

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 10-11:30am (with asynchronous components)

Instructor: Stefani Baca-Atlas, MSW

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Email Address: sbaca-atlas@unc.edu

Office Hours: Monday 9am-11am; Thursday 4:30pm-6:30pm; Friday 9am-10am; email for other times

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

TABLE OF CONTENTS

Course Description 2

 Course Objectives 2

 Expanded Description 2

*SOWO 500 – Section 4** 3

 Anti-Racist Pedagogy, Experiential knowledge, and Learner-Centered Teaching 3

 Required Texts 3

 Assignments 4

Technology 6

Support and Resources 7

Issues related to COVID-19 8

Schedule and Course Outline 9

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.

SOWO 500 – SECTION 4*

Please note that based on systemic requirements, I am unable to edit the official course description at this time. We will take time during the course to analyze the language in the course description and evaluate its fit with contemporary, critical, and radical social work values.

ANTI-RACIST PEDAGOGY, EXPERIENTIAL KNOWLEDGE, AND LEARNER-CENTERED TEACHING

My name is Stefani Baca-Atlas, and I am a critical social worker and a doctoral student at the UNC's School of Social Work. I am excited to meet you and learn from you. This class will focus on the collaborative learning process, experiential and indigenous knowledge, and will actively seek ways to decolonize our learning and practice. In this course, we will interrogate what we "know," how we have come to know it, and how knowledge can privilege majority groups while minoritizing others; we will learn and unlearn knowledge and skills; we will use words like *racism* and *whiteness* [not white people]; and we may lean into discomfort as we discuss, analyze, and evaluate factors that impact development of people and families from birth through adolescence.

My goal is not only to focus on deficits, but to integrate the ways individuals and families resist or overcome challenges, and to demonstrate the versatility of a social worker's toolbox. You will gain experience that will allow you to create just changes for clients inside and outside of therapeutic spaces. Assignments will help you build clinical and advocacy skills and will offer an opportunity to develop professional writing skills.

I value your educational, professional, and life experience. **You are an adult learner, and I encourage you to take responsibility for your education** (e.g., preparing for class, obtaining assistance with writing if that is not your forte, asking questions, etc.). **You should also expect that I will work to meet your needs as adult learners.** I look forward to cultivating the following values in our work together: collaboration, self-directed learning, reflection and reflexivity, and integrating new knowledge with your personal experience. I am excited to work with you, and I am excited for you to develop the skills you will need over the next two years and into your professional lives.

This semester brings unprecedented challenges, and we will work together to ensure success. I will make every effort to remain consistent to the syllabus with an understanding that structure is especially helpful during uncertain times. At the same time, I will be flexible if we need to make changes to the syllabus due to unforeseen circumstances. We will keep the lines of communication open throughout the semester, and I encourage you to reach out to me with any questions or concerns.

REQUIRED TEXTS

Hutchison, E. D. (Ed.). (2017). *Essentials of human behavior: Integrating person, environment and the life course* (2nd ed.). Los Angeles, CA: Sage.

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

**Additional articles, videos, podcasts, etc. will be available on Sakai.*

ASSIGNMENTS

ASSIGNMENT OVERVIEW

Assignment	Abbreviated Description	Evaluation	Percentage
Class participation and asynchronous activities	<ul style="list-style-type: none"> • Prior to class: actively engage in <i>asynchronous learning</i> or <i>self-directed learning</i> with the purpose of ascertaining basic knowledge and comprehension of pre-defined concepts using assigned readings, podcasts, videos, etc. • During class: apply, analyze, synthesize, and evaluate topics addressed in asynchronous materials by engaging in authentic discussions and actively participating in activities • Our class will be most successful we are all in class on time, are prepared, and have participated in any asynchronous activities. <i>Your time and effort are valuable</i>, and the fact that participation and asynchronous activities account for one-quarter of your grade reflects my appreciation of this. 	<ul style="list-style-type: none"> • Attendance • Asynchronous activities • In-class participation 	<p>25%</p> <p>*You will earn an “L” if you miss more than 2 classes <i>without making prior arrangements with me.</i></p>
Diverse Perspectives of Development Activity	<ul style="list-style-type: none"> • Preferable to work in teams. Please speak with me if you are unable to do this at this time • Learners will be tasked with identifying and learning about a social problem that affects their chosen population and designing a real-world campaign that effectively integrates the insights of each group member. • The purposes of this problem-based assignment are to: <ul style="list-style-type: none"> ▪ Identify and research a social problem that impacts their chosen population ▪ Collaboratively design a project that will broaden the perspectives of the <i>general public</i> by bringing awareness to the issue ▪ Examine the skills outside of our clinical toolbox that we can use to affect change for our clients. ▪ Educate your colleagues about the social issue and population upon which your project centers, and strategies for advocacy • Details will be discussed in class. 	<ul style="list-style-type: none"> • Group expectations document • Communication with me • Self-assessment • Group assessment • Presentation to class • Project 	<p>20%</p>
Genogram/Ecomap Paper	<p>Genogram/Ecomap</p> <ul style="list-style-type: none"> • Practice and demonstrate competence in creating the genogram/ecomap • Analyze and evaluate theories and factors that impact human development • Apply this knowledge to your families and social networks <p>Supplemental essay</p> <ul style="list-style-type: none"> • Appraise cultural and historical context of personal and family development, current social networks, • Assess and explain the potential impact of personal experiences and context on interactions with clients 	<ul style="list-style-type: none"> • Accuracy of genogram and ecomap (technical skill) • Integration of developmental theories and clinical practice 	<p>15%</p>

