

Zero to Thrive – “Seal of Approval” Coursework Project

Goal: To identify courses at UM that focus on prenatal, perinatal, childhood, parenting (ideally with an adversity focus) to vet for the “Zero to Thrive” Seal of Approval and use for student reference

Unit	Course Number / Title	Credits	Description / Link
Social Work	SW 541 <i>Trauma-Informed Practice (Education)</i>	1	<p>This course will provide foundational knowledge about trauma-informed practice. A primary goal is preparing students for interprofessional approaches to trauma-informed prevention and intervention. A key focus will be on teachers, social workers, and nurses collaborating to use specific trauma-informed practices for addressing young people's academic, social-emotional, behavioral, and health needs.</p> <p>https://ssw.umich.edu/courses/descriptions/SW541</p>
Social Work	SW 601 <i>Adolescent Development and Behavior</i>	3	<p>This course will examine the biological, psychological, interpersonal, and contextual changes and behaviors that characterize normal adolescent development. Within the context of normal adolescent development, the course content will focus on: 1) the epidemiology and etiology of adolescent problem behaviors; 2) the extent to which these behaviors vary across gender, ethnicity, and socioeconomic status; 3) the ways in which these behaviors relate to normal adolescent development; and 4) existing programs and policies designed to prevent and, to a lesser extent, treat problem behaviors.</p> <p>https://ssw.umich.edu/courses/descriptions/SW601</p>
Social Work	SW 605 <i>Infant and Child Development and Behavior</i>	3	<p>This course will focus on biological, psychological, and social experiences, challenges, and changes characteristic of the first decade of life viewed from a multicultural perspective. "Normal" development, as well as the prevalence, etiology, and prevention of a variety of developmental risks will be reviewed. Emphasis will be placed on the integration of research and practice, with particular attention to the development of resiliency and social competence among infants and children. This course will also analyze how various environmental influences such as a parental behavior, poverty, and social justice impact infant and child development.</p> <p>https://ssw.umich.edu/courses/descriptions/SW605</p>
Social Work	SW 612 <i>Mental Health and Mental Disorders of Children and Youth</i>	3	<p>This course will present the state-of-the-art knowledge and research on mental disorders of children and youth, as well as factors that promote mental health and prevent mental disorders in children and youth. Biopsychosocial theories of resiliency, coping, etiology, the impact of mental health disorders on children and family members, and the relationship of 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 to mental disorders will be examined. Classification systems of child and youth functioning and disorders will be presented such as the Diagnostic and Statistical Manual of Mental Disorders, DC:0-3 Diagnostic System of the National Center for Infants, Toddlers, and Families, and the Individuals with Disability Education Act. The impact of labeling and stigma will be explored in order to develop critical thinking about how mental disorders of children and youth are conceptualized.</p> <p>https://ssw.umich.edu/courses/descriptions/SW612</p>

Social Work	SW 618 <i>Research-Informed Practices to Prevent Substance Abuse in Racial and Ethnic Minority Adolescents</i>	3	<p>Substance abuse represents a major public health concern facing American's youth. Although all adolescents are directly or indirectly impacted by substance abuse, racial and ethnic minority youth are disproportionately impacted. Social workers play a key role in health promotion and disease prevention, including prevention, intervention and rehabilitation of substance abuse among racial and ethnic minority adolescents in urban settings. This course will draw from multiple disciplines, including social work, epidemiology, public health, psychology, policy and couple and family therapy, to introduce students to theory and knowledge on substance abuse to inform social work practice with racial and ethnic minority adolescents in urban settings. This course will be guided by models, and the theoretical frameworks which inform them, that have been shown to be efficacious or effective in prevention, intervention, and rehabilitation of substance abuse in adolescents. Therefore, students will be introduced to research-informed substance abuse practices among racial and ethnic minority urban adolescents. For the purposes of this course, substance abuse will include both licit and illicit substances. Students will be asked to demonstrate the ways in which to apply research-informed theory and knowledge in practice settings with racial and ethnic minority urban adolescents.</p> <p>https://ssw.umich.edu/courses/descriptions/SW618</p>
