\)00045-1](http://dx.doi.org/10.1016/S0006-3223(99)00045-1)
- De Bellis, M. D., & Zisk, A. (2014). The biological effects of childhood trauma. *Child and Adolescent Psychiatric Clinics of North America*, 23, 185–222. <http://dx.doi.org/10.1016/j.chc.2014.01.002>
- Lieberman, A. F., & Van Horn, P. (2009). Giving voice to the unsayable: Repairing the effects of trauma in infancy and early childhood. *Child and Adolescent Psychiatric Clinics of North America*, 18, 707–720. <http://dx.doi.org/10.1016/j.chc.2009.02.007>
- Osofsky, J. D. (2009). Perspectives on helping traumatized infants, young children, and their families. *Infant Mental Health Journal*, 30, 673–677. <http://dx.doi.org/10.1002/imhj.20236>
- Watts-English, T., Fortson, B. L., Gibler, N., Hooper, S. R., & De Bellis, M. D. (2006). The psychobiology of maltreatment in childhood. *Journal of Social Issues*, 62, 717–736. <http://dx.doi.org/10.1111/j.1540-4560.2006.00484.x>

Helpful websites and videos:

- [National Center for Education in Maternal and Child Health](#) and [Georgetown University](#). (n.d.). *Child maltreatment*. Retrieved from the Bright Futures website: <http://www.brightfutures.org/mentalhealth/pdf/bridges/maltreatment.pdf>
- Post Institute. (2013, March 12). *Trauma, brain, and relationship: Helping children heal* [Video file]. Retrieved from <https://www.youtube.com/watch?v=jYyEEMIMMb0>

Friday, October 13

Class 8 / Early Childhood

Topics:

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

GROUP 2 POD: Diverse Family Structures

In class activity: Brain Architecture Game

Required:

- Bornstein, D. (2014, March 19). Teaching children to calm themselves. *The New York Times*. 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&
- Burdette, H., & Whitaker, R. (2005). Resurrecting free play in young children: Looking beyond fitness and fatness to attention, affiliation, and affect. *Archives of Pediatrics and Adolescent Medicine*, 159, 46-50.
- Casel website: <http://www.casel.org/social-and-emotional-learning>
- Center on the Developing Child at Harvard University. (2011). *Building the brain's "air traffic control" systems: How early experiences shape the development of executive function* (Working Paper 11). Retrieved from http://developingchild.harvard.edu/resources/reports_and_working_papers/working_papers/wp11/
- Florez, I. R. (2011, July). Developing young children's self-regulation through everyday experiences. *Young Children*, 66(4), 46-51. Retrieved from http://www.naeyc.org/files/yc/file/201107/Self-Regulation_Florez_OnlineJuly2011.pdf
- Osher, D., Kidron, Y., Brackett, M., Dymnicki, A., Jones, S., & Weissberg, R. P. (2016) Advancing the science and practice of social and emotional learning: Looking back and moving forward. *Review of Research in Education: Education Research—A Century of Discovery*, 40(1).
- Woody, D. J., & Woody, D. (2014). Early childhood. In E. D. Hutchison (Ed.), *Dimensions of human behavior: The changing life course* (5th ed., pp. XX-XX). Los Angeles, CA: Sage.

Recommended:

- Annie E. Casey Foundation, Kids Count 2016 Data Book: State Trends in Child Well-Being (handed out in class) or 2016 NC Child Health Report Card http://www.ncchild.org/wp-content/uploads/2016/02/2016_CHRC-FINAL1.pdf
- Anderson, P. (2002). Assessment and development of executive function (EF) during childhood. *Child Neuropsychology*, 8(2), 71–82. <http://dx.doi.org/10.1076/chin.8.2.71.8724>
- Dogde, A., Bierman, K., Coie, J., Greenberg, M., Lochman, J., McMahon, R., & Pinderhughes, E. (2015). Impact of early intervention on psychopathology, crime and well-being at age 25. *American Journal of Psychiatry*, 172, 59–70. <http://dx.doi.org/10.1176/appi.ajp.2014.13060786>
- Garon, N., Bryson, S. E., & Smith, I. M. (2008). Executive function in preschoolers: A review using an integrative framework. *Psychological Bulletin*, 134, 31–60. <http://dx.doi.org/10.1037/0033-2909.134.1.31>

Helpful websites and videos:

