



# School of Social Work

FACULTY OF ARTS

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The School logo designed by Ray Sims, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us. Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven's adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

**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.*

**School Mission Statement:** *Based on a commitment to fundamental social work values and a vision of social justice, UBC's School of Social Work prepares social work students for generalist and advanced professional practice. We promote the scholarly generation of critical transformative knowledge through research and study relevant to social work theories, practices, social development and social administration.*

## BSW Mission

The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, disability, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

## COURSE INFORMATION

<b>Year/Term/Dates</b>	Winter 2022-23, Term 1, September 6–December 6, 2022
<b>Course Title</b>	SOWK 441: Social Context of Child Development
<b>Course Value</b>	3 credits
<b>Course Schedule</b>	Tuesdays, 10am-1pm
<b>Course Location</b>	Jack Bell Building, 2080 West Mall, Room 124

Instructor	Office Location	Office Phone	Email Address
Barbara Lee	Room 339, Jack Bell Building	604.822.9647	b.lee@ubc.ca
<b>Office Hours</b>	Upon request		

## Prerequisite and/or Corequisite

There are no pre-requisites required for this course.

## Course Description

This course will assist students in preparing to understand the ways in which the familial, physical, and social environment effects the life structures, opportunities and outcomes of epigenetic developmental processes. Equivalency: FMST 441.

## Course Structure and Learning Activities

In this course, we will focus on social contexts and their relationship to child and adolescent development. The overall objective is to provide a critical, intersectional, and ecological perspective of the child in relation of their family, community, and social context over time. Weekly required readings will provide foundational knowledge and supplemental readings will provide in-depth considerations for the particular stage of childhood development.

The course will include various teaching and learning modalities such as lecture, experiential workshops, group discussions and activities. A key aspect of the course is the formation of community of practices which will provide a supportive structure for group learning and development. Students are expected to attend class in person, to complete required readings prior to class, arrive in class prepared to participate, and be accountable to their community of practice members.

## Learning Outcomes

By the end of this course, students will be able to:

- Describe and assess child developmental stages across social and cultural contexts.
- Describe and critique the perspectives and assumptions underlying various child development theories.
- Describe some of the complex intersectional issues related to child development across social, cultural, political, economic, and historical contexts.
- Apply various social work theories to research, policy and practices with children, families, and their communities.
- Articulate some evidence-informed practice guidelines for working with children, families, and their communities.

## Required Textbook(s) and Learning Materials

Textbook (can be purchased on Amazon kindle \$52.62 or paperback \$76.83):

- Packer, M. J. (2021). *Child Development: Understanding a Cultural Perspective*. 2<sup>nd</sup> Edition. SAGE Publications.

Choice (1 out of 2 - see assignment #2):

- Good, M. (2020). *Five Little Indians: A Novel*. Harper Collins Canada.
- Dobson, K. (2011). *With a Closed Fist: Growing up in Canada's Toughest Neighborhood*. Vehicule Press.

Additional readings will be posted on UBC Canvas.

- Canvas is UBC's online learning platform. You can log in with your CWL at [canvas.ubc.ca](https://canvas.ubc.ca)

## Course Schedule

<b>Session 1:</b>	<b>Tuesday, September 6, 2022</b>
<b>Topic:</b>	Introduction to the course. Child Development in Contexts
<b>Reading:</b>	<p><u>Required:</u></p> <ul style="list-style-type: none"> <li>• Textbook: Preface</li> <li>• Rogoff, B., Dahl, A., &amp; Callanan, M. (2018). The importance of understanding children's lived experience. <i>Developmental Review</i>, 50, A, 5-15. <a href="https://doi.org/10.1016/j.dr.2018.05.006">https://doi.org/10.1016/j.dr.2018.05.006</a></li> </ul> <p><u>Supplemental:</u></p> <ul style="list-style-type: none"> <li>• Pyrko, I., Dörfler, V., &amp; Eden, C. (2017). Thinking together: What makes Communities of Practice work? <i>Human Relations</i>, 70(4), 389–409. <a href="https://doi.org/10.1177/0018726716661040">https://doi.org/10.1177/0018726716661040</a></li> </ul>
<b>Session 2:</b>	<b>Tuesday, September 13, 2022</b>
<b>Topic:</b>	<b>School Orientation – No Class</b>
<b>Session 3:</b>	<b>Tuesday, September 20, 2022</b>
<b>Topic:</b>	Critical Examination of Child Development Theories
<b>Reading:</b>	<p><u>Required:</u> Chapter 1 - Theoretical Perspectives in Developmental Psychology</p> <p><u>Supplemental:</u></p> <ul style="list-style-type: none"> <li>• Berzoff, J. (2011). Why we need a biopsychosocial perspective with vulnerable, oppressed, and at-risk clients. <i>Smith College Studies in Social Work</i>, 81(2-3), 132-166.</li> </ul>