Social Work	SW 623 <i>Interpersonal Practice with Families</i>	3	<p>This course will build on the content presented in course SW 521 (i.e. Interpersonal Practice with Individuals, Families and Small Groups). This course will present a theoretical analysis of family functioning and integrate this analysis with social work practice. Broad definitions of "family" will be used, including extended families, unmarried couples, single parent families, gay or lesbian couples, adult siblings, "fictive kin," and other inclusive definitions. Along with theories and knowledge of family structure and process, guidelines and tools for engaging, assessing, and intervening with families will be introduced. The most recent social science theories and evidence will be employed in guiding family assessment and intervention. This course will cover all stages of the helping process with families (i.e. engagement, assessment, planning, evaluation, intervention, and termination). During these stages, client-worker differences will be taken into account including a range of diversity dimensions such as 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. Various theoretical approaches will be presented in order to help students understand family structure, communication patterns, and behavioral and coping repertoires. The family will also be studied as part of larger social systems, as having its own life cycles, and as influencing multiple generations. An overview will be given of current models of practice.</p> <p>https://ssw.umich.edu/courses/descriptions/SW623</p>
Social Work	SW 625 <i>Interpersonal Practice with Children and Youth</i>	3	<p>This course will examine practice theories and techniques for working directly with children, adolescents, and their caretakers. This course will emphasize evidence-based interventions that address diverse groups of children or adolescents within their social contexts (e.g., peer group, school, family, neighborhood). Special attention will be given to issues of diversity as it relates to building therapeutic relationships and intervening with children, adolescents and their families. The interaction between environmental risk factors, protective factors, promotive and</p>

			<p>developmental factors as they contribute to coping, resiliency, and disorder, as well as how these might vary by child or adolescent diversity factors, such as race, ethnicity, disadvantage, gender, sexual orientation, sexual identity and culture will also be covered.</p> <p>https://ssw.umich.edu/courses/descriptions/SW625</p>
Social Work	<p>SW 629</p> <p><i>School Social Worker Interventions</i></p>	3	<p>This course presents advanced knowledge and skills essential to providing effective school social work interventions. Students will learn to identify, select and apply evidence-based prevention and intervention methods for use with individuals, groups, families, school personnel, and communities to enhance student learning, development, and school success. Student learning will include social justice practice skills, trauma informed practice models, positive behavior supports for school wide programs and individuals, crisis prevention, planning, and intervention, behavior intervention planning; mediation, conflict resolution, and collaborative problem-solving methods. Specific interventions to support students with Autism Spectrum Disorder, Emotional Impairments; and other disabilities covered under Individuals with Disability Education Act will be covered. Ways to promote family engagement and collaboration will be explored as well as a focus on effective measures to promote youth voice. Skills to enhance collaboration and consultation between teachers, families, and other school personnel will be addressed. School social worker intervention methodologies will include ways to help schools develop climates that are inviting, supportive, and inclusive of diversity. Students will acquire the skills needed to effectively practice as a school social worker to enhance student learnings and achievement.</p> <p>https://ssw.umich.edu/courses/descriptions/SW629</p>
Social Work	<p>SW 633</p> <p><i>Children and Youth Services and Social Policies</i></p>	3	<p>This course will critically analyze the various social services and policies that provide developmental, preventive, treatment, and rehabilitative services aimed at children and youth and their families. The role of social services in the broad context of both formal and informal systems that influence the life course of children and youth will be addressed. This course will examine how services are articulated at various levels of intervention and in policies and regulations and how this affects the ethical practice of social workers and other family and child serving professionals. Particular emphasis will be placed on services provided by community-based agencies, child welfare services, and the juvenile justice system. Students will develop critical frameworks for assessing the strengths and weaknesses of the policies and organization and delivery of child-oriented social services based on behavioral and social science research and through the lens of multi-culturalism and social justice values. In addition, illustrative cross-national comparisons of services and policies for families with children and youth will be examined. The course will address the key diversity dimensions "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."</p> <p>https://ssw.umich.edu/courses/descriptions/SW633</p>
