THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

SCHOOL OF SOCIAL WORK

Course Number: SoWo500.957
Course Title: Human Development in Context I: Infancy to Adolescence
Semester and Year: Fall 2018
Time & Location: Fridays from 9:00-11:50 am, Classroom A, 5<sup>th</sup> Floor, 741 N. Highland Ave.
Instructor: Theresa Palmer, MSW, LCSW, LMFT
Phone: 336-703-3680 office or 336-416-5096 cell
Email Address: palmermt@email.unc.edu
Office Hours: Fridays during non-class hours or by appointment

NOTE: The instructor reserves the right to change the 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., 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 larger environment.
2. Describe the typical development of individuals from conception to adolescence, as well as divergent developmental trajectories that may occur in response to a range of biopsychosocial problems and social injustices.
3. Describe typical family development, including structure, functioning and processes, that occur from conception to adolescence, as well as divergent family development that may occur from conception to adolescence in response to biopsychosocial problems and social injustices.
4. Explain the impact of gender, sexual orientation, culture, heritage, spirituality, race, ethnicity, and socioeconomic status on child and adolescent development, including both typical and divergent trajectories.
5. Explain the impact of family, community, sociocultural, and socioeconomic context on child and adolescent development, including both typical and divergent trajectories.
6. Recognize and describe major health and mental health disorders and the co-morbidity 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 emphasizes risk and protective factors, resilience, and 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 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*


*Other required articles, chapters, and resources will be available through the course’s Sakai site or as indicated online.

Assignments
NOTE: For environmental reasons, papers can be printed on both sides to save a few trees!
1. **Class Participation.** A critical component of learning and creating a learning environment is thoughtful participation in class discussion. Absences, tardiness, leaving early, or failing to participate during class will affect this aspect of your grade.

2. **Diverse Perspectives on 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 30 minutes in length. PowerPoint slides are not 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 relation to their family history, relationships, and social network. 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. This assignment is due by 9:00 am on Class 6, September 28th.

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 should be 5-6 double-spaced pages, excluding the cover page and reference page using APA format. Please use Times New Roman 12-point font with 1” margins. The cover page should follow the sample format on page 19 of the APA Quick Reference Guide (see link below, under APA and Written Assignments section). A set of questions to guide responses will be provided for each paper. 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.

<table>
<thead>
<tr>
<th>Paper 1</th>
<th>Bioecological System Perspective (Due by 9:00 am on Class 9, October 26th)</th>
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<tr>
<td>Paper 2</td>
<td>Through a Social Work Lens (Due in Sakai Drop Box by 9:00 am Tuesday, December 4th)</td>
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Attendance and Participation
To maximize everyone’s learning, we will rely on the contributions and insights of all students when issues are discussed. The participation of each student is essential, and responsibility for class discussion will be shared by both the instructor and students. Class participation includes such things as being prepared to discuss required readings and assignments, sharing your thoughts on the topic at hand, facilitating the participation of other students, and engaging guest speakers. Attendance at all class sessions is expected; it is important to be on time so as not to disrupt class. Both absences and tardiness will impact your participation grade. 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 earn an “L” unless they have made prior arrangements with the instructor. It is your responsibility to notify the instructor in advance if you will miss class. Please also note this class is primarily taught using face-to-face instruction. The mobile conference camera is not available for general classroom use and will not be permitted as an alternative to physical attendance unless it is an official University-approved accommodation.

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% from the total points available for the assignment, 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 and keep backups; don’t rely on having computers, printers, or email programs working perfectly the day an assignment is due.

Course Grade
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 in 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 for this course is:

<table>
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<tr>
<th>Assignment Percentage</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10% (10 points)</td>
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<tr>
<td>Perspective on Development Group Presentation</td>
<td>20% (20 points)</td>
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<tr>
<td>Genogram/Ecomap Application Paper</td>
<td>25% (25 points)</td>
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<tr>
<td>Critical Thinking Papers (2 at 22.5% each)</td>
<td>45% (45 points)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100% (100 points)</strong></td>
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APA and Written Assignments
The School of Social Work faculty has adopted the American Psychological Association (APA) style as the preferred format for papers and publications. Please use the Publication Manual of the American Psychological Association, Sixth Edition (2010, 6th edition but 2nd printing or later) to guide your writing. The UNC School of Social Work APA Quick Reference Guide is also a helpful, abbreviated source of information and you are encouraged to print and refer to it: http://ssw.unc.edu/files/web/pdf/APA_Quick_Reference_Guide.pdf. Additionally, please review this brief guideline for writing on people with disabilities: https://adata.org/factsheet/ADANN-writing to help ensure you understand the value of using person-first language. NOTE: When referencing a chapter or article in an edited text, be sure to follow APA guidelines (including with the Hutchison text).

