



<b>Course title:</b>	Contexts of Life-Course Development: Childhood, Adolescence, and Early Adulthood	
<b>Course #/term:</b>	SW630, Fall 2021	
<b>Time and place:</b>	Tuesdays: 6:00pm to 9:00pm, Room: 2629	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	Foundation Essentials Required or permission of instructor	
<b>Instructor:</b>	Jamie Kynn, MA, MSW	
<b>Pronouns:</b>	They, them, theirs	
<b>Contact info:</b>	<b>Email:</b> jkynn@umich.edu	<b>Phone:</b> 904-654-9534 [after 9am, before 10pm]
	You may expect a response within 48 hours	
<b>Office:</b>	3768 SSWB (or via Zoom)	
<b>Office hours:</b>	By appointment	

## 1. Course Statement

### a. 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.

### b. 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)**

**c. Course design**

The course will be held in-person, and will use multiple pedagogical methods: short lectures, videos, participatory discussions, written assignments, student presentations, and exercises.

**d. 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.

**e. 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

**f. Intensive focus on PODS**

This course integrates PODS content and skills with a special emphasis on the identification of practice, theories and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge in pursuit of critical instruction. 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 in classroom settings.

**g. 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

### a. Text and class materials

\* **Required text:** Davies, D. and Troy, M.F. (2020). *Child Development*, 4<sup>th</sup> 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.

### b. Class schedule

Date/Time	Agenda	To-do before class
Week 1 1/11	<ul style="list-style-type: none"> <li>• Overview of class</li> <li>• Review syllabus</li> <li>• Sign up to lead discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Review syllabus</li> <li>• Complete google survey before class</li> <li>• Complete introduction discussion board</li> </ul>
Week 2 1/18	<ul style="list-style-type: none"> <li>• Attachment theory</li> <li>• Risk and protective factors</li> <li>• Adverse Childhood Experiences (ACEs)</li> </ul>	<ul style="list-style-type: none"> <li>• Davies &amp; Troy, Ch. 1 &amp; 3</li> <li>• WATCH: Attachment Theory: Cross-Cultural Differences</li> </ul> Pick at least 1: <ul style="list-style-type: none"> <li>• Groh et al., 2017</li> <li>• Walker et al., 2011</li> <li>• Waite &amp; Ryan, 2020 (Adverse Childhood Experiences, Chapter 2)</li> </ul>
Week 3 1/25	<ul style="list-style-type: none"> <li>• Infant biosocial, cognitive, and psychosocial development</li> <li>• Cultural influences on parenting</li> </ul>	<ul style="list-style-type: none"> <li>• D &amp; T, Ch. 5</li> </ul> Pick at least 1: <ul style="list-style-type: none"> <li>• Richards &amp; Conte, 2020</li> </ul>

