

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL



SCHOOL OF SOCIAL WORK

**COURSE NUMBER:** SOWO 702  
**COURSE TITLE:** Advanced Standing Bridge Course: Human Development in Context  
**SEMESTER/YEAR:** Spring 2021  
**DATES/TIME:** January 11 to March 8, 5:30 – 8:20 pm  
**INSTRUCTOR:** Laurie Selz Campbell, MSW, CPRP  
Clinical Associate Professor  
**PHONE:** 919-641-7141 (text or call)  
**EMAIL ADDRESS:** [lauriesc@unc.edu](mailto:lauriesc@unc.edu)  
**OFFICE HOURS:** Monday from 12:30 to 1:30 or by appointment

**COURSE DESCRIPTION**

This course provides an overview of human development in an environmental context, surveying major theoretical frameworks and highlighting the impact of different systems on the development, functioning and health of individuals, families and communities. Course frameworks will include definitions, structural variations, theories, strengths, stressors, and changes that affect functioning needed to carry out practice with clients.

**COURSE OBJECTIVES**

Students will be able to:

- Use systemic, bio-psycho-social, developmental, and cultural perspectives and selected theories to understand the behavior of individuals and systems and their interactions;
- Describe the impact of diversity, including race/ethnicity, gender, age, sexual orientation, disability, religion, and SES on individual and familial developmental processes;
- Describe the impact of social, economic, and political environment on client systems;
- Identify the strengths and limitations of theoretical frameworks;
- Articulate the importance of understanding social and economic justice in the context of individual and family functioning.

**READINGS:**

All readings are posted on the Sakai site under “Resources.”

**TEACHING METHODS AND EXPECTATIONS:**

**Structure:**

Class will be conducted via Zoom (for synchronous activities) and Sakai (for asynchronous activities). You will receive a more detailed outline of these activities for each week, but basically, you can expect the following:

1. We will limit our zooming to no more than 1.5 to 2 hours per class session (with a break in the middle, I promise!). During this time, we will focus on discussion and small group

activities. My plan is to avoid long Zoom lectures – rather, I will share slides beforehand (sometimes with accompanying written or voice-over notes) and invite you to review them before class. Then, when we meet synchronously, I can take just a few minutes to emphasize the really important points/concepts, and discuss, clarify, and answer questions before jumping into small group or activity-based learning.

2. Along with synchronous activities, we'll have asynchronous activities that you will complete during the week. These will take a variety of forms -- for example, (a) accessing videos or podcasts and briefly commenting on these, or (b) exploring and sharing internet resources relevant to a particular topic.

### **The Zoom Environment:**

The Zoom environment poses unique challenges (as well as opportunities!) for learning. Of course we will adapt and troubleshoot over time, but here are a few guidelines for how to engage in ways that are accessible, productive, and community-building:

1. When it's at all possible for you to be present on camera, please do so ... while it's no substitute for personal contact, the Zoom space at least allows us to respond to one another's faces and visual presence! Please also know that I appreciate that this isn't always feasible, for any number of personal, environmental, or logistical reasons – if you do need to turn off your camera for a time, just send me/us a quick message in the chat to let us know.
2. The chat is a great way to provide support and reinforcement to one another, but it can also become a distraction, especially for folks who have challenges with multi-tasking. As a general guideline, think about the chat as a way to (a) express support for one another, and/or (b) let me know things like “(name) was trying to say something, you might not have noticed” (as a facilitator, I *definitely* appreciate this!). There may also be times that I'll ask you to do something like “type one word into the chat that describes your reaction to this article (or video, etc).” Generally, though, if you have a substantive question or comment to share during a discussion, the preference would be to share those verbally rather than in the chat.