Writing Support
Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School of Social Work’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 phone. Email 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 Current Students tab: https://ssw.unc.edu/students/writing).
**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](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 is not tolerated in any form. All written assignments should include the following signed pledge on each document title page: “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: [http://writingcenter.unc.edu/handouts/plagiarism/](http://writingcenter.unc.edu/handouts/plagiarism/).

**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](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 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.

**Electronic Devices Policy**

Students are expected to turn their cell phones to silent during class and should not be texting or using them to access the web during class. Use of electronic devices for non-class related activities (e.g. checking email, surfing, blogging, playing games) is prohibited. Use of laptops may be permitted to reference articles, follow a lecture, as a tool for in-class activities, or as an approved accommodation through Accessibility and Resources Service.

**Trauma Content**

This course may include 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 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. If 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.

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 as well as professionally meaningful. The course will ask you to reflect on and discuss difficult, complex issues that might not always be comfortable. We will work to develop a supportive learning environment that reflects 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. We encourage you to 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, we will review community learning expectations that will help us engage authentically as well as treat each other with respect and compassion.

Schedule and Course Outline

Friday, August 24
Class 1 / Introduction

Topics:
- Introductions
- Course overview
- Core social work values
- Overview of development through the life span
- Review Diverse Perspectives on Development assignment

Required readings due PRIOR to today’s class:
**Friday, August 31**

**Class 2 / A Bioecological Perspective**

Topics:
- Life course theory
- Bioecological theory of human development
- Risk and resilience

Required readings due PRIOR to today’s class:


**Recommended:**


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**Friday, September 7**

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

Topics:
- Family life cycle
- Family processes (belief systems, organizational patterns, communication)
- Adverse childhood experiences (ACE) study
- Genograms & ecomaps
Required readings due PRIOR to today’s class:


Additional resources that may be useful for your genogram assignment:


Recommended resources:

ACES Too High News website: http://acestoohigh.com/ (information related to Adverse Childhood Experiences, including Got Your ACE Score?)


Centers for Disease Control and Prevention website on ACE Study (lots of ACE-related resources): http://www.cdc.gov/violenceprevention/acestudy/


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**Friday, September 14**

**Class 4 / Child and Adolescent Development in the Context of Community and Culture**

Topics:
- Community and cultural context impacting families
- Immigration, poverty, trauma, and racism in a family context
- Impact of stressors across life span

Required readings due PRIOR to today’s class:

Video to be viewed in class:

Recommended resource:

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**Friday, September 21**

**Class 5 / Neuroscience and the Impact of Trauma on Development**
Guest Speaker: Angela Squire, LCSW, LCASA, Child & Family Therapist / Case Worker at Crossnore School & Children’s Home

Topics:
- Brain development
- Child maltreatment - abuse and neglect
- Impact of stress and trauma
- Developmental risk and protective factors

Required readings due PRIOR to today’s class:

Recommended Resources:
Bright Futures website (excerpts): [http://www.brightfutures.org](http://www.brightfutures.org)
Center on the Developing Child at Harvard University website (site is updated frequently to reflect new research): [http://www.developingchild.harvard.edu](http://www.developingchild.harvard.edu)

Friday, September 28
Class 6 / Prenatal Development

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

Topics:
- Pregnancy, miscarriage, & infertility
- Low birth weight & preterm labor
- Health disparities and the impact of allostatic load
- Risk and protective factors related to healthy birth outcome, including teratogens
Required readings due PRIOR to today’s class:

Video to be viewed in class:

Recommended website to explore:
March of Dimes website (http://www.marchofdimes.org/):