Date/Time	Agenda	To-do before class
	practices	(Infant Development, Chapter 5) <ul style="list-style-type: none"> <li>• Loeb &amp; York, 2016</li> <li>• Rosenblum et al., 2009</li> <li>• Teague, 2013</li> </ul>
Week 4 2/1	<ul style="list-style-type: none"> <li>• Toddler biosocial, cognitive and psychosocial development</li> <li>• Guest: Jenny Tanis, MSW talk about discipline and development</li> </ul>	<ul style="list-style-type: none"> <li>• D &amp; T, Ch. 7 &amp; 8</li> </ul>
Week 5 2/8	<ul style="list-style-type: none"> <li>• Preschooler biosocial, cognitive, and psychosocial development</li> </ul>	<ul style="list-style-type: none"> <li>• D &amp; T, Ch. 10</li> <li>• Klein &amp; Knitzer, 2007</li> </ul> Choose at least one: <ul style="list-style-type: none"> <li>• Asaba, 2019</li> <li>• Forcier &amp; Olson-Kennedy, 2016</li> <li>• Howe &amp; Recchia, 2014</li> <li>• Olson &amp; Gulgoz, 2017</li> </ul>
Week 6 2/15	<ul style="list-style-type: none"> <li>• Early childhood biosocial, cognitive, and psychosocial development</li> </ul>	<ul style="list-style-type: none"> <li>• D &amp; T, Ch. 11</li> </ul> Choose at least one: <ul style="list-style-type: none"> <li>• “Connecting the Brain to the Rest of the Body”</li> <li>• DeVoe et al., Ch. 7</li> <li>• DeVoe et al., Ch. 8</li> </ul>
Week 7 2/22	<ul style="list-style-type: none"> <li>• Middle childhood biosocial, cognitive, and psychosocial development</li> </ul>	<ul style="list-style-type: none"> <li>• D &amp; T, Ch. 13</li> </ul> Choose at least one: <ul style="list-style-type: none"> <li>• Berry &amp; Connor, 2010</li> <li>• Thomson et al., 2018</li> <li>• Votruba-Drzal, 2006</li> </ul>
Week 8 3/8	<ul style="list-style-type: none"> <li>• Guest: Dr. Shanna Kattari to discuss disability, ableism, and development</li> </ul>	<ul style="list-style-type: none"> <li>• Readings to come</li> </ul>
Week 9 3/15	<ul style="list-style-type: none"> <li>• Adolescence Biosocial, Cognitive and Psychosocial Development</li> </ul>	Choose 2 of the following: <ul style="list-style-type: none"> <li>• Casey &amp; Caudle, 2013</li> <li>• Rubin et al., 2004</li> <li>• Siegel, 2017</li> <li>• Kobabe, 2020</li> </ul>

<b>Date/Time</b>	<b>Agenda</b>	<b>To-do before class</b>
Week 10 3/22	<ul style="list-style-type: none"> <li>• Adolescence</li> <li>• Socialization within the family</li> <li>• Sibling and peer relationships</li> </ul>	Choose 2 of the following: <ul style="list-style-type: none"> <li>• Busching &amp; Krahé, 2020</li> <li>• Giordano et al., 2016</li> <li>• Umaña-Taylor &amp; Hill, 2020</li> <li>• Van Rijsewijk et al., 2016</li> <li>• Rapee et al., 2019</li> </ul>
Week 11 3/29	<ul style="list-style-type: none"> <li>• Guest: E.B. Gross to talk about working with LGBTQ+ youth</li> </ul>	<ul style="list-style-type: none"> <li>• Readings to come!</li> </ul>
Week 12 4/5	<ul style="list-style-type: none"> <li>• Adolescence</li> <li>• Sexual health</li> <li>• Social media</li> </ul>	Choose 2 of the following: <ul style="list-style-type: none"> <li>• Bolland et al., 2019</li> <li>• Baarsma et al., 2016</li> <li>• Bleakley et al., 2015</li> <li>• Johnson &amp; Chen, 2015</li> <li>• Suleiman et al., 2015</li> <li>• Jackson &amp; Bussey, 2020</li> </ul>
Week 13 4/12	<ul style="list-style-type: none"> <li>• Emerging adulthood</li> <li>• Guest: Kari Sherwood to talk about transitional-age autistic youth and young adults</li> </ul>	<ul style="list-style-type: none"> <li>• Bishop, 2019</li> <li>• Smith et al., 2021</li> <li>• Arnett, 2007</li> </ul>
Week 14 4/20	<b>Group presentations</b>	

c. **Assignments**

<b>Assignment</b>	<b>Due date</b>	<b>Points (95 total)</b>
Participation (synchronous and asynchronous)	Includes in-class contributions and any Canvas discussions	20
Lead class discussion	Ranging from week 2 to week 12. Upload material to Canvas by <b>5pm the day before</b> your presentation.	20

Assignment	Due date	Points (95 total)
Critical analysis papers	Ranging from week 2 to week 14. Upload your paper to Canvas before the class in which we discuss the topic you cover.	30
Group presentation + reflection paper	Upload presentation slides to Canvas by 4/11 by 11:59pm; upload reflection paper by 4/14 by 11:59pm	25

### Participation- 20 points

Participation is broadly defined. Participation refers showing up to class online, asking questions of both me and your peers, applying course concepts to questions about your own experiences, contributing to the learning of others, participating in online discussions on Canvas, providing accurate and respectful feedback to others, sharing resources with classmates, identifying any unique learning needs or problems to the me, and utilizing office hours/email communication when necessary to ask for clarification or assistance in fulfilling course expectations and assignments. The success of this course depends upon our ability to have an informed discussion. By informed I mean that your responses, opinions, and answers can be explicitly connected to the readings, your practice/community experiences, and can reflect your knowledge and understanding of the subject area. Come to class with questions and ideas for discussions. Class contributions should focus on relevant course concepts and professional practice experiences. Participation can and should be done both in the virtual classroom and on the discussion boards online, as is relevant.