Social Work	<p>SW 642, Section 001</p>	3	<p>This course will present knowledge and critical skills for analyzing educational programs and policies for preschool, elementary, and secondary schools functioning under public and private auspices. The five topical areas will include: 1) an overview of educational programs and policies in the United States for individuals of all ages and their families;</p>

	<i>School Social Worker Policy and Services</i>		<p>2) the structure and policies for educational institutions at the elementary, secondary, technical, and vocational levels; 3) issues and needs arising from economic and social discrimination that can be addressed in educational settings; 4) issues about the right to education of oppressed and special populations (including children and youth with mental, physical, and emotional disabilities, economic and geographic disadvantages, and diverse ethnic and linguistic backgrounds); and 5) the roles of social work and social workers in enhancing educational opportunity and performance. Noteworthy social work programs in various educational institutions and settings will be analyzed, and proposals for change will be formulated to enhance educational achievement and well-being.</p> <p>https://ssw.umich.edu/courses/descriptions?page=2</p>
Social Work	SW 696 <i>Social Work Practice with Children and Youth</i>	3	<p>This advanced level methods course in the Children and Youth in Families and Societies concentration builds upon the foundation level practice methods course and prepares students for employment in the many human service delivery systems which address the needs of children, youth, and their families. This cross-cutting skills course encompasses both direct/micro (i.e., assessment, intervention, prevention) and mezzo and macro (program design, evaluation, administration, community organization, policy analysis) practice methods used to address problems presented by or to children and youth in a variety of contexts. The development of social work skills, values, and ethics applicable to promotion, prevention, intervention, remediation and social rehabilitation activities with diverse child and youth populations at all levels of intervention will be emphasized. Evidence-based change interventions that build on strengths and resources of children and their families at all levels of intervention will be examined in order to develop socially just and culturally-competent policies and practice. This course will address the key diversity dimensions (include list) as it relates to children, youth and their families.</p> <p>https://ssw.umich.edu/courses/descriptions/SW696</p>
Social Work	SW 702 <i>Family Violence Prevention and Intervention</i>	3	<p>The focus of this course is on the methods of prevention, intervention and social change used to address and end the major forms of family violence. "Family" is defined broadly to include any intimate relationship. The course will provide overviews of the risk factors and traumatic effects of family violence. There will be an emphasis placed on the special needs of oppressed groups. Most family violence organizations work on multiple levels, such as macro, mezzo, and micro levels, and they frequently come into contact with a variety of fields of service, primarily the legal, health and mental health, housing, public assistance, and child welfare systems. Therefore, models of inter-system and inter-disciplinary coordination will be presented. Illustrations of the integration of micro, mezzo, and macro practice will be given, in particular how dimensions of power, privilege, oppression, and difference influence actions, perceptions, choices and consequences across system levels. The understanding and critical evaluation of theories, policies, organizations, and interventions using scientific principles will be stressed.</p> <p>https://ssw.umich.edu/courses/descriptions/SW702</p>
Social Work	SW 725 <i>Juvenile</i>	3	<p>This course critically examines juvenile delinquency and the juvenile justice system in the United States. Students will be exposed to the theories that help professionals understand the development of</p>

