



| | | |
|------------------------|--|----------------------------|
| Course title: | Contexts of Life-course Development: Childhood, Adolescence, and Early Adulthood | |
| Course #/term: | SW630, Fall 2021, section # 001 | |
| Time and place: | Online – Synchronous: Wednesday, 5:00 pm – 7 pm Asynchronous: Wednesday, 7:00 pm – 8:00 and on your own | |
| Credit hours: | 3 | |
| Prerequisites: | Foundation Essentials Required or permission of instructor | |
| Instructor: | Fernanda Lima Cross, PhD | |
| Pronouns: | She, her, hers | |
| Contact info: | Email: flcross@umich.edu | Phone: 734-647-1265 |
| | You may expect a response within 48 hours | |
| Office: | SSW 4735 | |
| Office hours: | Virtual (by appointment only) | |

1. Course Statement

Course description

This course will examine the development of life course in stages, from conception to early childhood (0-6), middle childhood (7-12), adolescence (13-18), and emerging adulthood (18+). Students will explore how development unfolds, with a particular emphasis on how adversity shapes the experiences of children from a young age. Key theories used to understand human development and behavior include those focused on attachment, trauma, and resilience. Special attention will be given to the relationships between critical life conditions, (i.e., race, ethnicity, gender, socio-economic class, sexual orientation), life events (i.e., separation, loss, illness, transition to school, transition to adulthood) and psychological and physical functioning. Course material on identity will address the topics of self-esteem, self-concept, and the development of gender, race, and ethnic identity.

Course objectives and competencies

Effective social work practice requires knowledge, skills, value, cognitive and affective processes in order to understand and respond to clients. In this course, the competencies you will build include:

1. Understand individual development within the context of human relationships and particular social environments. **(Competency 7)**
2. Understand how caregiving and peer relationships, culture, and biology interact to promote and inhibit adaptation and coping at particular life stages. **(Competency 7)**
3. Explore the role of adversity (such as abuse, neglect, poverty, exposure to violence, medical trauma, and bullying) in shaping development. **(Competency 7)**
4. Explore critical life conditions, (i.e., race, ethnicity, gender, socio-economic class, sexual orientation) in relation developmental patterns and outcomes. **(Competency 2)**

5. Identify individual, social, and environmental factors that promote and sustain resilience. **(Competency 6)**
6. Develop cognitive self-awareness and affective self-regulation in response to the influence of personal biases and values in working inclusively with clients. **(Competency 2)**
7. Critically examine and apply knowledge of human behavior to practice and policy decisions focused on wellness and prevention. **(Competency 5)**

Course design

The course will use multiple pedagogical methods: short lectures, guest lectures, videos, participatory discussions, written assignments, student presentations, and exercises.

Synchronous class: Each week we will have synchronous (live) class for about 120 minutes.

Asynchronous class: In addition to our limited synchronous time together, you are expected to engage in our course content via our discussion board each week. You will have 1 hour prior to our synchronous time together to review the class material. This time should be used for review and to finish up some reading you were not able to complete earlier in the week. I highly encourage you to keep up with the asynchronous materials (e.g., readings, discussion board, videos, group work). This will keep you on track. Additionally, you may move ahead to the following week whenever you have completed the current tasks.

Curricular themes

Students will develop the capacity to identify ways in which dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation) intersect in development over the first half of the lifecourse.

Relationship to social work ethics and values

This course will engage the NASW'S Code of Ethics, specifically content pertaining to our belief in the dignity and worth of the person in this instance infants, toddlers, preschoolers, school aged children, adolescents and young adults. The unique needs and rights of children will be discussed. Additionally, because children thrive best in supportive relationships, this course will emphasize the social work value and ethical principle of recognizing the central importance of human relationships

Intensive focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

Anti-Oppression Statement

As a community, we encourage each other to critically examine issues related to power, privilege, and oppression. These issues; therefore, are integrated into each classroom experience. As a result, there will be class discussions that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we listen to each other about how our words and actions are affecting one another and the learning environment. We share the task of negotiating the dual priorities of authentic free speech and active regard for one another, being open to diverse perspectives and ideas. We recognize that microaggressions happen; however, overt slurs in relation to race, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions.

2. Class Requirements

Text and Class Materials

* Davies, D. and Troy, M.F. (2020). *Child Development*, 4th ed. Guilford Press. (ISBN 9781462542994)

* Other readings will be available through the course Canvas website.