### Lead class discussion- 20 points

Each student is responsible for locating a current event in the news related to our class, to share information about the event with your classmates and to lead a brief discussion on the event. After choosing an article, you will submit a 1-2 page paper that provides a brief summary of the event and citation of the article, your observations of how the event connects with our class, and your analysis of the. Your submission will also include a list of 3-5 questions that you would like to discuss with your classmates about the topic. Please include a copy of the article in your paper as a link or a copy of the article in your submission. You will then present the information to your classmates and guide a discussion using the questions you generated in your paper. Your presentation should be no longer than 3-5 minutes, and the discussion will be 10 minutes long.

### Critical analysis papers- 30 points

You will pick **three different weeks to write a short paper about two of the readings of your choice**. This means you will read those two readings very closely and critically, and then write-up a 2-3 page paper in which you discuss a few aspects of what you have read (note that you are still expected to

do all of the required readings for that day, but you will choose two readings to write about for your short paper). The paper should only be 2-3 pages; you can decide if you'd rather write a paragraph each on the two readings, or you would prefer to integrate your discussion of the two readings into one cohesive paragraph. Please put the week and the authors' last names at the top of the paper so I know what you are discussing.

You should not write a summary of the readings—instead, I want you to think deeply about the readings you choose, make connections between a few key points, tie something you read to your practice experience (or your future practice) and/or the social work field. You will turn each of your three critical write-ups *before* the class that we will be discussing those readings.

You may only choose from topics from week 2 to week 14. These papers should be in APA format (sans the abstract) and include references. Each paper will count for 10 points (for a total of 30 points).

### **Group presentation- 25 points**

Each group will select a topic that relates to an age period from adolescence to early adulthood to present to the class. This should be a topic that is not covered extensively in class. Some examples include 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 must be sent to the instructor by **March 8** for approval (only one member of your group needs to submit the topic).

Groups are strongly encouraged to utilize media, small group discussion, or activities in your presentation as appropriate, meaningful, or helpful. Presentations should be between 15-20 minutes, and should cover the significance of your topic, theoretical framework, implications, and PODS. Groups need to submit their presentation slides on **April 11<sup>th</sup> by 11:59pm**.

Each group member will submit a one-page reflection that discusses your learning as it relates to your presentation topic will impact your social work practice in the future. Papers will be due on Canvas by 11:59 pm by **April 14<sup>th</sup> by 11:59pm**.

#### **d. Grading**

References; MSW Student Guide policies on Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances.

In the spirit of a professional development experience that encourages you to stretch and grow, grading will be mainly on a credit/no credit basis for each assignment. If you make a strong and timely effort on each assignment, you will do well in this class in terms of grading. I will give feedback on each assignment that focuses on improving your knowledge and skills. If you complete the assignment at an acceptable graduate level, you will get the points allotted for that assignment. Students can lose points by not doing acceptable work and not participating at an acceptable level. I will give you specific feedback about what needs to be improved to make an assignment acceptable.

- Points for all assignments total to 95. Remaining 5 points reserved for exceptional performance. I will occasionally award a bonus point for assignments that are exceptionally well-done and for exceptional class participation and contributions.

- You will lose 1 point for the 1<sup>st</sup> assignment that I judge as not meeting expectations. You may then resubmit the assignment in acceptable form for credit. If not resubmitted with revisions, you will get no credit for the assignment. You will lose 2 points for the 2<sup>nd</sup> unacceptable assignment, and 3 points for the 3<sup>rd</sup> unacceptable assignment, and so on.
- You will lose 1 point for a late assignment. An additional point reduction will be made when an assignment is more than one week but less than two weeks late. Longer than that, no credit will be earned for the assignment. NOTE: Final assignments will NOT be accepted as late and you will lose points for the entire assignment if late.