<p>Critical Thinking Papers (2)</p>	<p>In place of a mid-term and final exam, you will complete two critical thinking papers during the semester.</p> <ul style="list-style-type: none"> • Papers will follow APA 7 • 5-6 pages, double spaced, one-inch margin, 12pt font <p>Prompts and details will be discussed during class.</p>	<ul style="list-style-type: none"> • Rubrics 	<p>20% (10% each)</p>
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ATTENDANCE AND PARTICIPATION

I planned this course with a “flipped classroom” design. This design has better outcomes for learners and allows for more interaction during class time. In order for this design to be successful, learners must commit to self-directed learning *prior* to class. The purpose of this is to possess basic knowledge and comprehension of selected topics when you join each class session. When we all arrive with a basic understanding of selected topics, we can more actively engage in application, analysis, synthesis, and evaluation during class. Additionally, because you will have spent time outside of class engaging in self-directed learning, we will not spend more than 1.5 hours on Zoom.

Your experiential knowledge and preparation are extremely valuable to class discussions and activities. Please plan to attend all classes. Because classes are only 1.5 hours, we will begin on time every session. Please make every effort to log in a couple of minutes before class begins.

If you will not be able to attend a class, please let me know as soon as possible. If you are unable to attend a class, please take responsibility for obtaining handouts, information about class content, announcements, etc., from your classmates.

If you miss more than two classes *without making prior arrangements* with me, you will earn an “L.”

ASSIGNMENT GUIDELINES

Please type your assignments and follow APA 7th edition format. The following resources may be of assistance to you:

- [UNC School of Social Work Writing Resources and References](#)
- [UNC University Libraries Citation Builder](#)
- [Santa Fe College Lawrence W. Tyree Library APA \(7th edition\) Citation Guide](#)

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 \(“INSTRUMENT”\)](#).

ALL WRITTEN ASSIGNMENTS SHOULD INCLUDE THE FOLLOWING 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

Plan to be successful so that last-minute problems with technology can be avoided.

Late assignments are strongly discouraged. Please speak to me **before** the day the assignment is due if you require an extension. **Please note that without prior communication, 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.

GRADES

The School of Social Work has implemented a temporary grading scale in response to COVID-19 and remote instruction.

Grade	Range
H High Pass	94-100
P Pass	74-93
L Low Pass	70-73
F Failing Grade	69 or below

A grade of P is considered entirely satisfactory and should be considered the norm. 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
Class participation/Asynchronous activities	25%
Perspective on Development Group Presentation	20%
Genogram/Ecomap Application	15%
Critical Thinking Paper (1)	20%
Critical Thinking Paper (2)	20%
Total	100%

TECHNOLOGY

Our classrooms are unexpectedly virtual, and we are all adapting. Please be respectful of others when we are “in class” by not using your laptops/tablets/cell phones for reasons other than those related to class work. Please silence notifications during class. My goal is for us to create a comfortable learning environment in which we can all actively collaborate and learn from one another.

SUPPORT AND RESOURCES

ACCESSIBILITY AND RESOURCES SERVICES

The School of Social Work aims to create an educational environment that supports the learning needs of all learners. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for learners 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. After a request is made, ARS works with Faculty at the School of Social Work to determine the best course of action for the learner. Please feel free to contact me if you would like to talk about ARS and accommodations.