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>

Fall 2017

- Early childhood checklist for professionals:
<http://www.brightfutures.org/mentalhealth/pdf/professionals/ec/checklist.pdf>
- <http://www.brightfutures.org/mentalhealth/pdf/bridges/maltreatment.pdf>

Harvard University Center on the Developing Child website:

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

[Center on the Developing Child at Harvard University](#). (2012, June 18). *InBrief: Executive function: Skills for life and learning* [Video file]. Retrieved from https://www.youtube.com/watch?v=efCq_vHUMqs

Munakatay.(2010, May 11). *A typical child sorting cards (shorter version)* [Video file]. Retrieved from <https://www.youtube.com/watch?v=0L7xzcVjZc>

Friday, October 20

NO CLASS: Fall Break

Friday, October 27

Class 9/ Early Childhood: DSM disorders and the family

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), Autism, ADHD
- Psychosocial demands on families with a child with an IDD
- Community context for families with a child with an IDD

Required:

*American Psychiatric Publishing. (2013). *Autism spectrum disorder*. Retrieved from <http://www.dsm5.org/Documents/Autism%20Spectrum%20Disorder%20Fact%20Sheet.pdf>

*American Psychiatric Publishing. (2013). *Intellectual disability*. Retrieved from <http://www.dsm5.org/Documents/Intellectual%20Disability%20Fact%20Sheet.pdf>

*American Psychiatric Publishing. (2013). *Social (pragmatic)communication disorder*. Retrieved from <http://www.dsm5.org/Documents/Social%20Communication%20Disorder%20Fact%20Sheet.pdf>

Bekhet, A., & Zausniewski, J.A. (2012). Resilience in family members of persons with autism spectrum disorder : A review of the literature. *Issues in Mental Health Nursing, 33*, 650–656.

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*, 29-43.ong, L. (2014). *The price of silence: A mom's perspective on mental illness*. New York, NY: Penquin Random

House.

Szymanski, K., Sapanski, L., & Conway, F. (2011). Trauma and ADHD – Association or diagnostic confusion? A clinical perspective. *Journal of Infant, Child, and Adolescent Psychotherapy*, 10, 51–59.

Sections of the DSM V as assigned in class. Available via the UNC Library at <http://dsm.psychiatryonline.org.libproxy.lib.unc.edu/book.aspx?bookid=556>

Recommended:

Blacher, J., & Hatton, C. (2007). Families in context: Influences on coping and adaptation. In S. L. Odom, R. H. Horner, M. E. Snell & J. Blacher (Eds.), *Handbook of developmental disabilities* (pp. 531–551). New York, NY: Guilford Press.

Chung, W. (2014, April). *Wendy Chung: Autism: What we know (and what we don't know yet)* [Video file]. Retrieved from https://www.ted.com/talks/wendy_chung_autism_what_we_know_and_what_we_dont_know_yet

Fadiman, A. (2004). The spirit catches you and you fall down. In A. A. Liebermann & C. Lester (Eds.), *Social work practice with a difference* (pp. 431-438). New York, NY: McGraw-Hill.

Ted Talk by Eric Walton, Liza Long's son:

TEDx. (2016, May). *TEDx 2016_Eric Walton* [Video file]. Retrieved from <https://goo.gl/ZXxoSn>

Helpful websites and videos:

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

- Learning problems and disorders: http://www.brightfutures.org/mentalhealth/pdf/bridges/learning_dsrd.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/>
Misunderstood minds (PBS documentary and related materials, produced in 2002): <http://www.pbs.org/wgbh/misunderstoodminds/>

Autism and related disorders:

- <http://www.firstsigns.org/>
- <http://www.cdc.gov/ncbddd/actearly/index.html>

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

- Mental retardation: <http://www.brightfutures.org/mentalhealth/pdf/bridges/retardation.pdf>
- Pervasive developmental disorders: <http://www.brightfutures.org/mentalhealth/pdf/bridges/pdd.pdf>
- Parental depression:

http://www.brightfutures.org/mentalhealth/pdf/bridges/parental_dprsn.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>

National Early Childhood Technical Assistance (website related to kids with special needs and educational supports):

<http://www.nectac.org/>

Friday, November 3

Class 10 / Middle Childhood and Adolescence --

Topics:

- Physical, cognitive, emotional, social and neurological development
- Family, peer, school, and community environment
- Parenting styles

POD 3: School Experiences

Required:

Charlesworth, L., Wood, J., & Viggiani, P. (2014). Chapter 5: Middle childhood. In E. D. Hutchison (Ed.), *Dimensions of human behavior: The changing life course* (5th ed.,). New York, NY: Guilford Press. (SKIM)

McCarter, S.A. (2014). Chapter 6: Adolescence. In E. D. Hutchison (Ed.), *Dimensions of human behavior: The changing life course* (4th ed., pp. 221-267). New York, NY: Guilford Press.