	<i>Delinquency, Juvenile Justice and Social Work</i>		<p>delinquency within the context of individuals, families and communities. Understanding the mechanisms that contribute to delinquency is important for social work professionals as this understanding should directly guide the policies and practices of the justice system. This course will focus on some of the most pressing issues that face the juvenile justice system and the social work professionals that work within this system. Such issues include adolescent brain development, poverty, child maltreatment, substance abuse, mental health, disproportionate minority contact (DMC), incarceration, peer relationships, the school to prison pipeline, evidence based interventions and the role of ideology in juvenile justice policy. The course is designed for social work students interested in working in juvenile justice settings (micro or macro) or students interested in working with youth populations that may experience contact with the justice system. Students will observe juvenile delinquency proceedings in the Washtenaw County Court.</p> <p>https://ssw.umich.edu/courses/descriptions/SW725</p>
Social Work	SW 727 <i>Families and Health (Public Health)</i>	3	<p>This course will examine families as a primary context for understanding health and health-related behaviors. Major topics include: 1) models and theories of the family, 2) history and current status of family-based practice, 3) the impact of demographic trends and their impact on family structure and functioning, 4) family diversity with respect to social status groups, ethnicity, and culture and their implications for understanding health phenomena, 5) families as the context for socialization to health beliefs and practices, 6) the provision of family-based care, and 7) health profiles of family members and their roles.</p> <p>https://ssw.umich.edu/courses/descriptions/SW727</p>
Social Work	SW 730 <i>Practice Seminar in Child Maltreatment: Assessment and Treatment</i>	3	<p>This is a methods course intended to develop skills for child welfare practice, with special attention to child maltreatment. Students learn about the various contexts in which child welfare practice takes place and the skills and modalities that are used with children, youth, and families who are the focus of child welfare intervention. This course will prepare students to work with diverse client populations and will help them appreciate the imbalance of power between client and professional. Understanding the needs and responses of involuntary clients is an integral part of the course. Relevant evidence-based practices are taught and child welfare policies and practices are subjected to critical review. The first term will focus on assessment and the second on treatment.</p> <p>https://ssw.umich.edu/courses/descriptions/SW730</p>
Social Work	SW 739 <i>Integrative Seminar: Child Maltreatment</i>	3	<p>This integrative seminar will integrate micro and macro levels of practice; research in child welfare and related fields, as the research relates to all levels of practice; the relationship of child maltreatment and other social problems; and perspectives from several disciplines, specifically social work, other mental health professions, law, and medicine, as these disciplines address problems of child maltreatment and child welfare. The seminar will highlight issues of social justice, disproportionality-particularly the over-representation of children and families of color in the child welfare system, and diverse populations, including children in general and poor children in particular.</p> <p>https://ssw.umich.edu/courses/descriptions/SW739</p>
Psychology	Psych 120, Section 005	3	<p>This course will have two primary goals. The first goal will be to explore the ways in which children's literature supports and promotes children's</p>

	<i>First-Year Seminar in Psychology – Understanding Development through Children’s Literature</i>		<p>development in cognitive, social and emotional ways. Second, the class will help students critically evaluate and analyze children’s books with regard to the underlying messages they provide.</p> <p>We will look at the evolution of children’s books over the last several decades and the ways in which they correspond to our understanding of psychological theory and the developmental challenges faced by children. Students will discuss the ways in which books encourage children’s ability to categorize, build concepts, enhance language skills and come to understand themselves and the broader social world. Book selections focus on thematic and topical issues ranging from divorce, war, sibling relationships, traumatic life events, gender roles, peer relationships and bullying, chronic and terminal illness, race and culture. Students will be exposed to a variety of children’s picture and chapter books, from the classics to more contemporary selections.</p> <p>https://www.lsa.umich.edu/cg/cg_detail.aspx?content=2260PSYCH120005&termArray=f_19_2260</p>
