THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

SCHOOL OF SOCIAL WORK

Course Number: SOWO 500.957
Course Title: Human Development in Context I: Infancy to Adolescence
Semester and Year: Fall 2020
Time and Location: Fridays at 2:00-4:50 pm
Instructor: Annamae T. Giles, MSW, LCSWA
Phone: 336-918-7124 (cell)
Email Address: annamae@email.unc.edu
Office Hours: by appointment

*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

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 required articles, videos, websites, and book chapters are available on the course's Sakai site.

Assignments

1. **Class Participation.** A critical component of learning and creating a learning environment is thoughtful participation in class discussion. This will require class attendance. If you are not in class (absent or late), you are not participating. **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:

Paper 1	Theoretical Perspectives (Due on October 23 by 9:00 am on Sakai)
Paper 2	Applying course concepts to *The other Wes Moore: One name, two fates* --- (Due on November 14 by 9:00am on Sakai)

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:

Assignment Percentage/Points	
Class Participation/asynchronous activities	25%
Perspective on Development Group Presentation	15%
Genogram/Ecomap Application Paper	20%
Critical Thinking Papers (2x 20% each)	40%
Total	**100%**

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, eqw@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, cassidyjohnson@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.

Community Standards in Our Course and Mask Use *(note our class will be meeting remotely this Fall)*
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/.

Trauma Content
This course includes some intense content related to traumatic events experienced by children, and 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.

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)

National Association of Social Workers. (2017). *Code of ethics*. Retrieved from
    https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

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.

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.

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)*

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., & SRCD 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:

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

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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

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 and Adolescent Development in the Context of Families

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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

Letiecq, 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*, 616–662.

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.

***Below if your last name begins with A-H read McCullough, if you last name begins with I-Z read
Swainson. We will use for in-class activity:**

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

**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)

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.)

 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.

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

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

Friday, September 18 **Class 6 / Infancy and Toddlerhood**

GROUP 1 POD

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

Required:

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

> **Friday, September 25 (We will meet in the morning 9:00-11:50 am this date).**
> **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:

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:

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*. InBrief 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

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

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

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:
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 psychopathlogy, 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

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:

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_don_t_know_yet

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:

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

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Friday, October 23
Class 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:
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

Friday, October 30

Class 12 / Adolescence

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

Friday, November 6
Class 13 / Adolescence

Speaker: Matt Anderson, MSW, VP,
Programs and Business Development Children's Home Society of NC
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:

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

*You will be assigned one of the below readings. (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.

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

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

Helpful websites and links

Helpful website Class 5
HowStuffWorks (2016). *Pregnancy & parenting.* Retrieved from
   http://health.howstuffworks.com/pregnancy-and-parenting

Helpful websites class 6
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

Helpful websites and videos Class 7:
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=jYyEEMlMMb0

Helpful websites and videos Class 8:
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. (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

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Helpful websites Class 9

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/

Helpful websites Class 10

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

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Helpful websites and videos Class 11:

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

- Learning problems and disorders:
  http://www.brightfutures.org/mentalhealth/pdf/bridges/learning_dsrdr.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/

Helpful websites and videos Class 12:

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)

Helpful websites and videos Class 13

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_dsrdr.pdf

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Additional Recommended Readings

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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. Hatchette Book Group.
- Can self-control be taught (pp. 155–176)
- The search for intelligent life in kindergarten(pp.93-114).
- Plays well with others (pp. 177-196)..

Cicchetti, D., & Toth, S. L. (2005). Child maltreatment. *Annual Review of Clinical Psychology*. *1*, 409–438. http://dx.doi.org/10.1146/annurev.clinpsy.1.102803.144029

Coontz, S. (1996). The way we weren't: The myth and reality of the "traditional" family. *National Forum, 76*(4), 45–48.

Dupree, D., & Stephens, S.A. (2002). *Foster care and early child development: Implications for child welfare policy and practice*. Retrieved from Center for Assessment and Policy Development website: http://www.capd.org/pubfiles/pub-2002-00-01.pdf

Eamon, M. K. (2001). The effects of poverty on children's socioemotional development: An ecological systems analysis. *Social Work, 46*, 256–266.

Fraser, M. W. (2004). The ecology of childhood: A multisystems perspective. In M. W. Fraser (Ed.) *Risk and resilience in childhood: An ecological perspective* (2nd ed., pp. 1–12). Washington, DC: NASW Press.

Garbarino, J. (1995). *Raising children in a socially toxic environment.* San Francisco, CA: Jossey-Bass.

