



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

Year/Term/Dates	2023 Winter, Term 1, September 5 – December 7, 2023
Course Title	SOWK 441: Social Context of Child Development
Course Value	3 credits
Course Schedule	Tuesdays, 10am – 1pm
Course Location	PCN1003 - Ponderosa Commons North: Oak/Cedar House Building, Room 1003

Instructor	Office Location	Email Address
Dr. Barbara Lee	TBD	b.lee@ubc.ca
Office Hours	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:

1. Articulate and critique child development theories
 - Critically appraise the underlying perspectives and assumptions of different child development theories, recognizing their strengths and limitations.
2. Assess child development across diverse social contexts
 - Comprehend and evaluate child developmental stages within diverse social and cultural settings, considering the impact of varying cultural norms, values, and practices on child growth and behavior.
3. Identify the complex intersections of social systems and child development
 - Explore the social, cultural, political, economic, and historical contexts that influence and impact child development
4. Formulate and execute a child advocacy plan to address issues related to children, families, and their communities.
 - Apply various social work theories to research, policy and practices with children, families, and their communities.
 - Articulate some policy/ practice recommendations for working with children, families, and their communities.

Required Textbook(s) and Learning Materials

Textbook:

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

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

Course Schedule

Session 1:	Tuesday September 5, 2023
Topic:	Introduction to the course. Child Development in Contexts
Reading:	<u>Required:</u> <ul style="list-style-type: none"> • Textbook: Preface • Rogoff, B., Dahl, A., & Callanan, M. (2018). The importance of understanding children's lived experience. <i>Developmental Review</i>, 50, A, 5-15. https://doi.org/10.1016/j.dr.2018.05.006
Session 2:	Tuesday September 12, 2023
Topic:	Critical Examination of Child Development Theories
Reading:	<u>Required:</u> Chapter 1 - Theoretical Perspectives in Developmental Psychology <u>Supplemental:</u> <ul style="list-style-type: none"> • 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.
Session 3:	Tuesday September 19, 2023
Topic:	Childhood Across Cultures
Reading:	<u>Required:</u> <ul style="list-style-type: none"> • Findlay, L., Kohen, D., & Miller, A. (2014). Developmental milestones among Aboriginal children in Canada. <i>Paediatrics & child health</i>, 19(5), 241–246. https://doi.org/10.1093/pch/19.5.241 • Henry, D.A., Votruba-Drzal, E., & 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. • Muir, N. & Bohr, Y. (2019). Contemporary practice of traditional aboriginal child rearing: A review. <i>First Peoples Child & Family Review</i>, 14(1), 153-165.

	<p><u>Supplemental:</u></p> <ul style="list-style-type: none"> • Anderson, L. A. (2019). Rethinking resilience theory in African American families: Fostering positive adaptations and transformative social justice. <i>Journal of Family Theory & Review</i>, 11(3), 385-397. • Ullrich, J.S. (2019). For the love of our children: An Indigenous connectedness framework. <i>AlterNative</i>, 15(2), 121-130.
Session 4:	Tuesday September 26, 2023
Topic:	Pregnancy, Prenatal Development, Birth and the Newborn (Conception to 6 weeks of age)
Reading:	<p><u>Required:</u> Chapter 3 – Prenatal Development, Birth, and the Newborn</p> <p><u>Supplemental:</u></p> <ul style="list-style-type: none"> • Popova, S., Lange, S., Probst, C. Gmel, G., & 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. • Coulibaly, R., Seguine, L., Zunzunegui, M. V., & 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. https://doi.org/10.1007/s10995-006-0114-y
Session 5:	Tuesday October 3, 2023
Topic:	Infancy (6 weeks – 12 months) In-class Child Observation* (TBC)
Reading:	<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"> • Peng, D., & 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. https://doi.org/10.1080/10796120903575085 • Quin, A. J., Waldron, R., & Page, P. (2010). Infant trauma. <i>Trauma</i>, 12(4), 211-219. https://doi.org/10.1177/1460408610378269
Session 6:	Tuesday October 10, 2023
Topic:	Toddlerhood (1 year – 30 months) Guest Lecturer: Michelle O’Kane In-class Child Observation* (Cameron)
Reading:	<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"> • Armour, J. A., Joussemet, M., Kurdi, V., Tessier, J., Boivin, M., & 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.