Psychology	Psych 211 <i>Project Outreach: Working with Preschool Children</i>	3	<p>Students will work with children ages 2-5 in community preschools and daycare centers in Southeastern Michigan. These placements offer hands-on experiences with a diverse group of children and the lecture series explores a variety of topics that influence child development. The placement sites vary in terms of the populations they serve, including “at-risk” children, children with special needs, and children of international families with English as a second language.</p> <p>https://www.lsa.umich.edu/cg/cg_detail.aspx?content=2260PSYCH211001&termArray=f_19_2260</p>
Psychology	Psych 250 <i>Introduction to Developmental Psychology</i>	4	<p>This course provides an overview of the milestones of human development from conception to death. We examine the physical, cognitive, social, and emotional growth of children, adolescents, and adults, and the various factors (e.g., genetics, parenting, peer groups, schooling, and the media) that influence development. Our goal is to give you an initial introduction to the main issues, the central theories and findings, and the dominant research methods used to study them. In this course we take a multi-dimensional approach to learning, and give you several avenues through which to obtain information (e.g., lectures, text, films) and to demonstrate your knowledge (e.g., exams, papers). We view learning as a process in which the student is actively engaged in the course material and not just a passive recipient. We hope that students can integrate the content of this course with their knowledge of psychology and observations of human development. We will also discuss the implications of course content for child rearing and education so that you can apply your knowledge to meaningful problems.</p> <p>https://www.lsa.umich.edu/cg/cg_detail.aspx?content=2260PSYCH250001&termArray=f_19_2260</p>
Psychology	Psych 307, Section 001 <i>Directed Experiences with Children – Practicum in Child</i>	3-4	<p>PSYCH 307 gives students the opportunity for direct interaction with young children and their teachers through classroom placements in an early childhood education and care setting with infants, toddlers, preschoolers. Students are assigned to a specific classroom and group of children and participate under the direct supervision of the classroom teachers and directors of the University of Michigan Towsley Children’s House (710 S. Forest).</p>

	<i>Development and Child Care</i>		<p>The seminar component of the course along with written assignments provide the opportunity to reflect on classroom experiences in relation to readings from the text: Annual Editions: Early Childhood Education. Students are required to read the Center Handbook for information on Center policies and to complete State of Michigan Child Care Licensing Rules required clearances (<i>i.e.</i>, complete a criminal history check and Department of Human Services Central Registry Clearance, have a physical exam from a doctor stating that there is no reason why they cannot work with young children and provide evidence of a negative TB test). Placements are scheduled in three hour blocks (9:30am-12:30pm. or 2:30pm-5:30pm) 2 days per week for 3 credits or 3 days per week for 4 credits, along with an hour seminar on Wednesdays from 1:30pm-2:30pm.</p> <p>https://www.lsa.umich.edu/cg/cg_detail.aspx?content=2260PSYCH307001&termArray=f_19_2260</p>
Psychology	Psych 316 <i>The World of the Black Child</i>	3	<p>This course has three objectives:</p> <ol style="list-style-type: none"> 1. to introduce key areas of research and theory about the socialization and development of African American children 2. to facilitate critical thinking about this body of literature 3. to consider research and theory about the socialization and development of African American children in the context of social policy and current issues in public discourse. <p>The course focuses on the influence of economic, cultural, family, peer, and school contexts on various domains of development in poor and middle-class African American children (<i>e.g.</i>, racial identity, self-esteem, psychosocial development, academic motivation and achievement, delinquency, physical health). It reflects an emphasis on both problematic development and resilience, and gives attention to social policy and interventions that can potentially improve the lives of African American children and their families.</p> <p>Readings consist of review/conceptual papers (to provide a broad overview of the current knowledge base, issues, constructs, and research traditions characterizing a particular field of study) and data-based articles (to provide a sense of how a research investigation is actually conducted and written up). The authors of most readings are psychologists and sociologists.</p> <p>https://www.lsa.umich.edu/cg/cg_detail.aspx?content=2260PSYCH316001&termArray=f_19_2260</p>