• To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings. However, if you are unable to complete the readings word-for-word, please come prepared to discuss the broad strokes. The readings will be discussed and debriefed in class. Students will take turns developing discussion questions and activities for the readings.

Class schedule

***Please note that this syllabus is a “living document” and, as such, may be revised according to the needs and enrollment of the course. Changes to the schedule and any additional/changes to the readings will be announced via Canvas. Be sure that you have canvas announcements enabled (in Canvas under Account → Notifications → Announcement). ***

| Date/Time | Topics | Required Readings & Assignments | ASYNCHRONOUS TIME Class Exercises and Materials |
|-------------------|---|---|---|
| Week 1 9/01/21 | Introduction, Overview of the Course Theories of Development | * Syllabus * Davies & Troy, Part I & Chap. 2 | Watch: Epigenetics (13 minutes) Watch: Pre-recorded guest lecture on theories of human |

| Date/Time | Topics | Required Readings & Assignments | ASYNCHRONOUS TIME Class Exercises and Materials |
|---------------------------|--|---|---|
| | | <p>* Thompson, R. A. (2014). Stress and child development. <i>The Future of Children</i>, 41-59.</p> <p>* Trauma informed care Belseth, T. (n.d). Aces in Foster Care: ACE's in Foster Care: Rethinking trauma informed care. Retrieved from: https://txicfw.socialwork.utexas.edu/aces-foster-care-rethinking-trauma-informed-care/</p> | <p>development (Professor Bares)</p> <p>Sign-up to lead class discussion</p> |
| <p>Week 2 9/08/21</p> | <p>Infant Biosocial, Cognitive and Psychosocial Development</p> <p>Attachment Theory</p> | <p>* D & T, Chap. 1 & 5</p> <p>* Groh, A. M., Fearon, R. P., van IJzendoorn, M. H., Bakermans-Kranenburg, M. J., & Roisman, G. I. (2017). Attachment in the early life course: Meta-analytic evidence for its role in socioemotional development. <i>Child Development Perspectives</i>, 11(1), 70-76.</p> <p>* Zeanah, C. H., & Benoit, D. (1995). Clinical applications of a parent perception interview in infant mental health. <i>Child and Adolescent Psychiatric Clinics</i>, 4(3), 539-554.</p> <p>* Book and resources for caregivers of children separated at the border: https://www.allianceaimh.org/separationistrauma/</p> | <p>Watch: Attachment and cross-cultural differences (2:38 minutes)</p> <p>Read book and resources for caregivers of children separated at the border: https://www.allianceaimh.org/separationistrauma/</p> <p>Watch: Pre-recorded guest lecture on attachment (Professor Ribaldo)</p> |
| <p>Week 3 9/15/21</p> | <p>Infant Risk and Protective Factors</p> <p>Brain Development</p> | <p>* D & T, Chap. 3</p> <p>* Kennedy, Janice H. "Maternal Attributional Style and Infant Attachment." <i>Journal of Early</i></p> | <p>Watch: Gopnick: What Do Babies Think (TED Talk)</p> <p>Watch: Pre-recorded</p> |

| Date/Time | Topics | Required Readings & Assignments | ASYNCHRONOUS TIME Class Exercises and Materials |
|----------------------------|--|---|---|
| | | <p>Childhood and Infant Psychology 6 (2010): 85.</p> <p>* Rosenblum, K. L., Dayton, C. J., & Muzik, M. (2009). Infant social and emotional development: Emerging competence in a relational context.</p> | <p>guest lecture on child abuse and neglect (Professor Maguire-Jack).</p> <p>Sign up for group presentation</p> |
| <p>Week 4 9/22/21</p> | <p>Toddler Biosocial, Cognitive and Psychosocial Development</p> | <p>* D & T, Chap. 7 & 8</p> <p>* Chapter 6: Creating healthy living conditions for early development (Vibrant and Health Kids—Aligning Science, Practice and Policy to Advance Health Equity, 2019)</p> | <p>Watch: Executive Functioning (5:35 minutes)</p> <p>Watch: Pre-recorded guest lecture on emotion regulation (Professor Ribaldo)</p> |
| <p>Week 5 9/29/21</p> | <p>Toddler Discipline and Development</p> | <p>* Connecting the Brain to the Rest of the Body- Early Childhood Development and Lifelong Health Are Deeply Intertwined</p> <p>* Pace, G. T., Lee, S. J., & Grogan-Kaylor, A. (2019). Spanking and young children’s socioemotional development in low-and middle-income countries. <i>Child abuse & neglect</i>, 88, 84-95.</p> <p>* Gershoff, E. T., Lee, S. J., & Durrant, J. E. (2017). Promising intervention strategies to reduce parents’ use of physical punishment. <i>Child Abuse & Neglect</i>, 71, 9-23.</p> | <p>Watch: Pre-recorded guest lecture on spanking and child outcome (Professor Grogan-Kaylor)</p> |
| <p>Week 6 10/06/21</p> | <p>Preschooler Biosocial and Cognitive Development</p> | <p>* D & T, Chap. 10</p> <p>* Klein, L., & Knitzer, J. (2007). Promoting Effective Early</p> | <p>Watch: Pre-recorded guest lecture on fatherhood (Professor Lee)</p> |