Brown, B. B., & Larson, J. (2009). Peer relationships in adolescence. In B. Brown and R. Larson (Eds). *Handbook of adolescent psychology*. John Wiley & Sons.

Inside the teenage brain (PBS Frontline episode produced in 2002):

<http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/>

Hong, J. S., & Garbarino, J. (2012). Risk and protective factors for homophobic bullying in schools: An application of the social-ecological framework. *Educational Psychology Review*, 24, 271–285. <http://dx.doi.org/10.1007/s10648-012-9194-y>

Recommended:

Reich, S., Subrahmanyam, K., & Espinoza, G. (2012). Friending, IMing, and hanging out face-to-face: Overlap in adolescents' online and offline social networks. *Developmental Psychology*, 48, 356–368. <http://dx.doi.org/10.1037/a0026980>

Reardon, S. F. (2013, April 27). No rich child left behind. *The New York Times*. Retrieved from <http://opinionator.blogs.nytimes.com/2013/04/27/no-rich-child-left-behind/>

Blakemore, S-J. *The mysterious workings of the adolescent brain* [Video]. Retrieved from http://www.ted.com/talks/sarah_jayne_blakemore_the_mysterious_workings_of_the

adolescent brain.

Helpful websites:

EduTopia website. *Five keys to successful social and emotional learning.*

<http://www.edutopia.org/keys-social-emotional-learning-video>

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>
- Middle childhood checklist for professionals: <http://www.brightfutures.org/mentalhealth/pdf/professionals/mc/checklist.pdf>

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: <http://www.brightfutures.org/mentalhealth/pdf/professionals/ad/checklist.pdf>

Sea Wall Entertainment. (2006, July 9). *Growing up fast*. Available through UNC Media Resources at <http://search.lib.unc.edu/search?R=UNCb6986494> (35 minutes).

ABC News. (2009). *Inside the lives of children having children* [Television broadcast]. Available through UNC Library Services at <http://search.lib.unc.edu/search?R=UNCb6989006> (42 minutes)

Friday, November 10

Classes 11 / Middle Childhood and Adolescence

- Racial/Ethnic Identity
- Sexual and gender identity development (LGBTQ youth)
- Parenting

GROUP 4 POD: LBGTQ YOUTH

Topics:

Required:

Wong, Curtis. (2016, February 2). *Debi Jackson, whose speech about transgender daughter became a viral hit, speaks out to GLAAD* [Article and Video file]. Retrieved from <https://www.youtube.com/watch?v=-oluw3ylyhl>

- Dillon, F. R., Worthington, R. L., & Moradi, B. (2011). Sexual identity as a universal process. In S. J. Schwartz, K. Luyckx, & V. L. Vignoles (Eds.). *Handbook of identity theory and research* (Vol. 1, pp. 649-670). New York, NY: Springer.
- Hughes, D., Rodriguez, J., Smith, E. P., Johnson, D., J., Stevenson, H. C., & Spicer, P. (2006). Parents' ethnic-racial socialization practices: A review of research and directions for future study. *Developmental Psychology, 42*, 747–770. <http://dx.doi.org/10.1037/0012-1649.42.5.747>
- Lareau, A. (2003). *Unequal childhoods: Class, race, and family life* Berkeley, CA: University of California Press.[**Read pp. 1–32 and Chapters 4 & 6**]
- Steinberg, L. (2001). We know some things: Parent-adolescent relationships in retrospect and prospect. *Journal of Research on Adolescence, 11*(1), 1–19. <http://dx.doi.org/10.1111/1532-7795.00001>

Recommended:

