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 2020
Time and Location: Fridays at 9:00-11:50am
Instructor: Evi Taylor, Ph.D., LCSW
Phone: 865-386-0946
Email Address: evitaylo@email.unc.edu
Office Hours: Mondays, 12-2pm or by appointment either by phone or zoom

*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 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


*Additional required articles, videos, websites, and book chapters are available on the course’s Sakai site. There may be videos that include a small streaming fee ($1.99 per video).

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. 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. There will also be asynchronous assignments that will count towards the class participation grade. The instructor may decide to include pop quizzes throughout the semester based on students’ ability to integrate course readings during discussions.

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 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 7 (Friday, September 25 on Sakai).

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 5-6 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:

<table>
<thead>
<tr>
<th>Paper 1</th>
<th>Theoretical Perspectives (Due on October 23 by 9:00am on Sakai)</th>
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<tbody>
<tr>
<td>Paper 2</td>
<td>Applying course concepts to The other Wes Moore: One name, two fates --- (Due on November 14 by 9:00am on Sakai)</td>
</tr>
</tbody>
</table>

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.

**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.**

**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 = 74–93; a L = 70–73, 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:

<table>
<thead>
<tr>
<th>Assignment Percentage/Points</th>
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</thead>
<tbody>
<tr>
<td>Class Participation/asynchronous activities</td>
<td>25%</td>
</tr>
<tr>
<td>Perspective on Development Group Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Genogram/Ecomap Application Paper</td>
<td>20%</td>
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<tr>
<td>Critical Thinking Papers (2x 20% each)</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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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 e-mail or surfing the Web. During class, cell phones and other devices should be silenced.
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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.

Equal Opportunity and Compliance (EOC) Statement.
Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator (Adrienne Allison, adrienne.allison@unc.edu), Report and Response Coordinators (Ew Quimbaya-Winship, egw@unc.edu; Rebecca Gibson, rmgibson@unc.edu; Kathryn Winn kmwinn@unc.edu), Counseling and Psychological Services (CAPs)** (confidential) in Campus Health Services at (919) 966-3658, or the Gender Violence Services Coordinators (confidential) (Cassidy Johnson, cassidijohnson@unc.edu; Holly Lovern, holly.lovern@unc.edu) to discuss your specific needs. Additional resources are available at safe.unc.edu.

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 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.

Community Standards in Our Course and Mask Use
This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community -- your classmates and me -- as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the Office of Student Conduct. At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see https://carolinatogether.unc.edu/university-guidelines-for-facemasks/.
Schedule and Course Outline

Friday, August 14
Class 1 / Introduction

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

Required:
http://dx.doi.org/10.1111/j.1467-8624.1998.tb06128.x

Hutchison, E. D. (2017). Chapter 10: A life course perspective. In E. D. Hutchison (Ed.), Essentials of human behavior: Integrating person, environment and the life course (2nd ed., pp. 303-329), Los Angeles, CA: Sage. (if you don’t have the textbook yet, this chapter only has been loaded onto the Sakai lesson page for the Introduction class)


https://developingchild.harvard.edu/guide/a-guide-to-covid-19-and-early-childhood-development/ (please review this website and choose a couple of resources and/or podcasts that interest you)

Recommended:

Friday, August 21
Class 2 / A Bio-ecological Perspective

Topics:
- 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


**Recommended resources:**


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**Friday, August 28**

**Class 3/ 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
- Neurodevelopmental theory

Video replaces the first hour of class, “The Raising of America”


*Please note that the instructor will stream this video via Zoom.*
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**Required:**


The Brain Architects Podcast COVID-19 Special Addition: Creation Communities of Opportunity


**Recommended:**


**Recommended Videos:**


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**Friday, September 4**

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

**Topics:**

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

**Required:**


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


Read at least one of the two articles below:


**Recommended:**


- 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

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**Friday, September 11**

**Class 5/ Prenatal Development**

Topics:

- Pregnancy - risk and protective factors related to healthy birth outcomes
- Health disparities related to race
- Birth outcomes (e.g., low birth weights, preterm labor, congenital abnormalities)

2 Videos to be viewed before class: we will discuss in class.
Required:


Recommended:


Helpful websites:


Friday, September 18

Class 6 / Infancy and Toddlerhood

GROUP 1 POD

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

**Required:**

*Please note that the instructor will stream this video via Zoom.*


**Recommended:**


**Helpful websites:**

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 (excerpts): [http://www.touchpoints.org](http://www.touchpoints.org)
Friday, September 25
Class 7 / Infancy and Toddlerhood

GENOGRAM/ECOMAP PAPER DUE by 9:00am via the assignments tab on Sakai
Speaker: Amy Levine, MSW, LCSW, Clinical Assistant Professor, UNC Chapel Hill School of Social Work

Topics:
- Child maltreatment and trauma

Required:


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


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**Helpful websites and videos:**


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**Friday, October 2**

**Class 8 / Early Childhood**

**GROUP 2 POD**

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

**Required:**

(In the forums section of Sakai, select one indicator and describe in at least 3 sentences why you think that indicator is particularly important or surprising. Then respond to at least one other student’s message).


**Recommended:**


**Helpful websites and videos:**

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


**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](https://www.youtube.com/watch?v=efCq_vHUMqs)


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**Friday, October 9**

**Class 9/ Early Childhood**

**Guest Speakers:** Parent Panel or video about parenting a child with an IDD

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

**Required:**


child and family development. *Journal of Loss and Trauma, 6,* 29-43.


**Recommended:**


**Helpful websites:**

Autism and related disorders:

- [http://www.firstsigns.org/](http://www.firstsigns.org/)

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


National Dissemination Center for Children with Disabilities website: [http://www.nichcy.org/Pages/Home.aspx](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/](http://www.nectac.org/)

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Friday, October 16
Class 10 / Middle Childhood

Group 3 POD
Topics:
- Physical, cognitive, emotional, social and neurological development
- Family, peer, school, and community environment
- Ethnic-racial socialization

Required:


Recommended:


Helpful websites:


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

Friday, October 23
Classes 11 / Middle Childhood and Adolescence

CRITICAL THINKING PAPER 1 DUE by 9:00am via the assignments tab on Sakai

Topics:
- Broad overview of childhood disorders (ADHD, ASD, ODD, and PTSD)
  - Impact on child and family development
  - Resources for families, schools and communities

Required:


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


Recommended:


Helpful websites and videos:

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

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, October 30
Class 12 / Adolescence

Topics:
- Typical development in adolescence
- Gender identity development
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Required:

Recommended:

Helpful websites and videos:
Bright Futures website (excerpts): http://www.brightfutures.org

Friday, November 6
Class 13 / Adolescence

GROUP 4 POD

Critical Thinking Paper 2 table due via the assignments tab on Sakai
Topics:
   - Risk and protective factors related to engaging in risky behavior
Required:


*Select one reading (small group activity)*


Recommended:


Helpful websites and videos:

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

Friday, November 14
Class 14/Class Wrap-Up and Book Club

FINAL CRITICAL THINKING PAPER DUE by 9:00am on the assignments tab on Sakai
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


  • 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).


**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/