| Date/Time | Topics | Required Readings & Assignments | ASYNCHRONOUS TIME Class Exercises and Materials |
|---------------------------|--|--|---|
| | | Learning: What Every Policymaker and Educator Should Know. National center for children in poverty. | Submit Individual paper for peer review by 11:59 pm |
| Week 7 10/13/21 | Preschooler Psychosocial Development | <ul style="list-style-type: none"> * D & T, Chap. 11 * Howe, N., & Recchia, H. (2014). Sibling relations and their impact on children's development. In R.E. Tremblay, M. Boivin, R. Peters (Eds.), Encyclopedia on Early Childhood Development. | <p>Watch: Pre-recorded guest lecture from Tanya Muftic from the Tie Tuesday Project</p> <p>Peer review of classmate's individual paper due by 11:59</p> |
| Week 8 10/20/21 | School Age Biosocial, Cognitive and Psychosocial Development | <ul style="list-style-type: none"> * D & T Chap. 13 and 14 * Coll, C. G., Crnic, K., Lamberty, G., Wasik, B. H., Jenkins, R., Garcia, H. V., & McAdoo, H. P. (1996). An integrative model for the study of developmental competencies in minority children. <i>Child Development</i>, 67(5), 1891-1914. * Olson, K. R., & Gülgöz, S. (2018). Early findings from the transyouth project: Gender development in transgender children. <i>Child Development Perspectives</i>, 12(2), 93-97. | Watch: Pre-recorded guest lecture Interpersonal Violence across the lifespan and its impact on development (Professor Fedina) |
| Week 9 10/27/21 | School Age Exploring race and ethnicity | * Rivas-Drake, D., Seaton, E. K., Markstrom, C., Quintana, S., Syed, M., Lee, R. M., ... & Ethnic and Racial Identity in the 21st Century Study Group. (2014). Ethnic and racial identity in adolescence: Implications for psychosocial, academic, and health | Watch: Pre-recorded guest lecture on ethnic identity development (Professor Cross) |

| Date/Time | Topics | Required Readings & Assignments | ASYNCHRONOUS TIME Class Exercises and Materials |
|-----------------------------|--|---|--|
| | | <p>outcomes. <i>Child development</i>, 85(1), 40-57.</p> <p>* McLoyd, Vonnie C. (1990). The impact of economic hardship on black families and children: Psychological distress, parenting, and socioemotional development. <i>Child Development</i>, 61 (2), pp. 311-346. (for session on adolescents and families).</p> | <p>Individual paper due by 11:59 pm</p> |
| <p>Week 10 11/03/21</p> | <p>Adolescence Biosocial, Cognitive and Psychosocial Development</p> | <p>* D. Siegel; True Essence of Adolescence (brain and development: https://health.usnews.com/wellness/for-parents/articles/2017-06-27/the-true-essence-of-adolescence</p> <p>* Casey, B.J., & Caudle, K. (2014). The teenage brain: Self-control. <i>Current Directions in Psychological Science</i>, 22, 82-87.</p> <p>* Rubin, K.H. et al. (2004). Attachment, friendship, and psychosocial functioning during early adolescence. <i>Journal of Early Adolescence</i> 24 (4), 326-356.</p> <p>* Wang, M. T., Degol, J. L., & Amemiya, J. L. (2019). Older siblings as academic socialization agents for younger siblings: Developmental pathways across adolescence. <i>Journal of youth and adolescence</i>, 48(6), 1218-1233.</p> | <p>Watch: Pre-recorded guest lecture on adolescent risk-taking (Professor Bares)</p> <p>Watch: Insight into the teenage brain: https://www.youtube.com/watch?v=LWUkW4s3XxY</p> |

