

**School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.**

<b>Year/Term</b>	<b>Fall 2016</b>
<b>Course Title</b>	<b>SOWK 441 – Social Context of Child Development</b>
<b>Course Schedule</b>	<b>Wednesdays, 9:00 am – 12:00 pm (Term 1)</b>
<b>Course Location</b>	<b>Room 223, Jack Bell Building</b>

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>E-mail address</b>
Sheila Marshall	Room 336	604-822-5672	<a href="mailto:Sheila.Marshall@ubc.ca">Sheila.Marshall@ubc.ca</a>
<b>Office Hours</b>	Wednesdays, 12:00-1:00 p.m. or by appointment		

**COURSE OBJECTIVES:**

This course will assist students in preparing to understand how social contexts are related to the emerging physical, cognitive, emotional and social character of the child. Students will be prepared to examine both favourable and aversive social conditions for child and adolescent development.

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**REQUIRED COURSE TEXTS:**

Hauser-Cram, P., Nugent, J.K., Thies, K.M., & Travers, J.F. (2014). *Development of children and adolescents*. Hoboken, NJ: John Wiley & Sons, Inc.

See also readings listed in the course schedule that are available through the UBC library and on-line resources.

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**EVALUATION:**

Observation assignment 1: 15% (due October 19<sup>th</sup>)  
 Observation assignment 2: 15% (due November 2<sup>nd</sup>)  
 Observation assignment 3: 15% (due November 16<sup>th</sup>)  
 Observation assignment 4: 15% (due November 30<sup>th</sup>)  
 Inquiry: 40% (due November 30<sup>th</sup>)

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## OUTLINE AND READINGS:

### **Week 1: Introduction to the course**

Office of the United Nations High Commissioner for Human Rights. (1990). *Convention on the Rights of the Child*. Available from <http://www2.ohchr.org/english/law/crc.htm>

### **Week 2: Social contexts and child development**

Lewontin, R. C. (1995). Genes, environment, and organisms. In Robert B. Silvers (Ed.), *Hidden histories of science* (pp. 115-139). New York, NY: New York Review of Books.  
Super, C.M., & Harkness, S. (1986). The developmental niche: A conceptualization at the interface of child and culture. *International Journal of Behavioral Development*, 9, 545-569.

### **Week 3: Theoretical foundations; Pattern recognition: learning to observe.**

Hauser-Cram, P., Nugent, J.K., Thies, K.M., & Travers, J.F. (2014). *Development of children and adolescents*, Chapters 1 & 2.

### **Week 4: Prenatal and Neonatal Periods**

Hauser-Cram et al. (2014). *Development of children and adolescents*, Chapters 3 & 4.

### **Weeks 5 & 6: Infancy & Toddlerhood**

#### Week 5:

Hauser-Cram et al. (2014). *Development of children and adolescents*, Chapters 5 & 6.

#### Week 6:

Hauser-Cram et al. (2014). *Development of children and adolescents*, Chapter 7.

### **Weeks 7 & 8: Early Childhood**

#### Week 7:

Hauser-Cram et al. (2014). *Development of children and adolescents*, Chapters 8 & 9.

#### Week 8:

Hauser-Cram et al. (2014). *Development of children and adolescents*, Chapter 10.

### **Weeks 9 & 10: Middle Childhood**

#### Week 9:

Hauser-Cram et al. (2014). *Development of children and adolescents*, Chapters 11 & 12.

#### Week 10:

Hauser-Cram et al. (2014). *Development of children and adolescents*, Chapter 13

### **Weeks 11 & 12: Adolescence**

#### Week 11:

Hauser-Cram et al. (2014). *Development of children and adolescents*, Chapters 14 & 15

#### Week 12:

Hauser-Cram et al. (2014). *Development of children and adolescents*, Chapter 16

### **Week 13: Sharing major inquiries**

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## COURSE POLICIES [ATTENDANCE, PARTICIPATION, ACADEMIC DISHONESTY]:

Excerpt from the UBC calendar:

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

It is recommended that students retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Academic Dishonesty:

Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit [www.arts.ubc.ca](http://www.arts.ubc.ca) and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

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## WEEKLY COURSE PREPARATION:

Four developmental epochs are covered in depth in this course. Students will be learning how to identify and document markers of development that are expected to appear within each epoch. To prepare to observe markers of development, students will use the assigned text readings to develop a personal developmental chart. These charts summarize markers or observable indicators of development.

Prior to classes on Weeks 4 to 12, students will use the assigned text readings to develop the segment of the chart that summarizes markers of development for the developmental epoch assigned for the week. Students will bring their chart to class for use in the discussion and observation periods. The charts for each developmental epoch (e.g., infancy/toddlerhood, early childhood, middle childhood, & adolescence) will be developed over two weeks.

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## OBSERVATION ASSIGNMENT INSTRUCTIONS:

All assignments are to be written in essay format using APA style. APA style uses 1" margins, 12 point font, double spacing, no extra space between paragraphs and no bullets. The referencing style for APA is described on a sheet available from the UBC Koerner library or library web site. Papers that do not follow formatting instructions will be returned to students to be edited according to guidelines.