### **The Pandemic Context:**

In addition to the Zoom environment, the pandemic poses unique challenges to all of us as learners (and teachers!). There may be challenges related to health/mental health; to economic security; to having many people, with competing needs, together in one space; and finally, challenges related to witnessing the further destruction of our communal safety nets and watching folks who are already the most vulnerable bearing the brunt of that. Please know that my default stance on all of this is one of kindness, adaptation, and respect for all of these various struggles. ***I know that you wouldn't be here at the School if you weren't profoundly motivated to be the best healers and change agents possible, and my intent will be to work with each of you with flexibility and care to accomplish just that.***

### **ASSIGNMENTS:**

The following is a brief description of the assignments, with further detail as well as scoring rubrics to be posted under Assignments on the Sakai menu:

**Discussion Question****Due: Various**

For this assignment, you will develop a reading summary and discussion question (based on **one of the readings in red** on the Course Outline) that engages your peers in discussion and exploration. We will discuss how to develop good questions during our first class. You should upload your question to Sakai by **Wednesday night** of the week prior to the day on which the reading is assigned so that your peers have a chance to respond.

**Discussion Question Responses****Due: Various**

Each week, you will choose ONE of the discussion questions posed by your peers for that week, and will enter a brief (~ 1 paragraph) posting with your response to that question. These will form part of the foundation for our discussions in class.

**Theory-to-Practice Connections****Due: Feb. 22**

For this assignment, you will complete a brief template/worksheet in which you reflect on how the various resources discussed in class assist you to more insightfully understand a client or other individual in your life.

**Middle-to-Older Adult Life Review****Due: March 8**

People usually engage in a process called life review as they enter the middle-to-later years of life. This involves organizing memories and reflecting on significant actions and milestones that have shaped them. This assignment provides the opportunity to understand a late-middle-to-older adult individual through a developmental lens. You will conduct an interview with an individual (guide to be provided), and will complete an “assessment form” in which you address several key dimensions of development, including risk and protective factors, developmental stage, life course development, impact of difference and diversity, and present day values and priorities.

**GRADING SYSTEM:**

Points will be assigned as follows:

Engagement/participation	10 points
Discussion question	15 points
Discussion question responses (5 points apiece x 3)	15 points
Theory to practice assignment	25 points
Middle-to-older adult life review	<u>35 points</u>
Total	100 points

Grades are assigned as follows:

H	100 – 94
P	93 – 74
L	73-70
F	69 or below

**EXPECTATIONS FOR WRITTEN ASSIGNMENTS**

You are expected to adhere to scholarly writing guidelines and to use APA formatting in all of your written work. Please use the resources available to you to ensure your success in this area. The web sites listed below provide additional information:

- <http://ssw.unc.edu/students/writing> (resources from the School of Social Work, including an APA quick reference guide)
- <http://www.apastyle.org/apa-style-help.aspx> (APA Style basics)

- [http://owl.english.purdue.edu/handouts/research/r\\_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html) (general information about APA style). You are also encouraged to review the section on plagiarism, as it constitutes academic dishonesty and will have significant consequences.

### **POLICY ON INCOMPLETES AND LATE ASSIGNMENTS:**

Assignments are due at the **beginning** of class on the day noted. Please notify me at least a day beforehand if you would like to request an extension on an assignment. My typical policy is to deduct 5% of the available points for each day late (that is, if you haven't requested an extension). I will weigh the advisability of this policy with the particular circumstances that we are confronting this semester. In rare situations, it is possible to receive an Incomplete at the end of the semester. In this case, we will develop a contract outlining the specifics of when the remaining course materials will be submitted.

### **POLICY ON ACADEMIC DISHONESTY:**

The Student Honor Code is always in effect in this course. The Instrument of Student Judicial Governance (<http://instrument.unc.edu/>) requires that you vouch for your compliance on all your written work. You must write the following pledge in full on each document title page: "I have neither given nor received any unauthorized assistance on this assignment." Sign and date it. Students are also strongly encouraged to review the section on plagiarism carefully. All instances of academic dishonesty will result in disciplinary measures pre-established by the School of Social Work and the University.

### **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](mailto: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.

### **A NOTE ON COURSE CONTENT**

All participants in this class should be aware that we will be discussing topics such as harassment, violence, bias, and discrimination. Certain readings and discussions may be difficult for those who have been impacted by these types of conduct. Any person who has experienced discrimination, harassment, interpersonal (relationship) violence, sexual assault, sexual exploitation, or stalking is encouraged to seek resources as needed on campus or in the community. You can seek assistance from confidential resources such as the Gender Violence Services Coordinator in the Carolina Women's Center at (919) 962-1343 or Counseling and Psychological Services (CAPS) in Campus Health Services at (919) 966-3658. You can also contact the Equal Opportunity and Compliance Office at (919) 966-3576 to report an incident and/or seek interim protective measures. Additional resources are available at [safe.unc.edu](http://safe.unc.edu).