	<p>https://doi.org/10.1002/icd.2062</p> <ul style="list-style-type: none"> Kruske, S., Belton, S., Wardaguga, M., & 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. https://doi.org/10.1177/1049732311432717
Session 7:	Tuesday October 17, 2023
Topic:	Early Childhood (3 – 6 years) In-class Child Observation* (Atticus)
Reading:	<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"> Hawkey, E. (2019, May). Media use in childhood: Evidence-based recommendations for caregivers. <i>CYF News</i>. http://www.apa.org/pi/families/resources/newsletter/2019/05/media-use-childhood Halseth, R. & Greenwood, M. (2019). Indigenous early childhood development in Canada: Current state of knowledge and future directions. Prince George, BC: National Collaborating Centre for Aboriginal Health. Retrieved from https://www.nccih.ca/docs/health/RPT-ECD-PHAC-Greenwood-Halseth-EN.pdf
Session 8:	Tuesday October 24, 2023
Topic:	Adverse Childhood Experiences Guest Lecturer: MCFD (TBC) In-class Child Observation* (Olivia)
Reading:	<p><u>Required:</u></p> <ul style="list-style-type: none"> Ontario Agency for Health Protection and Promotion (Public Health Ontario). Carsley S, Oei T. (2020). Interventions to prevent and mitigate the impact of adverse childhood experiences (ACEs) in Canada: A literature review. Toronto, ON: Queen’s Printer for Ontario. Retrieved from: https://www.publichealthontario.ca/-/media/documents/a/2020/adverse-childhood-experiences-report.pdf?la=en Toombs, E., Lund, J., & Mushquash, C. J. (2022). Adverse childhood experiences (ACEs) are increasing in indigenous populations in Canada: Now what? <i>Canadian Psychology / Psychologie canadienne</i>, 63(4), 576–588. https://doi.org/10.1037/cap0000331 <p><u>Supplemental:</u> 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.</p>
Session 9:	Tuesday October 31, 2023
Topic:	Middle Childhood (6 – 12 years) In-class Child Observation* (Ada)
Reading:	Chapter 10 – Middle Childhood – In Work and School Chapter 11 – Middle Childhood – Understanding Institutional Roles

	<p><u>Supplemental:</u></p> <ul style="list-style-type: none"> • 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. https://doi.org/10.1186/1471-2458-12-1038
Session 10:	Tuesday November 7, 2023
Topic:	Child Developmental Disability, Mental Health, Behavioural Concerns Guest Lecturer: Erica Ono In-class Child Observation* (Hero)
Reading:	<p><u>Required:</u></p> <ul style="list-style-type: none"> • 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. https://doi.org/10.1111/j.1365-2214.2011.01338.x • 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. https://doi.org/10.1007/s10643-010-0375-3 <p><u>Supplemental:</u></p> <ul style="list-style-type: none"> • Marquis, S. M., McGrail, K., & Hayes, M. (2020). Mental health of parents of children with a developmental disability in British Columbia, Canada. <i>Journal of epidemiology and community health</i>, 74(2), 173–178. https://doi.org/10.1136/jech-2018-211698 • Marquis, S.M., McGrail, K. & Hayes, M.V. (2019). A population-level study of the mental health of siblings of children who have a developmental disability. <i>SSM – Population Health</i>, 8, 100441. https://doi.org/10.1016/j.ssmph.2019.100441
Session 11:	Tuesday November 14, 2023
Topic:	UBC Term 1 Break – No Class
Reading:	
Session 12:	Tuesday November 21, 2023
Topic:	Adolescence (12 years and up) Guest Lecturer: Connie Bird
Reading:	<p><u>Required:</u></p> <p>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"> • Brendtro, L. K., Brokenleg, M., & Van Bockern, S. (2014). Environments where children thrive: The circle of courage model. <i>Reclaiming Children and Youth</i>, 23(3), 10.

	<ul style="list-style-type: none"> Rutman, D., & Hubberstey, C. (2018). Fostering educational success of children and youth in care: Perspectives of youth with experience living in care. <i>Children and Youth Services Review</i>, 94, 257-264. Wilhelm A.K., Allen M.L. (2019). Social determinants of health for racially and ethnically diverse adolescents. In L. Barkley, M. Svetaz, & V. Chulani (Eds.), <i>Promoting health equity among racially and ethnically diverse adolescents</i> (pp. 13-28). Springer.
Session 13:	Tuesday November 28, 2023
Topic:	LGBTQ2S+ Identities Guest Lecturer: Marko Berrak-Tinaz
Reading:	<p><u>Required:</u></p> <ul style="list-style-type: none"> 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. https://doi.org/10.1606/1044-3894.2016.97.4 Brash-Nyberg, B. (2019). Supporting LGBTQ2S+ Youth in Adoption and Foster Care. Adoptive Families Association of BC. Retrieved from: https://www.bcadoption.com/sites/default/files/lgbtq2s.pdf <p><u>Supplemental:</u></p> <ul style="list-style-type: none"> Zadeh, S., Imrie, S., & 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, https://doi.org/10.1080/1550428X.2019.1683785
Session 14:	Tuesday December 5, 2023
Topic:	Child Advocacy – Community Forum
Reading:	

*Dates may change due to guest lecturer and guest scheduling

Assignments

1. Reading Summary

Due: (based on sign-up schedule)

Format: Electronic paper, min. 2 pages - max. 3 pages single space, 12-point font, point form is acceptable

Value: 20% of final mark

Submission: Post on Canvas (in the selected week)

Objectives:

The objective of this assignment is to enhance students' critical reading skills and their ability to synthesize complex academic materials. Through summarizing and presenting the key points, students will demonstrate their understanding of the material, as well as their capacity to effectively communicate important concepts to their peers.