| Date/Time | Topics | Required Readings & Assignments | ASYNCHRONOUS TIME Class Exercises and Materials |
|---------------------|--|--|---|
| Week 11 11/10/21 | Adolescence Socialization within the Family | <p>* Umaña-Taylor, A. J., & Hill, N. E. (2020). Ethnic–Racial Socialization in the Family: A Decade's Advance on Precursors and Outcomes. <i>Journal of Marriage and Family</i>, 82(1), 244-271</p> <p>* Aquilino, W.S., & Supple, A.J. (2001). Long-term effects of parenting practices during adolescence on well-being outcomes in young adulthood. <i>Journal of Family Issue</i>, 22 (3), 289-308.</p> <p>* Giordano et al. (2016). Parenting in adolescence and young adult intimate partner violence. <i>Journal of Family Issues</i>, 37 (4), 443-465.</p> <p>* Barth, F. D. (2015). Social media and adolescent development: Hazards, pitfalls and opportunities for growth. <i>Clinical Social Work Journal</i>, 43(2), 201-208.</p> | <p>Watch: TED Talk by Niobi Way “Boys will be Boys” https://www.tedmed.com/talks/show?id=730069</p> |
| Week 12 11/17/21 | Adolescence Media and Sexuality | <p>* Singh, A. A. (2013). Transgender youth of color and resilience: Negotiating oppression and finding support. <i>Sex Roles: A Journal of Research</i>, 68(11-12), 690–702.</p> <p>* Lacombe-Duncan, A., Logie, C. H., Newman, P. A., Bauer, G. R., & Kazemi, M. (2020). A qualitative study of resilience among transgender women living with HIV in response to</p> | <p>Watch: Adolescent risk-takers: The power of peers: https://www.youtube.com/watch?v=2Q4tIP EihAM</p> <p>Watch: Pre-recorded guest lecture on Trans health and health care access issues from a lifecourse perspective (Professor Lacombe-Duncan)</p> |

| Date/Time | Topics | Required Readings & Assignments | ASYNCHRONOUS TIME Class Exercises and Materials |
|-----------------------|--------------------|---|---|
| | | <p>stigma in healthcare. <i>AIDS care</i>, 1-6.</p> <p>* Verdicchio, J. (2017). Finding your “selfie”: The New Crisis of the Affluent Adolescent in School. In <i>The Social Work and K-12 Schools Casebook</i>, Taylor & Francis.</p> <p>* Choi, J.J., Green, D.L. & Gilbert, M.J. (2011). Putting a human face on crimes: A Qualitative study on restorative justice processes for youths. <i>Child Adolesc Soc Work Journal</i>. 28, 335–355.</p> <p>* Chmielewski, J. F., Tolman, D. L., & Kincaid, H. (2017). Constructing risk and responsibility: A gender, race, and class analysis of news representations of adolescent sexuality. <i>Feminist media studies</i>, 17(3), 412-425.</p> | |
| Week 13 11/24/2021 | NO CLASS | Thanksgiving Break | |
| Week 14 12/01/21 | Emerging Adulthood | <p>* Arnett, (J. J. (2007). Socialization in emerging adulthood (pp. 208-231). In Grusec & Hastings (Eds.), <i>Handbook of Socialization</i>. New York: Guilford.</p> <p>* Young adults in the 21st century: https://www.ncbi.nlm.nih.gov/books/NBK284782/</p> | Watch: Pre-recorded guest lecture on access to college for minority population (Professor Ellis) |

| Date/Time | Topics | Required Readings & Assignments | ASYNCHRONOUS TIME Class Exercises and Materials |
|---------------------|--------------------|---|--|
| | | * Ellis & Helaire (2020) A Theory Of Reasoned ActionApproach.pdf *Ellis & Helaire (2018). Effects of Adolescent of SRL on Engagement in a CAP An Exploratory Study.pdf | |
| Week 15 12/08/21 | Group presentation | Group presentation | |

Assignments

Course assignments are due on the date specified in the course syllabus and on Canvas. Occasionally, unforeseen circumstances arise (e.g., illness, personal or family emergency) which may make it difficult for a student to complete the assignment by its designated due date time. Should this happen, it is the responsibility of the student to notify the instructor. At the instructor's discretion, a student's request for an extension of an assignment past its due date may be granted, usually for no longer than one week past the due date. *The instructor reserves the right to deduct points for late assignments.* University policies related to persons with disability (i.e. temporary or permanent accommodations), bereavement, and religious observations supersede this policy (see MSW Handbook).

| Assignment | Due date | Points (100 total) |
|--|--|--------------------|
| Lead Class Discussion (Session sign up 9/01/21) | Ranging from week 2 to week 14. Upload materials to Canvas by 5 pm the day before your assigned section (Groups of 2 students) | 20 |
| Draft of Individual Paper Peer review Classmate's paper | 10/06 by 11:59 pm 10/13 by 11:59 pm | 10 |
| Final Individual Paper | 10/27 by 11:59 pm | 30 |
| Group Presentation | 12/08 | 30 |
| Participation (synchronous and asynchronous) | All semester long including participation via Canvas discussion board | 10 |

The purpose of each assignment is to develop and enhance your skills and understanding of different periods of development across the lifespan. Each assignment is to be submitted electronically through Canvas.