Garbarino, J., & Abramowitz, R. H. (1992). The ecology of human development. In J. Garbarino (Ed.), *Children and the social environment* (pp. 11–33). New York, NY: Aldine de Gruyter.

Greenspan, S. L. (2003)*.* Child care research: A clinical perspective. *Child Development, 74*, 1064-1068. http://dx.doi.org/10.1111/1467-8624.00591

Haight, W. L., Kagle, J. D., & Black, J. E. (2003). Understanding and supporting parent-child relationships during foster care visits: Attachment theory and research. *Social Work, 48*, 195–207.

Hauser-Cram, P., Warfield. M., E., Shonkoff, J. P., & Krauss, M. W. (2001). The development of children with disabilities and the adaptation of their parents: Theoretical perspectives and empirical evidence. *Monographs of the Society for Research in Child Development, 66*(3), 6–21. http://dx.doi.org/10.1111/1540-5834.00152

Konik, J., & Stewart, A. (2004). Sexual identity development in the context of compulsory heterosexuality. *Journal of Personality, 72*, 815–844. http://dx.doi.org/10.1111/j.0022-3506.2004.00281.x

Kraemer, H. C., Stice, E., Kazdin, A., Offord, D., & Kupfer, D. (2001). How do risk factors work together? Mediators, moderators, and independent, overlapping, and proxy risk factors. *American Journal of Psychiatry*, *158*, 848–856. http://dx.doi.org/10.1176/appi.ajp.158.6.848

Lansford, J. E., Deater-Deckard, K., Dodge, K. A., Pettit, G. S., Bates, J. E., & Pettit, G. S. (2004).

Ethnic differences in the link between physical discipline and later adolescent externalizing behaviors. *Journal of Child Psychology and Psychiatry, 45*, 801–812. http://dx.doi/org/10.1111/j.1469-7610.2004.00273.x

Mash, E. J., & Dozois, D. J. A. (2003). Child psychopathology: A developmental-systems perspective. In E. J. Mash & R. A. Barkley (Eds.), *Child psychopathology* (2nd ed., pp. 3–71). New York, NY: Guilford Press.

Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, *56*, 227–238.

Shonkoff, J. P., & Phillips, D.A. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development.* Washington, DC: National Academy Press

Repetti, R. L., Taylor, S. E., & Seeman, T.E. (2002). Risky families: Family social environments and the mental and physical health of offspring. *Psychological Bulletin*, *128*, 330–366.

Reynolds, J. (2005). Family and relational transitions across the life span. In D. Comstock (Ed.), *Diversity and development: Critical contexts that shape our lives and relationships* (pp. 269–298). Belmont, CA: Thomson Brooks/Cole.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011).*Contemporary human behavior theory: A critical perspective for social work* (pp. 1–24). Boston, MA: Allyn & Bacon.

Rosario, M., Schrimshaw, E. W., Hunter, J., & Braun, L. (2006). Sexual identity development among lesbian, gay, and bisexual youths: Consistency and change over time. *Journal of Sex Research, 43*, 46–58.

Sroufe, L. A., Egeland, B., Carlson, E. A., & Collins, W. A. (2005). *The development of the person: The Minnesota study of risk and adaptation from birth to adulthood*. New York, NY: Guilford Press.

Stone, E., Gomez, E., Hotzoglou, D., & Lipnitsky, J. Y. (2005). Transnationalism as a motif in family stories. *Family Process, 44*, 381–398. http://dx.doi/org/10.1111/j.1545-5300.2005.00067.x

Suarez-Orozco, A., Todorova, I., & Louie, J. (2002). Making up for lost time: The experience of separation and reunification among immigrant families. *Family Process, 41*, 625–643. http://dx.doi/org/10.1111/j.1545-5300.2002.00625.x

Thomlinson, B. (2004). Child maltreatment: A risk and protective factor perspective. In M. W. Fraser (Ed.), *Risk and resilience in childhood: An ecological perspective* (2nd ed., pp. 89–131). Washington, DC: NASW Press.

Tough, P. (2008). *Whatever it takes: Geoffrey Canada's quest to change Harlem and America.* New York, NY: Houghton Mifflin Books.

Walsh, F. (2003). Changing families in a changing world: Reconstructing family normality. In F. Walsh (Ed.), *Normal family processes: Growing diversity and complexity* (3rd ed., pp. 1–26). New York, NY: Guilford Press.

Weine, S., Muzurovic, N., Kulauzovic, Y., Besic, S., Lezic, A., Mujagic, A., … Pavkovic, I. (2004). Family consequences of refugee trauma. *Family Process, 43*, 147–160. http://dx.doi/org/10.1111/j.1545-5300.2004.04302002.x

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/