### **POLICY ON DISCRIMINATION, HARASSMENT, AND VIOLENCE**

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](mailto:adrienne.allison@unc.edu)), Report and Response Coordinators (Ew Quimbaya-Winship, [eqw@unc.edu](mailto:eqw@unc.edu); Rebecca Gibson, [rmgibson@unc.edu](mailto:rmgibson@unc.edu); Kathryn Winn [kmwinn@unc.edu](mailto: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](mailto:cassidyjohnson@unc.edu); Holly Lovern, [holly.lovern@unc.edu](mailto:holly.lovern@unc.edu)) to discuss your specific needs. Additional resources are available at [safe.unc.edu](http://safe.unc.edu).

### **STATEMENT OF BASIC NEEDS:**

Any student who has difficulty getting enough to eat every day, lacks a safe place to live or faces unjust deportation is living with hardship that may make it difficult to excel in this course. If any of this is true for you, you are urged to contact the Dean of Students for support <https://odos.unc.edu/> or call (919) 966-4042. Please notify me if you are comfortable in doing so, and I'll help however I can. For information about public resources in the Chapel Hill-Carrboro area visit: <http://thecef.force.com>. The University of North Carolina maintains a food pantry, the Carolina Cupboard, where students and other members of the campus community can get free food if they need it. For more information visit: <http://carolinacupboard.web.unc.edu/> or call [CarolinaCupboard@gmail.com](mailto:CarolinaCupboard@gmail.com).

### **COMMUNITY STANDARDS IN OUR COURSE AND MASK USE:**

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

**SCHEDULE & COURSE OUTLINE**

Date & Topics	Readings & Assignments
<p><b>Class 1</b> <b>January 11</b></p> <p>Course overview</p>	<p>None!</p>
<p>January 18 No Class in Honor of MLK Day</p>	
<p><b>Class 2</b> <b>January 25</b></p> <p>Theories &amp; Frameworks</p> <ul style="list-style-type: none"> <li>• Bio-ecological systems theory</li> <li>• Risk/protective factors</li> <li>• Stage &amp; life course theories</li> <li>• Social determinants of health</li> </ul> <p>Developmental Issues</p> <ul style="list-style-type: none"> <li>• Birth outcomes</li> </ul>	<p><b><u>Reading &amp; PowerPoint resources:</u></b> <i>Note: Please read in this order for ease of understanding:</i></p> <p>Hutchison E.D. (2011). Life course theory. In R. Levesque (Ed.), <i>Encyclopedia of Adolescence</i>. New York, NY: Springer.</p> <p>Jones, N. L., Gilman, S. E., Cheng, T. L., Drury, S. S., Hill, C. V., &amp; Geronimus, A. T. (2019). Life course approaches to the causes of health disparities. <i>American Journal of Public Health, 109</i>(S1), S48–S55. <a href="https://doi.org/10.2105/AJPH.2018.304738">https://doi.org/10.2105/AJPH.2018.304738</a></p> <p>Lu, M.C., Kotelchuck, M., Hogan, V. Jones, L., Wright, K., &amp; Halfon, N. (2011). Closing the black-white gap in birth outcomes: A life-course approach. <i>Ethnicity &amp; Disease, 20</i>, 62-76.</p> <p><b><u>Video resources:</u></b> <i>Note: Feel free to view before or after the readings!</i></p> <p><i>When the Bough Breaks</i>. California Newsreel. Available through UNC Libraries at <a href="http://videos.hsl.unc.edu.libproxy.lib.unc.edu/unnaturalcauses/When%20the%20Bough%20Breaks.html">http://videos.hsl.unc.edu.libproxy.lib.unc.edu/unnaturalcauses/When the Bough Breaks.html</a></p> <p>Perez, M.Z. (2017). <i>How racism harms pregnant women and what can help</i>. TED Talk retrieved from <a href="https://www.ted.com/talks/miriam_zoila_perez_how_racism_harms_pregnant_women_and_what_can_help/discussion">https://www.ted.com/talks/miriam_zoila_perez_how_racism_harms_pregnant_women_and_what_can_help/discussion</a></p>
<p><b>Class 3</b> <b>February 1</b></p> <p>Childhood development &amp; family/system maltreatment</p>	<p><b><u>Reading resources:</u></b></p> <p>Burton, L. (2007). Childhood adultification in economically disadvantaged families: A conceptual model. <i>Family Relations, 56</i>, 329-345.</p> <p>Çevik, K. (2017). Standing at the intersection of race and disability. <i>Harvard Journal of African American Public Policy, 79-81</i>. Retrieved from <a href="http://libproxy.lib.unc.edu/login?url=https://search-proquestcom.libproxy.lib.unc.edu/docview/2187897363?accountid=14244">http://libproxy.lib.unc.edu/login?url=https://search-proquestcom.libproxy.lib.unc.edu/docview/2187897363?accountid=14244</a></p>