	<ul style="list-style-type: none"> <li>Muir, N. &amp; Bohr, Y. (2019). Contemporary practice of traditional aboriginal child rearing: A review. <i>First Peoples Child &amp; Family Review</i>, 14(1), 153-165.</li> </ul>
<b>Session 4:</b>	<b>Tuesday, September 27, 2022 (Due: Monday October 3 – Initial Critical Reflection)</b>
<b>Topic:</b>	Pregnancy, Prenatal Development, Birth and the Newborn (Conception to 6 weeks of age)
<b>Reading:</b>	<p><u>Required:</u> Chapter 3 – Prenatal Development, Birth, and the Newborn</p> <p><u>Supplemental:</u></p> <ul style="list-style-type: none"> <li>Popova, S., Lange, S., Probst, C. Gmel, G., &amp; Rehm, J. (2017). Estimation of national, regional, and global prevalence of alcohol use during pregnancy and fetal alcohol syndrome: A systematic review and meta-analysis. <i>The Lancet: Global Health</i>. 5(3), E290-E299.</li> <li>Coulibaly, R., Seguine, L., Zunzunegui, M. V., &amp; Gauvin, L. (2006). Links between maternal breast-feeding duration and Quebec infants' health: A population-based study. Are the effects different for poor children? <i>Maternal Child Health</i>, 10, 537-543. <a href="https://doi.org/10.1007/s10995-006-0114-y">https://doi.org/10.1007/s10995-006-0114-y</a></li> </ul>
<b>Session 5:</b>	<b>Tuesday, October 4, 2022</b>
<b>Topic:</b>	Infancy (6 weeks – 12 months) <b>Guest Lecturer: Michelle O'Kane</b>
<b>Reading:</b>	<p><u>Required:</u> Chapter 4 – Infancy – A Practical Understanding of the World Chapter 5 – Infancy – Towards Biological Differentiation</p> <p><u>Supplemental:</u></p> <ul style="list-style-type: none"> <li>Peng, D., &amp; Robins, P. K. (2010) Who should care for our kids? The effects of infant child care on early child development, <i>Journal of Children and Poverty</i>, 16(1), 1-45. <a href="https://doi.org/10.1080/10796120903575085">https://doi.org/10.1080/10796120903575085</a></li> <li>Quin, A. J., Waldron, R., &amp; Page, P. (2010). Infant trauma. <i>Trauma</i>, 12(4), 211-219. <a href="https://doi.org/10.1177/1460408610378269">https://doi.org/10.1177/1460408610378269</a></li> </ul>
<b>Session 6:</b>	<b>Tuesday, October 11, 2022 (Due: Tuesday, October 11 – Community of Practice: Project Proposal)</b>
<b>Topic:</b>	Toddlerhood (1 year – 30 months)
<b>Reading:</b>	<p><u>Required:</u> Chapter 6 – Toddlerhood – A World of Irresistible Invitations Chapter 7 – Toddlerhood – Towards Psychological Differentiation</p> <p><u>Supplemental:</u></p> <ul style="list-style-type: none"> <li>Armour, J. A., Joussemet, M., Kurdi, V., Tessier, J., Boivin, M., &amp; Tremblay, R. E. (2018). How toddlers' irritability and fearfulness relate to parenting: A longitudinal study conducted among Quebec families. <i>Infant and Child Development</i>, 27, e2062. <a href="https://doi.org/10.1002/icd.2062">https://doi.org/10.1002/icd.2062</a></li> </ul>