- Ungar, M. (2004). The importance of parents and other caregivers to the resilience of high-risk adolescents. *Family Process, 43*(1), 23-41.
- De Graaf, H., Vanwesenbeeck, I., Woertman, L., & Meeus, W (2011). Parenting and adolescents' sexual development in Western societies: A literature review. *European Psychologist, 16*(1), 21–31.
- Patton, A.(2012, November). *Angela Patton: A father-daughter dance...in prison* [Video file]. Retrieved from https://www.ted.com/talks/angela_patton_a_father_daughter_dance_in_prison
- 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*, 496–531. <http://dx.doi.org/10.1177/00100002030004002>

Friday, November 17
Class 12 / Adolescence

Guest Speaker: Parent of a transgender child

- Transgendered youth
- Adolescent risky behavior
- Risk and protective factors related to engaging in risky behaviors
- School drop-out

- DeWit, D. J., Adlaf, E. M., Offord, D. R., & Ogborne, A. C. (2000). Age at first alcohol use: a risk factor for the development of alcohol disorders. *American Journal of Psychiatry, 157*(5), 745-750.
- Dishion, T. J., & Tipsord, J. M. (2011). Peer contagion in child and adolescent social and

- emotional development. *Annual Review of Psychology*, 62, 189-214.
- Greenberg, M. T. & Lippold, M. A. (2013). Promoting health among multi-risk youth: Innovative approaches. *The Annual Review of Public Health*, 34, 253-270.
- Hall, W. J., & Rounds, K. A. (2013). Adolescent health. In the Public Health Social Work Section of the American Public Health Association, R. H. Keefe, & E. T. Jurkowski (Eds.), *Handbook for public health social work* (pp. 59-80). New York, NY: Springer.
- Patterson, G. R., DeBaryshe, B. D., & Ramsey, E. (1989). A developmental perspective on antisocial behavior. *American Psychologist*. 44, 329-335.
<http://dx.doi.org/10.1037/0003-066X.44.2.329>
- Steinberg, L. (2007). Risk taking in adolescence: New perspectives from brain and behavioral science. *Current Directions in Psychological Science*, 16(2), 55–59.
<http://dx.doi.org/10.1111/j.1467-8721.2007.00475.x>

Recommended

- Public Broadcasting Service. (2015, June 15). *Frontline: Growing up trans* [Television broadcast]. Retrieved from <http://www.pbs.org/wgbh/frontline/film/growing-up-trans/>
- North Carolina Healthy Schools. (n.d.). *N.C. Youth Risk Behavior Survey (YRBS)*. Retrieved from <http://www.nchealthyschools.org/data/yrbs/>
- Harrison, K., Bost, K. K., McBride, B. A., Donovan, S. M., Grisby-Toussaint, D. S., ... Jacobsohn, G. C. (2011). Toward a developmental conceptualization of contributors to overweight and obesity in childhood: The six-Cs model. *Child Development Perspectives*, 5, 50-58.
<http://dx.doi.org/10.1111/j.1750-8606.2010.00150.x>
- Lawrence, S., Hazlett, R., & Hightower, P. (2010). Understanding and acting on the growing childhood and adolescent weight crisis: A role for social work. *Health and Social Work* 35, 147–153. <http://dx.doi.org/10.1093/hsw/35.2.147>

Friday, November 24

NO CLASS: Thanksgiving Break

Friday, December 1

Class 13 / Course Wrap-Up

FINAL CRITICAL THINKING PAPER DUE BY THE BEGINNING OF CLASS

Topics:

- Course wrap up

Required:

Tough, P. (2012). Chapter 1: How to fail (and how not to). In *How children succeed: grit, curiosity, and the hidden power of character* (pp. 1–48). Boston, MA: Houghton Mifflin Harcourt.

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Moore, W. (2011). *The other Wes Moore: One name, two fates*. New York: Random House.

Helpful websites and videos:

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

- Substance abuse:
http://www.brightfutures.org/mentalhealth/pdf/bridges/substance_abuse.pdf
- Eating disorders:
http://www.brightfutures.org/mentalhealth/pdf/bridges/eat_disorder.pdf
- Mood disorders:
http://www.brightfutures.org/mentalhealth/pdf/bridges/mood_dsrd.pdf