Date & Topics	Readings & Assignments
	<p>Center on the Developing Child at Harvard University. (2012). <i>The science of neglect: The persistent absence of responsive care disrupts the developing brain (Working Paper 12)</i>. Retrieved from <a href="https://developingchild.harvard.edu/resources/the-science-of-neglect-the-persistent-absence-of-responsive-care-disrupts-the-developing-brain/">https://developingchild.harvard.edu/resources/the-science-of-neglect-the-persistent-absence-of-responsive-care-disrupts-the-developing-brain/</a></p>
<p><b>Class 4 February 8</b></p> <p>Identity development in adolescence: Race, sexual orientation, &amp; gender identity</p>	<p><b><u>Video resources (for everyone):</u></b>  <i>Struggle for identity: Issues in transracial adoption and a conversation 10 years later.</i> (2007). Ithaca, NY: Photosynthesis Productions. Available through UNC Libraries at <a href="https://video-alexanderstreet.com.libproxy.lib.unc.edu/watch/struggle-for-identity-issues-in-transracial-adoption-and-a-conversation-10-years-later">https://video-alexanderstreet.com.libproxy.lib.unc.edu/watch/struggle-for-identity-issues-in-transracial-adoption-and-a-conversation-10-years-later</a></p> <p>Go to the TED Talks website at <a href="https://www.ted.com/talks?sort=relevance&amp;q=transgender&amp;language=en">https://www.ted.com/talks?sort=relevance&amp;q=transgender&amp;language=en</a>  Choose TWO of the first 13 talks to view.</p> <p><b><u>Readings for discussion questions:</u></b>  DiAquoi, R. C. (2018). Critical race life course perspective theory: A framework for understanding racism over the life course. <i>International Journal of Qualitative Studies in Education (QSE)</i>, 31(1), 36–54.</p> <p>Edwards-Leeper, L., Leibowitz, S., &amp; Sangganjanavanich, V. F. (2016). Affirmative practice with transgender and gender nonconforming youth: Expanding the model. <i>Psychology of Sexual Orientation and Gender Diversity</i>, 3(2), 165–172. <a href="https://doi-org.libproxy.lib.unc.edu/10.1037/sgd0000167">https://doi-org.libproxy.lib.unc.edu/10.1037/sgd0000167</a></p> <p>Sackett, C. R., &amp; Dogan, J. N. (2019). An exploration of black teens’ experiences of their own racial identity through photovoice: Implications for counselors. <i>Journal of Multicultural Counseling &amp; Development</i>, 47(3), 172–189. <a href="https://doi-org.libproxy.lib.unc.edu/10.1002/jmcd.12140">https://doi-org.libproxy.lib.unc.edu/10.1002/jmcd.12140</a></p> <p>White, D., &amp; Palacios, A. (2020). A culturally responsive existential-phenomenological approach for counseling black sexual minority youth. <i>Journal of Humanistic Counseling</i>, 59(2), 74–85. <a href="https://doi-org.libproxy.lib.unc.edu/10.1002/johc.12131">https://doi-org.libproxy.lib.unc.edu/10.1002/johc.12131</a></p>
<p>February 15 No Class: Wellness Day</p>	
<p><b>Class 5 February 22</b></p> <p>Emerging/Early Adulthood</p>	<p><b><u>Reading resources:</u></b>  Deegan, P. (1996). Recovery as a journey of the heart. <i>Psychiatric Rehabilitation Journal</i>, 19(3), 91-97.</p> <p>Metzl, J. M. (2012). Mainstream anxieties about race in antipsychotic drug ads. <i>Virtual Mentor: American Medical Association Journal of Ethics</i>, 14(6), 494-502.</p>