Lead Class Discussion – Worth 20 points - Due by 5 PM the day before Session selected

In pairs you will be responsible for selecting a session to co-lead discussion based on the articles assigned for that week. You are encouraged to use media (e.g., videos, tweets, music), small group discussion, post questions on canvas discussion board, or activities to engage your classmates in the discussion. You will submit an electronic copy of materials utilized, which should include discussion points and activities planned. This assignment is due by 5 PM the day before of the selected session.

GRADING will be based on:

5 pts - Discussion points based on weekly topics

5 pts - Included media

5 pts - Small group discussion / Activity

5 pts - Start Comment thread on Canvas discussion board related to readings

Draft of Individual Paper for Peer review - Due on 10/06 by 11:59 pm via Canvas

Peer review Classmate's Paper - Worth 10 points Due on 10/13 by 11:59 pm via Canvas

You will turn in your paper for peer review **and** review a classmate's paper providing kind and constructive feedback to help improve your classmate's final individual paper. Pairs will be randomly selected.

-Upload your draft to Canvas by 10/06 11:59 pm and also e-mail it to your peer review partner.

-Return your classmate's peer reviewed paper and the peer review form you completed by 10/13 11:59 pm. Upload both of these documents (classmate's peer reviewed paper and the peer review form you completed) to canvas to get the points for completing the peer review assignment!

GRADING will be based on:

5 pts – Complete the peer review form and upload it to Canvas

5 pts – Thoughtful and helpful feedback including tracked changes on classmate's paper

Individual Paper: 2 options

Developmental History (Option 1) Worth 20 points Due on 10/27 by 11:59 pm via Canvas

(Competencies 1, 2, 4, 6, 7)

~ 6-8 pages, double spaced

History Section (2-3 pages – a little longer for older children since you need to discuss all their developmental periods: infancy, toddlerhood, preschool, school age)

Complete a developmental history for an infant or child up to the age of 12 (not your own or your partner's). Use a pseudonym, not the child or family's real name. The interview does not have to take place in a clinical environment. You can interview any parent about their child's development. THERE IS A DEVELOPMENTAL INTERVIEW FORMAT IN CANVAS FOR YOU TO USE if you are not already using one in your field placement. If you are using an agency one, make sure you review the Canvas document format, so you don't miss any domain of inquiry. Practice using at least some of the

WMCI. Be sure to read the Zeanah and Benoit article to familiarize yourself with the “scales” that are noted through the interview. You must reference the WMCI scales when decoding the parenting representation. As you describe the child’s development as it pertains to each developmental domain (e.g., physical, socio-emotional, cognitive, language) use the information provided by the interviewee and put it in the context of what is expected at each developmental period. Use the book as guide!

- a) Discuss the child’s physical, socio-emotional, cognitive, language development throughout their development in infancy, toddlerhood, preschool, school age years connecting information gathered from interviewee to what you have learned about child development.
- b) How is the child developing in the context of what is expected for that developmental period?
- c) What contextual factors are impacting (positively and negatively) their development?

Analysis Section (2-3 pages)

After you have finished with the “objective history” write a summary of your impressions of the child’s development. Using the Davies and Troy text as guides, what are the areas of particular strength? Any particular concerns? What questions did you have about their developmental progress? Did you have any concerns about the parent or the relationship between parent and child? Address how you understand the responses to the WMCI questions and if the responses seem balanced, distorted, or disengaged (you **MUST** use Zeanah and Benoit article as a guide). **This is not a section to give your opinion** (i.e., “this is clearly a great mom”) but to practice using professional language to share what you learned about the child and the parent/child relationship.