Psychology	Psych 325, Section 001 <i>Detroit Initiative – Empowering Families and Communities</i>	4	<p>This course is an experiential field course involving one visit per week to an African-American, Arab-American or Latino community in Detroit. Students are assigned to work with community-based organizations on projects to improve the well-being of children and families. Projects involve such activities as tutoring, developing outreach activities, assisting in child care settings, and working in community education projects.</p> <p>Internships are supervised by the instructor and program staff.</p> <p>https://www.lsa.umich.edu/cg/cg_detail.aspx?content=2260PSYCH325001&termArray=f_19_2260</p>

Psychology	Psych 351 <i>Advanced Laboratory in Developmental Psychology</i>	3	This course provides students with training in the skills necessary for designing, conducting, evaluating, and communicating research on human development. Such skills are valuable in a broad range of careers. https://www.lsa.umich.edu/cg/cg_detail.aspx?content=2260PSYCH351001&termArray=f_19_2260
Psychology	Psych 353 <i>Social Development</i>	3	This course will explore the social, emotional and physical development of children in the broader social context. The class will identify the various influences on a child's development by looking at individual child factors (temperament, resiliency, gender); the role of parents and the extended family, as well as exploring the impact of the broader community (schools, peers, social services). The class will also investigate cultural and historical events which impact the social development of the child. Specific topics to be covered include: bonding and attachment; gender role development; peer relationships; the role of the media; day-care; divorce; death; children with disabilities; poverty and traumatic life events. https://www.lsa.umich.edu/cg/cg_detail.aspx?content=2260PSYCH353001&termArray=f_19_2260
Psychology	Psych 355 <i>Cognitive Development</i>	3	The development of intellectual and cognitive processes from infancy to adolescence. Emphasis on contemporary theories and experimental research related to memory, language, conceptual understanding, innateness, social cognition and information processing strategies. https://www.lsa.umich.edu/cg/cg_detail.aspx?content=2260PSYCH355001&termArray=f_19_2260
Psychology	Psych 358 <i>Psychology of Adolescence</i>		This course provides a comprehensive overview of the current state of theory, research and practice regarding adolescent development, including biological, cognitive, and behavioral changes, as well as family, peer, and school influences. A survey of specific problems and contemporary social issues facing adolescents and young adults will be presented, including problems of development (such as public health, teenage pregnancy, substance abuse, delinquency, psychopathology, and depression). https://lsa.umich.edu/cg/cg_detail.aspx?content=2220PSYCH358001&termArray=f_19_2260,su_19_2250,ss_19_2240,sp_19_2230,w_19_2220
Psychology	Psych 373 <i>Child and Adolescent Psychopathology</i>	3	This course is designed to provide a broad survey of the field of child and adolescent psychopathology. The primary emphasis is on understanding how and why disorders of childhood and adolescence initially develop and persist across time. Major topics include development of childhood conduct disturbances, attention deficit hyperactivity disorders, anxiety disorders, depression, autistic spectrum disorders, responses to traumatic stress, and eating disorders. We also consider approaches to treatment and prevention of these disorders. https://www.lsa.umich.edu/cg/cg_detail.aspx?content=2260PSYCH373001&termArray=f_19_2260
Psychology	Psych 401, Section 012 <i>The Meaning of Play in Early Childhood</i>	3	Play is an essential aspect of early childhood learning and development. Called “the work of childhood” research has demonstrated the importance of play—linking play with language, motor, cognitive, and social development. Children come to understand their world through interaction with others, which often take the form of games such as

			<p>“Peek-a-Boo” or “Simon Says”. While these games may seem like simple fun on the surface, they are helping children develop one of the most important skills we use throughout our lives—emotion regulation. Similarly, pretend play may seem like something that comes easily to young children, but requires a combination of sophisticated social and emotional skills, such as empathy and cooperation. This type of play also allows children to “try on” different personas, reenact and understand events that may have confused or frightened them, and offers them a way to critically examine the world around them. These are just two types of play that result in major benefits for children. This course will explore many aspects of play including the history of play, play cross-culturally, how play is influenced by privilege and diversity, and play as intervention.</p> <p>https://lsa.umich.edu/cg/cg_detail.aspx?content=2220PSYCH401012&termArray=f 19 2260,su 19 2250,ss 19 2240,sp 19 2230,w 19 2220</p>