Additional Recommended Readings

- Applegate, J. S., & Shapiro, J. R. (2005). *Neurobiology for clinical social work: Theory and practice*. New York, NY: Norton.
- Boss, P. (2002). Definitions: A guide to family stress theory. 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.
- 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
- 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. <http://dx.doi.org/10.1111/1467-9507.00114>
- Bronson, P. (2007, February 11). How not to talk to your kids. *New York*. Retrieved from <http://nymag.com/print/?/news/features/27840/>
- Bronson, P. (2008, February 20). Learning to lie. *New York*. Retrieved from <http://nymag.com/print/?/news/features/43893/>
- Bronson, P., & Merryman, A. (2009). *NurtureShock: New thinking about children*. New York, NY: Twelve. Hachette Book Group.
- Can self-control be taught (pp. 155–176)
 - The search for intelligent life in kindergarten(pp.93-114).
 - Plays well with others (pp. 177-196)..
- Cicchetti, D., & Toth, S. L. (2005). Child maltreatment. *Annual Review of Clinical Psychology, 1*, 409–438. <http://dx.doi.org/10.1146/annurev.clinpsy.1.102803.144029>
- Coontz, S. (1996). The way we weren't: The myth and reality of the "traditional" family. *National Forum, 76*(4), 45–48.
- Dupree, D., & Stephens, S.A. (2002). *Foster care and early child development: Implications for child welfare policy and practice*. Retrieved from Center for Assessment and Policy Development website: <http://www.capd.org/pubfiles/pub-2002-00-01.pdf>
- Eamon, M. K. (2001). The effects of poverty on children's socioemotional development: An ecological systems analysis. *Social Work, 46*, 256–266.
- Fraser, M. W. (2004). The ecology of childhood: A multisystems perspective. In M. W. Fraser (Ed.) *Risk and resilience in childhood: An ecological perspective* (2nd ed., pp. 1–12). Washington, DC: NASW Press.
- Garbarino, J. (1995). *Raising children in a socially toxic environment*. San Francisco, CA: Jossey-Bass.
- Garbarino, J., & Abramowitz, R. H. (1992). The ecology of human development. In J. Garbarino (Ed.), *Children and the social environment* (pp. 11–33). New York, NY: Aldine de Gruyter.
- Greenspan, S. L. (2003). Child care research: A clinical perspective. *Child Development, 74*, 1064-1068. <http://dx.doi.org/10.1111/1467-8624.00591>
- 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*, 195–207.
- 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. <http://dx.doi.org/10.1111/1540-5834.00152>
- Konik, J., & Stewart, A. (2004). Sexual identity development in the context of compulsory heterosexuality. *Journal of Personality, 72*, 815–844. <http://dx.doi.org/10.1111/j.0022-3506.2004.00281.x>
- Kraemer, H. C., Stice, E., Kazdin, A., Offord, D., & Kupfer, D. (2001). How do risk factors work together? Mediators, moderators, and independent, overlapping, and proxy risk factors. *American Journal of Psychiatry, 158*, 848–856. <http://dx.doi.org/10.1176/appi.ajp.158.6.848>
- Lansford, J. E., Deater-Deckard, K., Dodge, K. A., Pettit, G. S., Bates, J. E., & Pettit, G. S. (2004). Ethnic differences in the link between physical discipline and later adolescent externalizing behaviors. *Journal of Child Psychology and Psychiatry, 45*, 801–812. <http://dx.doi.org/10.1111/j.1469-7610.2004.00273.x>
- Mash, E. J., & Dozois, D. J. A. (2003). Child psychopathology: A developmental-systems perspective. In E. J. Mash & R. A. Barkley (Eds.), *Child psychopathology* (2nd ed., pp. 3–71). New York, NY: Guilford Press.
- Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist, 56*, 227–238.
- Shonkoff, J. P., & Phillips, D.A. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press
- Repetti, R. L., Taylor, S. E., & Seeman, T.E. (2002). Risky families: Family social environments and the mental and physical health of offspring. *Psychological Bulletin, 128*, 330–366.
- 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.
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Additional Web Resources

- The Future of Children: <http://futureofchildren.org>
- The Harvard Center for the Developing Child: <http://developingchild.harvard.edu>
- NAMI Child and Adolescent Action Center website <http://www.nami.org/youth/index.html>
- National Center for Early Development and Learning website:
<http://www.fpg.unc.edu/~ncedl/index.cfm>
- National Technical Assistance Center for Children's Mental Health, Georgetown University:
<http://gucchdtacenter.georgetown.edu/>
- SIDS Network website: <http://sids-network.org/>