- Website: <http://accessibility.unc.edu>
- Email: accessibility@unc.edu
- Phone: 919-962-8300

WRITING SUPPORT

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all learners 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* but does not merely copy edit papers. 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.

EQUAL OPPORTUNITY AND COMPLIANCE (EOC) STATEMENT

If you are impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking, I encourage you to seek resources on campus or in the community. Please contact the [Director of Title IX Compliance, Report and Response Coordinators, Counseling & Psychological Services](#) (CONFIDENTIAL) or the [Gender Violence Services Coordinators](#) (CONFIDENTIAL) to discuss your specific needs. Additional resources are available at safe.unc.edu

TRAUMA CONTENT

This course includes some intense content related to traumatic events experienced by children, adolescents, and/or adults. You may experience strong reactions related to your own trauma history, current events, or related to your lack of previous exposure to violence and injustice. You may find yourself emotionally triggered or possibly overwhelmed. I encourage you to develop and use self-care strategies during class sessions and when reading and/or completing assignments for class. You 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 you experience significant distress, please notify me. I want to cultivate an environment in which learning may occur. This includes working with the class to create "ground rules," preparing the class for graphic case material, and utilizing alternative assignments when determined to be beneficial.

ISSUES RELATED TO COVID-19

COVID-19 AND FINANCIAL BURDEN

If you are experiencing food or housing insecurity or difficulty paying for other necessities including materials related to school due to COVID-19 (or *any* other reason), please contact me as soon as possible. Resources are available.

COMMUNITY STANDARDS IN OUR COURSE AND MASK USE

Although we are meeting virtually, you are required to wear a mask if you travel to campus. Please keep this in mind, especially if you choose to meet with faculty, staff, or other students.

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/](https://carolinatogether.unc.edu/university-guidelines-for-face-masks/).

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:

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. (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)

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.

A Guide to COVID-19 and Early Childhood Development. Center on the Developing Child/Harvard University.
<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:

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.

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 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.

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

Jones, N. L., Gilman, S. E., Cheng, T. L., Drury, S. S., Hill, C. V., & Geronimus, A. T. (2019). Life course approaches to the causes of health disparities. *American Journal of Public Health*, 109(S1), S48–S55. <https://doi.org/10.2105/AJPH.2018.304738>

Poole, J. M. (2012). *Critical Race Theory in Social Work Education: A Framework for Addressing Racial Disparities*. 13(2), 16 (pp. 4-8).

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.

Houston, S (2017) Towards a critical ecology of child development in social work: aligning the theories of Bronfenbrenner and Bourdieu, *Families, Relationships and Societies*, vol 6, no 1, 53–69, DOI: 10.1332/204674315X14281321359847

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>

FRIDAY, AUGUST 28

CLASS 3 / CHILD & ADOLESCENT DEV.
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”

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.

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

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.

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

<https://developingchild.harvard.edu/resources/the-brain-architects-podcast-covid-19-special-edition-creating-communities-of-opportunity/>

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

Felitti, V. J., & Anda, R. F. (2010). 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.

Recommended:

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

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.

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

CBS News (Producer). (1995). Legacy of shame: Migrant labor, an American institution [Video]. New

York, NY: Films Media Group. [Note: This video is included in the School of Social Work's online History of Oppression course.]

Recommended Videos:

Public Broadcasting Service. (2012, November 20). *Frontline: Poor kids* [Television broadcast]. Retrieved from <http://video.pbs.org/video/2306814133/>

FRIDAY, SEPTEMBER 4

CLASS 4 / CHILD & ADOLESCENT DEV. 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>

Leticq, B. L. (2019). Surfacing Family Privilege and Supremacy in Family Science: Toward Justice for

All. *Journal of Family Theory & Review*, 1–14. doi: 10.1111/jftr.12338

Walsh, F. (2016). Applying a family resilience framework in training, practice, and research: Mastering the art of the possible. *Family Process*, 55, 616–362.

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>

Hutchison, E. D. (2017). Chapter 7: Families. In E. D. Hutchison (Ed.), *Essentials of human behavior: Integrating person, environment and the life course* (2nd ed., pp. 191-223), Los Angeles, CA: Sage.

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 pattern

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:

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.)