Reflection Section (2 pages)

- a) Your reactions to actually interviewing the parent(s) and asking, at times, personal questions
- b) Any ethnic or cultural similarities or differences with the parent you interviewed and how that impacted your interview;
- c) Did you have any reactions to what you heard from the parent? Again, this is not a place to make vague statements but to ponder how and why you reacted as you did (even if positive reactions). It might be that you share similar values and that was reassuring to you, or you could write about negative reactions and how your own values or triggers might have played into your reactions.
- d) What you learned about child development or the development of the parent (i.e., becoming a parent is a process) through this exercise
- e) Any other comments you wish to make
- f) Could this assignment have been made more meaningful for you? If so, how?

GRADING will be based on:

10 pts. - Analysis of child’s development (i.e., accurately notes areas of precociousness or struggle); thoroughness of analysis and use of text to anchor analysis

5 pts. - Thoroughness of history or explanation of information not obtained

1.5 pts. - Awareness and beginning accuracy in interpreting parental representations about their child

2.0 pts. - Reflective capacity

1.5 pts. - Writing, grammar and clarity. Follow APA formatting throughout the paper (See APA manual 7th edition)

SECOND OPTION

Exploring Identities in Children’s Books - Worth 20 points Due on 10/27 by 11:59 pm via Canvas
(Competencies 4, 5, 7)

For this assignment, students will have the opportunity to examine who is portrayed in children’s books. Students will visit a public library (Ann Arbor Public Library, Ypsilanti Public Library, or other location

of their choice) or bookstore (i.e. Barnes and Noble, Nicola’s Books) to look and review books in the children’s section. To complete this activity, students are encouraged to review many books (10+) and are highly encouraged to choose books at random (i.e., start with a random shelf in the library or bookstore and pick every 7th book until you have 10 or more books).

Students will consider the age, gender, heritage, race or ethnicity, sexual identity, familial status, economic background, mental health, religion, etc. of the character(s) in the books. Students will write a brief introduction (1-2 paragraphs) describing the purpose of the assignment prior to discussing each book. While discussing each book include an analysis of the book’s content. At the end include a reflection (1.5 pages) about 5-6 of the books reviewed describing (1) how the identities of characters in children’s books are portrayed, (2) whether the books as a collective help child learn about one group over another, (3) whether the books introduce any type of bias through their content, and (4) the degree to which the books could be used as tools to begin conversations with children about diversity in identity/social categories.

For instance, are any of the books on your list useful for discussing differences in race? Or do the books ignore race by depicting every character as belonging to the same group? As another example, if you find books that depict individuals of various abilities (some abled, some physically disabled) children could be invited to talk about differences in physical abilities that they see. In addition to the narrative reflection, also include a simple table (sample below, not counted in the total pages allowed) with the title of each book reviewed (10+ books) and described (5-6 books) and what identity/social category was portrayed. **There are readings and a youtube clip to go with this assignment that should be read after students have collected books and reviewed them.**

Because this is a time-intensive assignment, you should take advantage of the asynchronous time of class to work on this assignment.

| Title | Age | Gender | Race/Ethnicity/ Species (if animals are depicted) | Sexual Identity | Familial Status | Language | Economic Background | Ability Status | Mental Health | Religion |
|-------|-----|--------|--|--------------------|--------------------|----------|------------------------|-------------------|------------------|----------|
| | | | | | | | | | | |
| | | | | | | | | | | |

GRADING will be based on:

10 pts. - Analysis section (Thorough and thoughtful summary of the impact of identities/social categories including identities portrayed, helping children to learn about groups, bias introduction, conversation starters)

5 pts. – Subjective reaction (thoughtful reaction to your findings)

1.5 pts. – Table of Books

2.0 pts. - Evidence of use of reading and blog to inform/deepen your response

1.5 pts. - Writing, grammar and clarity. Follow APA formatting throughout the paper (See APA manual 7th edition)

Youtube Clip: <https://bookriot.com/watch/seeing-myself-in-literature/>

Blog: <http://www.hbook.com/2015/08/blogs/out-of-the-box/seeing-yourself-in-literature/>

Journal article: [Reading, writing, arithmetic and racism.pdf](#)