Date & Topics	Readings & Assignments
<p>Mental Illness &amp; Recovery in Early Adulthood</p> <ul style="list-style-type: none"> <li>Mental health diagnosis: Psychosis, bipolar disorder, depression, PTSD</li> </ul>	<p><b><i>In addition, please find a first-person account of mental illness in adulthood that resonates for you and be prepared to share a quote and discuss.</i></b></p> <p><b><u>Readings for discussion questions:</u></b></p> <p>Austin, A. (2016). "There I am": A grounded theory study of young adults navigating a transgender or gender nonconforming identity within a context of oppression and invisibility. <i>Sex Roles</i>, 75, 215-230. Retrieved from <a href="https://doi-org.libproxy.lib.unc.edu/10.1007/s11199-016-0600-7">https://doi-org.libproxy.lib.unc.edu/10.1007/s11199-016-0600-7</a></p> <p>Hope, E. C., Hoggard, L. S., &amp; Thomas, A. (2015). Emerging into adulthood in the face of racial discrimination: Physiological, psychological, and sociopolitical consequences for African American youth. <i>Translational Issues in Psychological Science</i>, 1(4), 342-351. <a href="https://doi-org.libproxy.lib.unc.edu/10.1037/tps0000041">https://doi-org.libproxy.lib.unc.edu/10.1037/tps0000041</a></p> <p>Stein, G. L., Cavanaugh, A. M., Castro-Schilo, L., Mejia, Y., &amp; Plunkett, S. W. (2019). Making my family proud: The unique contribution of familism pride to the psychological adjustment of Latinx emerging adults. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 25(2), 188-198. <a href="https://doi-org.libproxy.lib.unc.edu/10.1037/cdp0000223">https://doi-org.libproxy.lib.unc.edu/10.1037/cdp0000223</a></p>
<p><b>Class 6 March 1</b></p> <p><b>Developmental Issues:</b></p> <ul style="list-style-type: none"> <li>Caregiving in middle adulthood</li> <li>Ageism &amp; intersections in older adulthood</li> <li>Cultural variations in bereavement</li> </ul>	<p><b><u>Reading resources:</u></b></p> <p>Hooyman, N.R., &amp; Kramer, B. J. (2006). Resilience &amp; meaning making. In <i>Living through loss: Interventions across the life span</i> (pp. 63-86). New York: Columbia University Press.</p> <p>Pharr, J. R., Francis, C. D., Terry, C., &amp; Clark, M. C. (2014). Culture, caregiving, and health: Exploring the influence of culture on family caregiver experiences. <i>ISRN Otolaryngology</i>, 1-8.</p> <p><b><u>Readings for discussion questions:</u></b></p> <p>Baker, T. A., Buchanan, N. T., Mingo, C. A., Roker, R., &amp; Brown, C. S. (2015). Reconceptualizing successful aging among Black women and the relevance of the strong Black woman archetype. <i>Gerontologist</i>, 55(1), 51-57.</p> <p>Fabbre, V. D. (2015). Gender transitions in later life: A queer perspective on successful aging. <i>Gerontologist</i>, 55(1), 144-153.</p> <p>Lyons, A., Alba, B., Heywood, W., Fileborn, B., Minichiello, V., Barrett, C., Hinchliff, S., Malta, S., &amp; Dow, B. (2018). Experiences of ageism and the mental health of older adults. <i>Aging &amp; Mental Health</i>, 22(11), 1456-1464. <a href="https://doi-org.libproxy.lib.unc.edu/10.1080/13607863.2017.1364347">https://doi-org.libproxy.lib.unc.edu/10.1080/13607863.2017.1364347</a></p>
<p><b>Class 7 March 8</b></p>	<p>Sharing of life review papers</p>