Perez, M.Z. (2017). How racism harms pregnant women and what can help [VIDEO FILE]. Retrieved from https://www.ted.com/talks/miriam_zoila_perez_how_racism_harms_pregnant_women_and_what_can_help/discussion

- Asad, A., & Claire, M. (2018). Racialized legal status as a social determinant of health. *Social Science and Medicine*, 199, 19–28. <https://doi.org/doi.org/10.1016/j.socscimed.2017.03.010>
- Goodman, J. H. (2019). Perinatal depression and infant mental health. *Archives of Psychiatric Nursing*, 33(3), 217–224. doi: 10.1016/j.apnu.2019.01.010
- Harrigan, M., Woody, D.J., Baldwin, S. & Wallace, C. (2017). Chapter 11: The journey begins: Conception, pregnancy, childbirth and infancy. In E. D. Hutchison (Ed.), *Essentials of human behavior: Integrating person, environment and the life course* (2nd ed., pp. 331-351), Los Angeles, CA: Sage.

Recommended:

- 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.
- 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>

Helpful websites:

- HowStuffWorks (2016). *Pregnancy & parenting*. Retrieved from <http://health.howstuffworks.com/pregnancy-and-parenting>

FRIDAY, SEPTEMBER 18

CLASS 6 / INFANCY & TODDLERHOOD

Topics:

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

Required:

- Adelman, L. (creator and exec. producer). (2015). *DNA is not Destiny*. San Francisco, CA: California Newsreel in association with Vital Pictures. <http://vod.raisingofamerica.org/>

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

- 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*, 1-13.

- Harrigan, M., Woody, D.J., Baldwin, S. & Wallace, C. (2017). Chapter 11: The journey begins: Conception, pregnancy, childbirth and infancy. In E. D. Hutchison (Ed.), *Essentials of human behavior: Integrating person, environment and the life course* (2nd ed., pp. 351-368), Los Angeles, CA: Sage.

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.

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.

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

Helpful websites:

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

- Social and emotional development in infancy: What to expect and when to seek help: <http://www.brightfutures.org/tools/BFtoolsIN.pdf>
- Mental health in infancy: <http://www.brightfutures.org/mentalhealth/pdf/03BFMHInfancy.pdf>
- 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, SEPTEMBER 25

CLASS 7 / INFANCY & 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:

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/wp12/

- Child Welfare Information Gateway. (2016). *Racial disproportionality and disparity in child welfare*. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau. <https://www.childwelfare.gov/pubs/issue-briefs/racial-disproportionality/>
- Lieberman, A. F., & Knorr, K. (2009). The impact of trauma: A developmental framework for infancy and early childhood. *Psychiatric Annals*, 37(6), 416-422.
- 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>

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.
- 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/
- 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>
- 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 2

CLASS 8 / EARLY CHILDHOOD

Topics:

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

Required:

Annie E. Casey Foundation, Kids Count 2020 Data Book: State Trends in Child Well-Being
<https://www.aecf.org/m/resourcedoc/aecf-2020kidscountdatabook-2020.pdf>

(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).

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/

Woody, D.J., & Woody, D.W., (2017). Chapter 12: Toddlerhood and early childhood. In E. D. Hutchison (Ed.), *Essentials of human behavior: Integrating person, environment and the life course* (2nd ed., pp. 371-403), Los Angeles, CA: Sage.

Recommended:

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>

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.

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&

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>

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

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>

Yogman M, Garner A, Hutchinson J, et al; AAP COMMITTEE ON PSYCHOSOCIAL ASPECTS OF CHILD AND FAMILY HEALTH, AAP COUNCIL ON COMMUNICATIONS AND MEDIA. The Power of Play: A Pediatric Role in Enhancing Development in Young Children. *Pediatrics*. 2018;142(3):e2

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

Casel website: <http://www.casel.org/social-and-emotional-learning>

[Center on the Developing Child at Harvard University](http://developingchild.harvard.edu). (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=0L7xzcvJzZc>

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:

Çevik, K. (2017). Standing at the intersection of race and disability. *Harvard Journal of African American Public Policy*, 79-81. Retrieved from <http://libproxy.lib.unc.edu/login?url=https://search-proquest-com.libproxy.lib.unc.edu/docview/2187897363?accountid=14244>

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.