During class periods (Weeks 5 to 12), we will be observing videos of children and adolescents. These observations are then used for Observation Assignments #1 through #4.

Students may find it helpful to record class observation experiences in a journal. The journal is private and will not be submitted but can be used as 'data' for assignments. Summarize in a private journal your experiences in developing the chart (see above), observing children during labs, and discussions with other students.

In essay format, discuss the following using your notes from your journal and the text.

- 1) **Introduction:** introduce the developmental epoch briefly and then provide a statement regarding the purpose of the paper. (1 mark)
- 2) **Observations** (Repeat the following processes for each film segment observed in class. Each film segment should be in separate sections of your paper). (total of 10 marks for all observations)
  - a. Describe what you observe during the film segment.
  - b. Describe the developmental markers you observed in the film segment. Define the developmental markers using resources from the text. Explicitly link evidence from your observations of the film segment to your description of the developmental marker.
- 3) **Reflection:** Reflect on your experiences of observing developmental 'markers' while watching film segments in class: (3 marks for this section)
  - a. What markers were easy, what markers were hard to observe during this developmental period?
  - b. What resources in the videos helped you observe markers of development?
  - c. What resources in yourself helped you observe markers of development?
  - d. What prevented you from observing markers of development?
- 4) **Summarize** your paper and generate a conclusion. (1 mark)

**Embedded in the marks noted above are considerations of grammar and clarity.**

## OBSERVATION ASSIGNMENT SCHEDULE

Papers are due by the beginning of the class period on the following dates:

- Paper one: October 19<sup>th</sup>
- Paper two: November 2<sup>nd</sup>
- Paper three: November 16<sup>th</sup>
- Paper four: November 30<sup>th</sup>

## **Inquiry: Child or Adolescent Development in a Social Context (40%). Due November 30<sup>th</sup>.**

Select a topic regarding social contexts which interests you with regard to the development of children or adolescents. Your inquiry will be of your own design and permit you the opportunity to engage in an in depth study of a particular social context and its relationship to development within a particular developmental epoch. Your inquiry will give you the opportunity to communicate your ideas to other professionals (in contrast to writing only for an instructor).

Students will identify a particular topic that is of interest to them and engage in an in depth inquiry that includes

- (a) summarizing theory and research in one social context and the relationship to a particular aspect of development within one developmental epoch (In other words, aim for specificity of the topic rather than breadth.),
- (b) outlining ways of thinking about the social context and development evident in the scientific literature,
- (c) critically evaluating the research in the selected area of focus, and
- (d) thinking about the implications of this topic for social work practice and future research.

Students will then design how they will communicate what they have learned. Some ideas for communicating your knowledge are:

- A typical review paper (about 12-15 pages in length, double spaced not including the reference list). It may be helpful to think of a review paper as a brief chapter for a book that informs readers about what is known about a particular area of developmental science, and that provides critical foundational knowledge for social work practice involving children or adolescents.
- A knowledge mobilization project (e.g., a video clip like a “TED talk”, workshop, pamphlet, or website).
- A population health project that aims to protect or enhance children’s health or development.

You will select the way in which you would like to communicate your knowledge and understanding of the area with no concern about marks for creativity of your choice of communication. The same criteria for evaluation will be applied to all projects (described below). If you prepare something like a pamphlet or a power point presentation or workshop as part of a knowledge mobilization effort, you will be asked to attach a written summary (including references) that explains your presentation in enough depth to address the criteria for evaluation.

Identify the area of focus early in the term then discuss the topic with the instructor. This inquiry is an opportunity to consolidate information from class on a particular topic or an opportunity to review an area that was not given a lot of attention in class or class readings.

The way in which you communicate your acquired knowledge is up to you. However, all presentations will be marked in terms of your

1. Ability to convey information about a particular area of development within the selected social context (15%),
2. Ability to critically evaluate current research and theory in a particular area (10%),
3. Ability to translate research and theory into social work practice (10%), and
4. Ability to communicate effectively and efficiently and appropriately (5%) (e.g., APA style, referencing, etc.).

### Submitting Assignments-

Students must submit assignments at the beginning of the class period. If students foresee a problem with submitting assignments on time, they must contact the instructor immediately by telephone or email.

### Return of marked student assignments -

Instructors coordinate the return of marked assignments. The options are as follows: a) the instructor returns the paper to students in class; b) if the paper has been submitted electronically, the instructor will mark it on-line (with track changes) and return to the student on-line. Marked papers not returned by any of the options above will be held by the instructor. Marked papers will not be put in a box outside the instructor's office or at the main office.

### Late assignments-

Students needing an extension may, at their own discretion and no discussion with the instructor, take up to one additional week. Use of the extension does not impact the grading of the paper. Papers submitted on the final extension date are due at the beginning of the class period. Assignments submitted later than the *beginning* of the class period on the extension date will not be graded.

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### GRADING CRITERIA:

Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	83.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.