Group Presentations - Worth 25 points - Due December 08

- I. Groups are strongly encouraged to utilize media, small group discussion, or activities in your presentation as appropriate, meaningful, or helpful.
 - i. Each group will select a topic that relates to an age period from **adolescence to early adulthood**. This should be a topic that is not covered extensively in class. Some examples include gender transitioning during adolescence, the developmental context of immigrant/refugee youth, the needs and perspectives of teen fathers, COVID-19 and its impact on children's/youth's development. All topics have to be approved by the instructor.
 - ii. In a 30 minute presentation, your group will discuss the following:
 - a. What is the significance of your topic?
 1. Describe the prevalence of your topic area. Why is this important?
 2. What are the etiological factors and antecedents that shape the outcomes of interest?
 - b. Theoretical Framework
 1. What theoretical frameworks or models guide how you conceptualize the topic of interest? Examples may include, but not limited to brain development, cognitive, ecological, cultural, trauma-informed, and other developmental perspectives.
 - c. Intervention, Clinical, and Policy Implications
 1. What are the intervention implications?
 - Will you take a prevention, intervention, or risk reduction approach?
 - At what levels (micro, mezzo, macro) will you aim to target?
 - How does your approach address limitations of current best-practices?
 2. What are the social work clinical implications?
 3. What are the policy implications of your work?
 - d. PODS – privilege, oppression, diversity, and social justice
 1. How does having or lacking privilege impact your topic?
 2. How does oppression play a role in this topic?
 3. What does diversity mean as it relates to this topic (is there a need for inclusivity of some sort, does lack of diversity make the issue worse, etc.)?
 4. How does the distribution of wealth, opportunities, and privileges within society (social justice) impact this topic or teens affected by/involved in the topic?
 - iii. Each group will turn in an electronic copy of their presentation to the instructor

- prior to the presentation
 - a. Should be in the form of a PowerPoint or other presentation application.
- iv. Each group member will submit a one-page reflection that discusses how your learning as it relates to this topic will impact your social work practice in the future. Papers will be due on Canvas by 11:59 pm on the day of your presentation.

Participation – Worth 10 points

As a graduate level course, it is expected that you attend each synchronous class session. In fact, class participation constitutes 10% of your final grade. It is expected that you will attend every class session and participate actively. Active participation requires that you complete all assigned readings before class and come prepared with questions and comments about the readings to share with others. However, recognizing that there are many challenges for students to show up “in person” each week, each synchronous class lecture will be recorded and posted on Canvas within 24 hours of the class session. Students who do not attend the live session are expected to watch the lecture and complete all other class related work by the due date.

Participation is broadly defined and includes synchronous class time as well as engaging in asynchronous content - including showing up on time/posting on time and returning from breaks on time/responding to questions or comments in a timely manner. Participation also includes asking questions, applying course concepts to questions about your own experiences, contributing to the learning of others, providing accurate and respectful feedback to others, identifying any unique learning needs or problems to the professor, and utilizing office hours/email communication when necessary to ask for clarification or assistance in fulfilling course expectations and assignments. Class contributions should focus on relevant course concepts and professional practice experiences. Monopolizing space or contributing off topic is not considered participation.

| Criteria | Exemplary Performance | Points (10 max) |
|--|---|------------------------|
| Frequency of participation in class and in discussion board | Student initiates contributions more than once in each class session/online discussion, however, quality of comments is weighted over quantity. Student responds actively when invited by the professor to contribute, in person or online. Student does not comment overzealously or to the exclusion of other learners. Student posts and/or responds to discussion board posts at least 5 times throughout the semester. | 5 |
| Quality of comments in class and in discussion board | Comments in person and online are always insightful & constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand. | 2.5 |
| Listening Skills | Student listens attentively when others present materials and perspectives and contribute comments that build on others’ remarks. Student expresses disagreement in a professional and respectful manner. | 2.5 |
| Total | | 10 |

For more information, please see the [Policy on Class Attendance](#) found in the MSW Student Guide.

Grading

A 100-point system is used in this course. At the end of the semester, the points earned will be translated into letter grades according to the following formula:

A+ 99-100
A 95-98
A- 91-94
B+ 87-90
B 84-86
B- 81-83
C+ 77-80
C 74-76
C- 70-73
D <69 (no credit)

Incomplete grades will be given in extremely rare and extraordinary circumstances. Students are expected to plan ahead in starting assignments and to keep up with the coursework throughout the term. Any unusual circumstances that may impede a student's progress in the course should be discussed with the instructors in a timely manner.

Plagiarism and cheating will not be tolerated; confirmation of these behaviors will be reported to the Associate Dean for Educational Programs' office and will likely result in a failing grade for the course. We expect you to do your own original work.

It is important to keep in mind that ***you are not your grade!*** Students come to graduate school with a wide range of academic experiences and preparedness. Thinking and writing about complex issues and abstract concepts can be very challenging for many students. If you are satisfied with the level of effort you have invested in the course, and you earn a grade of B or better, I hope you will feel very good about your performance.