Masi, A., Demayo, M. M., Glozier, N., & Guastella, A. J. (2017). An Overview of Autism Spectrum Disorder, Heterogeneity and Treatment Options. *Neuroscience Bulletin*, 33(2), 183-193. doi:10.1007/s12264-017-0100-y

Peer, J. W., & Hillman, S. B. (2014). Stress and Resilience for Parents of Children With Intellectual and Developmental Disabilities: A Review of Key Factors and Recommendations for Practitioners. *Journal of Policy and Practice in Intellectual Disabilities*, 11(2), 92-98. doi:10.1111/jppi.12072

Recommended:

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.

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

Helpful websites:

Autism and related disorders:

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

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

- Pervasive developmental disorders: <http://www.brightfutures.org/mentalhealth/pdf/bridges/pdd.pdf>
- Parental depression: http://www.brightfutures.org/mentalhealth/pdf/bridges/parental_dprssn.pdf
- Childhood grief and bereavement: <http://www.brightfutures.org/mentalhealth/pdf/bridges/grief.pdf>

National Dissemination Center for Children with Disabilities website:

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

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

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

FRIDAY, OCTOBER 16

CLASS 10 / MIDDLE CHILDHOOD

Topics:

- Physical, cognitive, emotional, social and neurological development
- Family, peer, school, and community environment
- Ethnic-racial socialization

Required:

Burton, L. (2007). Childhood adultification in economically disadvantaged families: A conceptual model. *Family Relations*, 56(1), 329–345. <http://dx.doi.org/10.1111/j.1741-3729.2007.00463.x>

Charlesworth, L.W. (2017). Chapter 13: Middle Childhood. In E. D. Hutchison (Ed.), *Essentials of human behavior: Integrating person, environment and the life course* (2nd ed., pp. 405-434), Los Angeles, CA: Sage.

Dumas, M. J., & Nelson, J. D. (2016). (Re)Imagining Black Boyhood: Toward a Critical Framework for Educational Research. *Harvard Educational Review*, 86(1), 27–47. doi: 10.17763/0017-8055.86.1.27

Loyd, A., & Williams, B. (2017). The Potential for Youth Programs to Promote African American Youth's Development of Ethnic and Racial Identity. *Child Development Perspectives*, 11(1), 29–38. doi: 10.1111/cdep.12204

Recommended:

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>

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

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>
-

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:

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

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

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

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:

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>

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/>

Topics:

- Typical development in adolescence
- Gender identity development

Required:

McCarter, S.A. (2017). Chapter 14: Adolescence. In E. D. Hutchison (Ed.), *Essentials of human behavior: Integrating person, environment and the life course* (2nd ed., pp. 437-469), Los Angeles, CA: Sage.

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>

Public Broadcasting Service. (2015, June 15). *Frontline: Growing up trans* [Television broadcast]. Retrieved from <http://www.pbs.org/wgbh/frontline/film/growing-up-trans/>

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>

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>

Helpful websites and videos:

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

- Social and emotional development in adolescence: What to expect and when to seek help: <http://www.brightfutures.org/tools/BFtoolsAD.pdf>
- Mental health in adolescence: <http://www.brightfutures.org/mentalhealth/pdf/06BFMHAdolescence.pdf>
- Adolescence checklist for professionals: <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 6

CLASS 13 / ADOLESCENCE

Topics:

- Risk and protective factors related to engaging in risky behavior

Required:

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>

Steinberg, L. (2020). Expecting students to play it safe if colleges reopen is a fantasy. *The New York Times*. Retrieved on June 15, 2020 at <https://www.nytimes.com/2020/06/15/opinion/coronavirus-college-safe.html>

***Select one reading (small group activity)**

Corcoran, J., & Walsh, J. (2016). Eating Disorders. Chapter 11 in *Clinical assessment and diagnosis in social work practice* (3rd ed., pp. 270-301). New York, NY : Oxford University Press.

Corcoran, J., & Walsh, J. (2016). Depression. Chapter 12 in *Clinical assessment and diagnosis in social work practice* (3rd ed., pp. 302-345). New York, NY : Oxford University Press.

Corcoran, J., & Walsh, J. (2016). Substance Use Disorders. Chapter 13 in *Clinical assessment and diagnosis in social work practice* (3rd ed., pp. 346-388). New York, NY : Oxford University Press.

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.

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

Friday, November 14

Class 14 /Class Wrap-Up and Book Club

FRIDAY, NOVEMBER 14

CLASS 14 / WRAP-UP & BOOK CLUB

FINAL CRITICAL THINKING PAPER DUE BY 9:00AM ON THE ASSIGNMENTS TAB ON SAKAI

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

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
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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/>