	<ul style="list-style-type: none"> <li>Kruske, S., Belton, S., Wardaguga, M., &amp; Narjic, C. (2012). Growing up our way: The first year of life in remote aboriginal Australia. <i>Qualitative Health Research</i>, 22(6), 777–787.</li> <li><a href="https://doi.org/10.1177/1049732311432717">https://doi.org/10.1177/1049732311432717</a></li> </ul>
<b>Session 7:</b>	<b>Tuesday, October 18, 2022</b>
<b>Topic:</b>	Early Childhood (3 – 6 years)
<b>Reading:</b>	<p><u>Required:</u> Chapter 8 – Early Childhood – Captured by Appearances Chapter 9 – Early Childhood – Origins of Verbal Thought</p> <p><u>Supplemental:</u></p> <ul style="list-style-type: none"> <li>Hawkey, E. (2019, May). Media use in childhood: Evidence-based recommendations for caregivers. <i>CYF News</i>. <a href="http://www.apa.org/pi/families/resources/newsletter/2019/05/media-use-childhood">http://www.apa.org/pi/families/resources/newsletter/2019/05/media-use-childhood</a></li> <li>Peterson, C.A., Mayer, L.M., Summers, J.A. <i>et al.</i> (2010). Meeting needs of young children at risk for or having a disability. <i>Early Childhood Educ J</i> 37, 509–517. <a href="https://doi.org/10.1007/s10643-010-0375-3">https://doi.org/10.1007/s10643-010-0375-3</a></li> </ul>
<b>Session 8:</b>	<b>Tuesday, October 25, 2022</b> <b>Guest Lecturer: MCFD</b>
<b>Topic:</b>	Middle Childhood (6 – 12 years)
<b>Reading:</b>	<p><u>Required:</u> Chapter 10 – Middle Childhood – In Work and School Chapter 11 – Middle Childhood – Understanding Institutional Roles</p> <p><u>Supplemental:</u></p> <ul style="list-style-type: none"> <li>Carter, M.A., Dubois, L., Tremblay, M.S. <i>et al.</i> (2012). Local social environmental factors are associated with household food insecurity in a longitudinal study of children. <i>BMC Public Health</i> 12, 1038. <a href="https://doi.org/10.1186/1471-2458-12-1038">https://doi.org/10.1186/1471-2458-12-1038</a></li> <li>Zadeh, S., Imrie, S., &amp; Golombok, S. (2021) Stories of sameness and difference: The views and experiences of children and adolescents with a trans* parent, <i>Journal of GLBT Family Studies</i>, 17(1), 1-17, <a href="https://doi.org/10.1080/1550428X.2019.1683785">https://doi.org/10.1080/1550428X.2019.1683785</a></li> </ul>
<b>Session 9:</b>	<b>Tuesday, November 1, 2022</b>
<b>Topic:</b>	Adolescence (12 years and up) <b>Guest Lecturer: TBD</b>
<b>Reading:</b>	<p><u>Required:</u> Chapter 12 – The Teenage Years – Adolescent or Adult? Chapter 13 – The Teenage Years – Differentiation Between Actual and Possible</p> <p><u>Supplemental:</u></p> <ul style="list-style-type: none"> <li>Asakura, K. (2016). It takes a village: Applying a social ecological framework of resilience in working with LGBTQ youth. <i>Families in Society</i>, 97(1), 15–22. <a href="https://doi.org/10.1606/1044-3894.2016.97.4">https://doi.org/10.1606/1044-3894.2016.97.4</a></li> </ul>

	<ul style="list-style-type: none"> <li>Wilhelm A.K., Allen M.L. (2019). Social determinants of health for racially and ethnically diverse adolescents. In L. Barkley, M. Svetaz, &amp; V. Chulani (Eds.), <i>Promoting health equity among racially and ethnically diverse adolescents</i> (pp. 13-28). Springer.</li> </ul>
<b>Session 10:</b>	<b>Tuesday, November 8, 2022</b> <b>UBC Term 1 Break – No Class</b>
<b>Session 11:</b>	<b>Tuesday, November 15, 2022</b>
<b>Topic:</b>	Intersectional Examination of Child Development <b>In-Class Simulation</b>
<b>Reading:</b>	<p><u>Supplemental:</u></p> <ul style="list-style-type: none"> <li>Anderson, L. A. (2019). Rethinking resilience theory in African American families: Fostering positive adaptations and transformative social justice. <i>Journal of Family Theory &amp; Review</i>, 11(3), 385-397.</li> <li>Barnes, A.J. (2016). Childhood stress and resilience. In M.R. Korin (Ed.), <i>Health promotion for children and adolescents</i> (pp. 85-98). Springer.</li> <li>Henry, D.A., Votruba-Drzal, E., &amp; Miller, P. (2019). Child development at the intersection of race and SES: An overview. <i>Advances in Child Development and Behavior</i>, 57, 1-25.</li> <li>Rosenbaum, P. and Gorter, J.W. (2012), The ‘F-words’ in childhood disability: I swear this is how we should think!. <i>Child: Care, Health and Development</i>, 38: 457-463. <a href="https://doi.org/10.1111/j.1365-2214.2011.01338.x">https://doi.org/10.1111/j.1365-2214.2011.01338.x</a></li> <li>Ullrich, J.S. (2019). For the love of our children: An Indigenous connectedness framework. <i>AlterNative</i>, 15(2), 121-130.</li> </ul>
<b>Session 12:</b>	<b>Tuesday, November 22, 2022</b> <b>(Due: Community of Practice – In-class Presentations &amp; Practice Guides by 4:59pm)</b>
<b>Session 13:</b>	<b>Tuesday, November 29, 2022</b> <b>(Due: Community of Practice – In-class Presentations &amp; Practice Guides by 4:59pm)</b>
<b>Session 14:</b>	<b>Tuesday, December 6, 2022</b> <b>(Due: In-class – Book Reviews and Discussions)</b>
<b>Topic:</b>	<b>Critical reflection of the social context of child development</b>
<b>Reading:</b>	<b>(Due: Monday, December 12 – Final Critical Reflection)</b>