Grade Contestation: We strongly discourage grade grubbing of any kind regarding your papers. Grade grubbing is defined as begging, pleading, arguing, bribing, crying, or in any way asking for a higher grade. Instead, we encourage you to discuss why you lost points and what you can do to improve for the future. If, however, you feel strongly that you have a valid dispute about a grade on an assignment, you should submit a statement in writing explaining the mistake you think has been made and what alternate grade you suggest. Make an appointment with your professor to discuss the grade. Note that re-reading an assignment submission can result in either a lower or a higher grade and that this grade will be final.

Late assignments

Life happens and sometimes, we miss deadlines. Late assignments will incur a 5% reduction on the final grade for every day that it is late. This is subject to change at the discretion of the instructor. Missing a deadline is a stressful experience. Sometimes it's just the result of a one-off timing issue, but sometimes it's the result of a more persistent issue such as struggling with material, life, or other personal circumstances not always visible to the instructor. Students in this situation often blame themselves, or

delay speaking to the instructor due to fear, shame, anxiety, etc. The stress snowballs as penalties and other coursework piles up. If you are in this situation, I can help.

If you are going to miss a deadline:

1. Email me whatever you have before the deadline. If I get something from you, no matter how incomplete, the first day's late penalty will be halved.
2. Stay in contact with me until you finish. We will make a plan to get you back on track.

Other Policies

Class recording

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified in advance that a recording will occur and be provided with an option to opt-out. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a Doctor's note) for medical excuses is *not* required.

Attendance

We do not have a mandated attendance policy; I do ask that you let me know if you will not be attending a session so that I can plan for groups and in-class activities, but there is no specific point value attached to attendance. However, not attending several class sessions may impact your participation grade if the individual does not engage with their peers in other ways.

Students are expected to arrive on time; excessive lateness (over 30 minutes late) without speaking to the instructor ahead of time will result in a loss of participation points.

Please notify the instructor if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.

If students are scheduled to present material on the day of an absence, documentation will be required to prove the necessity of an absence before the student will be allowed to make up that presentation opportunity for points. Please consult the Policy on Class Attendance found in the MSW Student Guide for the SSW's official attendance guidelines.

Electronics Policy

Since this will be an online class we will be relying heavily on technology. Using social media, online shopping, surfing the Internet, playing games, and completing work for other class and personal obligations during our synchronous time are not considered legitimate classroom purposes. Such use is distracting to your classmates and instructor and it negatively impacts your participation. Cell phones should be silent and out of sight. Please be respectful of your classmates and the instructor.

Inclusivity Policy

Social and economic justice is one of the key themes of social work practice, research, and education. As a social work community, we must encourage each other to critically examine issues related to power, privilege, and oppression. As a result, there will be class discussions, activities, or assignments that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we actively listen to each other about how our words and actions are affecting one another and the learning environment, knowing that *impact is more important than intent*. It can be difficult to navigate the dual priorities of supporting authentic free speech and being open to diverse perspectives and ideas. Slurs of any kind should never be used. Threatening or using aggressive language towards the instructor or classmates will result in you being asked to leave the class and losing participation points for that day. Throughout the course, we will negotiate other guidelines about class discussions. Please bring your best selves to our classroom space.

Classroom and Taking Care

If you have suggestions for how I can improve our classes, activities, and/or assignments to be more accessible now or in the future, please do not hesitate to let me know! This also means that you are encouraged to take care of yourself by taking breaks/moving your body as needed. Zoom fatigue is real! We will sometimes discuss difficult topics, and you should expect that. However, if you find we come across material that is personally triggering, please don't hesitate to disconnect if necessary.

Parenting/Children

I recognize that many of the students in this class may be parents and/or caretakers for children like I am. I understand that life happens and do not want you to have to choose between parenting/caretaking and learning, especially during a pandemic. If your childcare fall through or cancels, you are welcome to have

your child next to you during our synchronous time together. Additionally, be aware that some topics covered in class may be more mature in content.

Accommodations for Disabilities

If you are in need of any accommodations, please do let me know as soon as possible. Please make sure to provide documentation if any extensions or alterations will be needed for coursework.

Mental Health and Wellness

I am always mindful that students could be experiencing distress caused by a mental health issue and/or external stressor. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:

- Counseling and Psychological Services (CAPS) at (734) 764-8312
- University Health Service (UHS) at (734) 764-8320
- Additional campus health and wellness resources

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*
 - *<https://www.lib.umich.edu/academic-integrity/understanding-academic-integrity-and-plagiarism-students>*