Task:

- Independently read, analyze, and summarize the reading you selected, highlighting key concepts, arguments, evidence, and significance.

2. Child Observation

Due: One week after the in-class observation

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

Value: 35% of final mark

Submission: Electronic submission via Canvas

Objectives:

The objective of this assignment is to provide students with firsthand experience in observing and analyzing a child's behavior and interactions within a social context. This offers students the opportunity to apply theoretical concepts from the course to social work practice.

Task:

- Participate in an in-class observation and compose a brief summary your observations.
- Reflect and analyze how the child's behavior and responses are influenced by the social context and environmental factors
- Consider the relevance and application of theoretical concepts

3. Child Advocacy Project

Due: Tues December 5, 2023

Value: 45% of final mark

Submission: Post on Canvas and present in-class

Objectives:

The objective of this assignment is to empower students to engage in real-world child advocacy efforts by addressing a specific issue or challenge that impacts children's well-being.

Task:

- Working in small groups (approx. 4-5), select a child-related issue or challenge of interest, such as child poverty, access to education, child abuse prevention, etc.
- Outline the issue, relevance, and impact on children, youth, families, and communities.
- Plan your team's advocacy strategy, defining clear goals and objectives. Decide on the overall advocacy approach, such as raising awareness, influencing policy change, or mobilizing community support.
- Identify the key stakeholders, decision-makers, and target audience who can contribute to the desired change.
- Contribute to a child advocacy-community form where you will showcase and execute your advocacy strategy
- Share Advocacy Materials: Share information about your chosen issue, its impact, and the proposed solutions. Use engaging visuals, statistics, and narratives to convey the message effectively.

Assignment Submission Process

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 (24hours after due date/time) that is late without approved extension. Assignments will not be accepted 7 days late without approved extension.

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).

SCHOOL/COURSE POLICIES

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/>

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work; nor should you help others to do the same. For example, it is prohibited to: share your past assignments and answers with other students; work with other students on an assignment when an instructor has not expressly given permission; or spread information through word of mouth, social media, websites, or other channels that subverts the fair evaluation of a class exercise, or assessment.

Academic Concession

To determine if you're eligible for an Academic Concession, you can check the criteria outlined in the [UBC Calendar](#). This includes [Medical circumstances, Compassionate grounds, or Conflicting responsibilities](#). Some examples include sudden illness, injury, death in the family, or mental health crises. You should first contact your instructor to apply for an Academic Concession. Alternatively, and as may be required, you can contact the Program Advisor, Christine Graham. If you need to request concurrent academic concessions for multiple courses, you should request them directly from Christine Graham. If you require more information about concessions, please don't hesitate to contact Christine Graham (Christine.Graham@ubc.ca).

Accommodation of Students

The University accommodates students with disabilities who have registered with the Centre for Accessibility. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor and, if necessary, to contact the Centre for Accessibility,

preferably not later than the first week of class. The School of Social Work also permits accommodations for religious observances and Indigenous cultural duties requested by students (see [UBC Policy J-136](#)). Students are expected to inform their instructor if they require accommodation on such grounds. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments must notify their instructors in writing at least two weeks in advance, preferably earlier. This reflects expectations for professional social workers in their place of employment.

Attendance

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 set up to discuss this with the student. ([Student Handbook](#)).

Other school policies can be accessed through the [School of Social Work student handbook](#).

Names and Gender Pronouns

At the School of Social Work, we are committed to providing an inclusive learning environment for all our sexual and gender diverse students, faculty, staff and community members. If you are comfortable sharing with us, please provide the pronouns you would like to use in this space. If you have questions or need support, please also be aware that *the Equity & Inclusion Office at UBC* can provide information and advocacy to ensure that all of your instructors use the name/pronouns you use. For more information: <https://equity.ubc.ca/>

Equity and Respect

In May 2013, the UBC School of Social Work Council approved an Equity Action plan aimed at an equitable learning and working environment and the creation of accountability measures for monitoring the implementation of this plan. A key element in attaining this goal is ensuring that instructors and students are committed to maintaining a classroom environment free of discrimination and racism and welcoming and respecting different worldviews, ways of knowing and social locations.

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>

Retaining Assignments

Students should retain a copy of all submitted assignments (in case of loss) and should also retain 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.

Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using Canvas. Canvas can capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to: view overall class progress; review statistics on course content being accessed to support improvements in the course; assess your participation in the 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. It is not permitted to record classes, unless permission has been granted by the instructor.

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.