# Assignments

## 1. Critical Reflections

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### Initial Reflection

Due: Monday, October 3, 2022 by 8:59am.

Format: Electronic paper, max. 5 pages, APA format, double spaced.

Value: 15% of final mark

Submission: Electronic submission via Canvas

The initial critical reflection assignment is an opportunity to critically reflect upon your childhood and upbringing from an intersectional and ecological perspective of child development. You are to identify the social and environmental conditions that shape your current values, belief systems, and worldview. The critical reflection of your own experiences, self-locations, and positionalities can provide insights and growth for transformative change.

### Final Reflection

Due: Monday, December 12, 2022 by 8:59am.

Format: Electronic paper, max. 5 pages, APA format, double spaced.

Value: 15% of final mark

Submission: Electronic submission via Canvas

The final critical reflection assignment is an opportunity to share the learning and growth you have experienced through this course and how it shaped your understanding of child development, your own childhood, and your role as a social work professional. You are to identify any new insights or areas of disputes/contestation that requires further critical examination. The critical reflection of your learning intends to help guide your future development and practice with children, youth, families, and their communities.

## 2. Community of Practice

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Working in small groups (approx. 5), you will form a community of practice that will examine an issue related to the social context of child development. Your community of practice will work collaboratively to create: 1) project proposal, 2) presentation, and 3) practice guide. The presentations and practice guides will be posted on the course website for dissemination.

### Project Proposal

Due: Tuesday, October 11 by 8:59am.

Format: Electronic paper, max. 5 pages, APA format, double spaced.

Value: 10% of final mark

Submission: Electronic submission via Canvas

Your community of practice will select a contemporary issue related to the social context of child development. The issue needs to address at least one child developmental stage or how it is applicable across the child developmental stages. The proposal will include the following components: 1) Introduction and Background to describe the issue being examined, 2) Purpose and Aim(s) of the developed Practice Guide, 3) Target Audience(s) of the Practice Guide, 4) Proposed format(s) of the Practice Guide, and 5) Anticipated Outcomes of the knowledge creation and dissemination efforts.

## **Presentation**

Due: Tuesday, November 22 or 29, 2022.

Format: Your choice – in-class presentation, vlog, podcast, or mixed format.

Value: 15% of final mark

Submission: Electronic submission via Canvas (if applicable)

Community of Practice groups will have approx. 50 minutes in-class to showcase their project. The target audience can be academic, professionals, communities, or general population. The presentation is intended to be an accessible way to disseminate information pertaining to the contemporary issue related to the social context of child development. You will engage in peer review of other groups.

## **Practice Guides**

Due: Your selected presentation date (Tuesday November 22 or 29, 2022) by 4:59pm.

Format: Your choice – professional publication or blog (equivalent to max. 15 pages, double spaced, 12-point font text) and information graphics/posters/pamphlet.

Value: 25% of final mark

Submission: Electronic submission via Canvas

The Practice Guides are synthesized easily accessible information presented to a professional audience. The Practice Guides will include the following content: 1) Introduction and background to articulate the relevance and importance of the issue, 2) research or evidence-informed practice considerations, 3) theoretical analysis and application, 4) policy and/or practice recommendations.

## **3. Book Reviews and Discussions**

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Due: Tuesday, December 6, 2022

Format: In-class presentation/facilitation

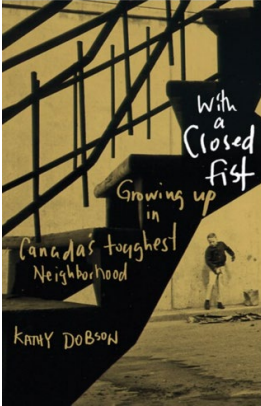
Value: 20% of final mark

Submission: Any relevant materials for class distribution can be posted on Canvas

Working in small groups (approx. 3), you are to select one of two books below to complete a book review and facilitated class discussion based on one of the child developmental stages (prenatal and infancy, toddlerhood, early childhood, middle childhood, and adolescence). For *Five Little Indians* your group can select one of the five main characters for closer review. You are to include: 1) a descriptive summary and elements of child development described or as relevant in the book, 2) critical and theoretical analysis of the social context of the child, and 3) application for social work policies and/or practices. You will engage in peer review of other groups who read the same book.