For information about birth outcomes (particularly LBW, prematurity, and infant mortality for North Carolina by race & ethnicity), go to the “Perinatal Statistics” section: http://www.marchofdimes.com/peristats/

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**Friday, October 5**
**Class 7: Infancy**

**GROUP 1: Diverse Perspectives on Development class activity**

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

Required readings due PRIOR to today’s class:

Video excerpts to be viewed in class:

Recommended resources:
Bright Futures website (excerpts): [http://www.brightfutures.org](http://www.brightfutures.org)
- Mental health in infancy: [http://www.brightfutures.org/mentalhealth/pdf/03BFMHInfancy.pdf](http://www.brightfutures.org/mentalhealth/pdf/03BFMHInfancy.pdf)
Touchpoints website: [http://www.touchpoints.org](http://www.touchpoints.org)
Zero-to-Three website: [http://www.zerotothree.org](http://www.zerotothree.org)

Friday, October 12
Class 8 / Toddlerhood and Early Childhood

**Discussion Panel:** Kim Shufran, Executive Director & Founder of iCan House, and a panel of parents/caregivers of children with developmental differences

Topics:
- Intellectual developmental disability (IDD)
- Autism spectrum disorder (including Asperger’s)
- Psychosocial demands and community context for families with a child with IDD

Required readings due PRIOR to today’s class:


Recommended Resources:


The Early Childhood Technical Assistance Center (website related to children with special needs and educational supports): [http://www.nectac.org/](http://www.nectac.org/)

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Friday, October 19
NO CLASS: Fall Break ~ enjoy!

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Friday, October 26
Class 9/ Toddlerhood and Early Childhood

CRITICAL THINKING PAPER 1 DUE AT BEGINNING OF CLASS

GROUP 2: Diverse Perspectives on Development class activity

Topics:

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

Required readings due PRIOR to today’s class:


Video excerpts to be viewed in class:

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

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**Friday, November 2**
**Class 10 / Middle Childhood**

**GROUP 3: Diverse Perspectives on Development class activity**

Topics:
- Physical, cognitive, emotional, & social development
- Family, peer, school, and community environments
- Child adultification
- Bullying

Required readings due PRIOR to today’s class:

**NOTE: Please bring the Lareau readings to class for in-class activity**


35(2), 147-153.

Recommended Resources:

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


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**Friday, November 9**
Class 11 / Middle Childhood
**CLASS WILL BE ASYNCHRONOUS ONLINE**

Topics:
- DSM-5
- Role of medication in treating mental health disorders
- Overview disorders with onset in childhood & adolescence: Anxiety, ADHD, Conduct Disorders, Depression, PTSD

Required readings/video due PRIOR to today’s class:

You will be assigned one of the following chapters to present asynchronously in Sakai:

Additional useful resource:

Recommended resources:

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Friday, November 16
Class 12 / Adolescence

GROUP 4: Diverse Perspectives on Development class activity

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

Required readings/video due PRIOR to today’s class:

Video to be viewed in class:
http://www.huffingtonpost.com/2014/07/15/debi-jackson-transgender-child_n_5588149.html

Recommended Resources:
Bright Futures website (excerpts): http://www.brightfutures.org
- Mental health in adolescence: http://www.brightfutures.org/mentalhealth/pdf/06BFMHAdeolescence.pdf


Friday, November 23
NO CLASS: Thanksgiving Break

Required reading for final Critical Thinking Paper:

Friday, November 30
Class 13 / Adolescence

CLASS PARTICIPATION SELF-ASSESSMENT DUE AT BEGINNING OF CLASS

Topics:
- Adolescent risk behaviors
- Course review

Required Readings due PRIOR to today’s class:

Recommended Resources:
Annie E. Casey Foundation website (including adolescent brain article Jim Casey section of website): http://www.aecf.org/
Bright Futures website (excerpts): http://www.brightfutures.org


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**Tuesday, December 4**

**FINAL CRITICAL THINKING PAPER 2 DUE online in Sakai by 9:00 am.**

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**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.


**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://gucchdtacenter.georgetown.edu/](http://gucchdtacenter.georgetown.edu/)