I try to provide clear, thoughtful feedback that helps you to deepen your awareness of professional social work practice as well as your writing and communication skills. ***If I write or say something that confuses or upsets you, please make an appointment so we can discuss it!*** If I help you deepen your understanding of something, that is helpful for me to know too.

### **Assignment extensions**

[Adapted from Dr. Richard Tolman]

Occasionally, unforeseen circumstances arise (e.g., illness, mental health, personal, or family related) which may make it difficult for you to complete the assignment by its designated due date time. Should this happen, PLEASE notify me. At my discretion (which is almost always yes), your request for an extension that takes place MORE than 24 hours before an assignment is due will likely be granted, usually for no longer than one week past the original due date. PLEASE ask for an extension in lieu of not turning in an assignment. One caveat; due to scheduling around turning in grades, NO EXTENSIONS WILL BE GIVEN FOR THE FINAL ASSIGNMENT.

### **Submission of Assignments**

*All assignments must be submitted online via Canvas at or before the time it is due* as indicated on the syllabus. If you are unable to submit online for any reason, email me your assignment directly. If you do not contact me to explain that Canvas is not working, and do not email the assignment, your assignment will be considered late.

Letter grades from A through F are given for class performance. A grades are given for ***exceptional individual performance and mastery of the material***. The use of A+, A, and A- distinguishes the degree of superiority. B grades are given to students who demonstrate mastery of the material. B+ is used for students who perform just above the mastery level but not in an exceptional manner. B- is used for students just below the mastery level. C grades are given when mastery of the material is minimal. A C- is the lowest grade that carries credit. "D" grades indicate deficiency and carry no credit. F grades indicate failure and carry no credit.

### **Grading Scale:**

**98-100 =A+**

**93-97 = A**

**91-92= A-**

**89-90 =B+**

**87-88 =B**

**85-86 =B-**

**83-84= C+**

**81-82= C**



**80= C-**  
**Below 80; not passing**

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**Note:** I am committed to moving towards universal design for learning (UDL). If you have suggestions for how I can improve our classroom space, 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 welcome to eat/drink in our class, take breaks/move your body as needed, choose where to sit, etc. I will also be asking everyone to share about their access needs (if your access needs have already been met, you can simply say that) to help normalize this in social work spaces.

### **Dependent Care Resources**

For students with child or parenting/elder care responsibilities, feel free to consult the Students with Children website (<http://www.studentswithchildren.umich.edu>). This site is dedicated to the needs of students at UM who juggle parenting/elder care, study, and work. Resources include child care, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues (COSPI). For additional information on work/life support please also visit the Work/Life Resource Center site (<http://www.hr.umich.edu/worklife/>) and the UM Child Care gateway (<http://www.hr.umich.edu/childcare/>).

***You are welcome to bring your children to class as needed;*** I just ask that you do your best to help keep them settled and from disturbing other students' learning processes. Social justice means including families.

### **Inclusive Language (adapted from Katie Doyle):**

The words we use can make the difference between forging positive connections or creating distance in our personal and professional lives. Impact is more important than intent, especially when it comes to engaging interpersonally. This course provides an opportunity to discuss concepts that span a variety of disciplines, experiences, cultural communities, and learning styles in education. Increasing the inclusiveness of our language means striving to understand the ways that language often unconsciously makes assumptions about people and unintentionally reinforces dominant norms. I invite you to reflect on issues of privilege and injustice, and to acknowledge issues of ethical engagement when speaking on cultural communities that you do not identify with. As such, I ask that students consider:

- Recognizing and using correct individual gender pronouns;
- Respecting and using contemporary and relevant language around social identities;
- Using language that recognizes varying abilities and is not ableist;
- Using language inclusive of diverse global contexts;
- Providing developmental and educational support of attendees who may be unfamiliar with inclusive language practices.

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*

e. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is generally prohibited without the consent of the professor **and** all of the students present. 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 a recording is occurring. 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.

f. 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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course 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 and those seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. 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.

g. 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.