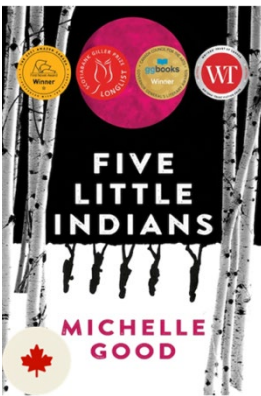
Dobson, K. (2011). *With a Closed Fist: Growing up in Canada's Toughest Neighborhood*. Vehicule Press.





In the Point St. Charles of the author's childhood people move for one of two reasons: their apartment is on fire, or the rent is due. Starting in 1968, eight-year-old Kathy Dobson shares her early years growing up in Point St. Charles, an industrial slum in Montreal (now in the process of gentrification). She offers a glimpse into the culture of extreme poverty, giving an insider's view into a neighbourhood then described as the "toughest in Canada." When student social workers and medical students from McGill University invade the Point, Kathy and her five sisters witness their mother transform from a defeated welfare recipient to an angry and confrontational community organizer who joins in the fight against a city that has turned a blind eye on some of its most vulnerable citizens. When her mother wins the right for Kathy and her two older sisters to attend schools in one of Montreal's richest neighbourhoods, Kathy is thrown into a foreign world with a completely different set of rules, leading to disastrous results.

Good, M. (2020). *Five Little Indians: A Novel*. Harper Collins Canada.



Taken from their families when they are very small and sent to a remote, church-run residential school, Kenny, Lucy, Clara, Howie and Maisie are barely out of childhood when they are finally released after years of detention. Alone and without any skills, support or families, the teens find their way to the seedy and foreign world of Downtown Eastside Vancouver, where they cling together, striving to find a place of safety and belonging in a world that doesn't want them. The paths of the five friends cross and crisscross over the decades as they struggle to overcome, or at least forget, the trauma they endured during their years at the Mission. In this frank and poignant memoir of her years at St. Joseph's Mission, Sellars breaks her silence about the residential school's lasting effects on her and her family—from substance abuse to suicide attempts—and eloquently articulates her own path to healing.

**Disclaimer:**

*Some of the content in the books may contain negative, inappropriate, or offensive connotations reflective of the particular context as expressed by the authors. It does not reflect the official position of the instructor, school, or university. The books also contain words or descriptions of a mature graphic nature that may be considered emotionally disturbing. Please read it with discretion.*

Assignments are to be submitted online via Canvas (individually or one submission per group). If students are not able to submit the assignment by the deadline, advance notice and arrangement must be made with the instructor at least 48 hours in prior to the due date/time. One grade point will be applied for each day (24 hours after due date/time) that is late without approved extension. Assignments will not be accepted 7 days late without approved extension.

## SCHOOL/COURSE POLICIES

### COVID-19

The School follows UBC health and safety guidelines. Please see <https://covid19.ubc.ca/> for current information and guidance.

## Attendance

The attendance policy is in the student handbook on page 8. You can find the student handbook on the Advising page of our website: <https://socialwork.ubc.ca/undergraduate/advising/>

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student. If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

Other school policies can be accessed through the School of Social Work student handbook.

## Learning Resources

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (**APA Citation Guide**), writing support, skills for class, skills for life and academic support to assist students in their learning. <https://learningcommons.ubc.ca/>

## University Policies

**Support:** UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at: <https://senate.ubc.ca/policies-resources-support-student-success>

## Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. No learning analytics are being used in this course.

## Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Students may not record class or group discussions without prior permission of all individuals in attendance.

## Support

During the term, I will do my best to offer support if I am concerned about your academic performance or wellbeing. I also encourage you to contact me or your academic advisor if you need assistance. In addition, I may identify concerns using the UBC [Early Alert](#) system which provides students with the earliest possible connection to resources like academic advising, financial advising, counseling, or other support services to help you get back on track. Any information transmitted through early alert is treated as confidential (see [earlyalert.ubc.ca](http://earlyalert.ubc.ca)).

## 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.