Psychology	<p>Psych 402, Section 001</p> <p><i>Special Problems in Psychology – Biology of Maternal Care</i></p>	3	<p>This course will be a collaborative seminar in which we discuss maternal care from many different perspectives to gain a holistic, integrative understanding of why mothers care for their offspring and the impact of maternal care. The topic of maternal care is inherently multi-disciplinary, so discussion will range from the evolution, neurobiology, psychology, and genetics. The readings will include classic papers and more current emerging research about maternal care. Humans are only one branch of the tree of life, so our readings will encompass both humans and non-human animals alike, with a strong focus on basic research about non-human animals.</p> <p>https://www.lsa.umich.edu/cg/cg_detail.aspx?content=2260PSYCH402001&termArray=f 19 2260</p>
Psychology	<p>Psych 430, Section 001</p> <p><i>Advanced Topics in Biopsychology – The Developing Brain</i></p>	3	<p>This course is designed to provide students, in a seminar setting, with an understanding of the process of brain development from embryogenesis through adulthood, with an emphasis on the role of the environment in directing this process. Topics to be covered include the origins of the central nervous system (including neurogenesis, cellular differentiation, synapse formation and refinement), the role of early experiences in modifying brain function (e.g., gene-environment interactions, epigenetic programming), and how changes in the developing nervous system lead to behavioral patterns in infancy and adulthood.</p> <p>https://lsa.umich.edu/cg/cg_detail.aspx?content=2220PSYCH430001&termArray=f 19 2260,su 19 2250,ss 19 2240,sp 19 2230,w 19 2220</p>
Psychology	<p>Psych 430, Section 004</p> <p><i>Advanced Topics in Biopsychology – Developmental Neuroscience of Trauma and Stress</i></p>	3	<p>Children living with adversity, such as abuse and neglect or extreme poverty, experience repeated exposure to the “fight or flight” response, which is designed to help your body respond to threatening situations in the short term, though for many of these children the exposure is almost constant. These children often miss school, healthcare and nutrition or are exposed to environmental toxins like lead. Each of these have a separate and compounding effect on the brain. This course explores the how adversity, trauma exposure and stress influence brain development.</p> <p>https://www.lsa.umich.edu/cg/cg_detail.aspx?content=2260PSYCH430004&termArray=f 19 2260</p>
Psychology	Psych 454	3	<p>This advanced seminar is geared towards the students who are interested in child development, education, cognitive and brain development. The primary focus of this course is on child learning and cognitive</p>

	Developmental Cognitive Neuroscience		<p>development, including topics in the emergent field of "Educational Neuroscience" so that we can explore and better understand mechanisms of failure and success in children's learning to read, count, interact with their peers, and pay attention to the class material.</p> <p>https://www.lsa.umich.edu/cg/cg_detail.aspx?content=2260PSYCH454001&termArray=f_19_2260</p>
Psychology	Psych 456 Human Infancy	3	<p>This course provides an introduction to the study of infant development with a focus on the perceptual, cognitive, social, and emotional abilities of human infants in the first three years of life. The goals of this course are to provide the student with (1) an understanding of the theories that guide research on infant development; (2) the biological (e.g., genes, brain, physiology) and environmental (e.g., family, child care, poverty) impacts on infant development; (3) a familiarization of the research methods and empirical studies used in studying infant development; and (4) the application of the science of infant development to parenting skills, interventions, and social policies.</p> <p>https://lsa.umich.edu/cg/cg_detail.aspx?content=2220PSYCH456001&termArray=f_19_2260,su_19_2250,ss_19_2240,sp_19_2230,w_19_2220</p>
Psychology	Psych 457, Section 001 (Fall) <i>Current Topics in Developmental Psychology – Citizens in the Crib: Children's Developing Understanding of Fairness & Justice</i>	3	<p>Is human nature selfish? How do we learn to tell right from wrong, good from evil, fair from unfair? Can we overcome prejudice and bias? Can we predict who will be a good citizen and who will become a psychopath? These are fundamental questions for all human societies, and also questions that have motivated recent research in the behavioral sciences investigating at the origins and the development of moral judgment and conduct. In this seminar, we will read recent articles and books by some of the most eloquent scientists in the field who are able to make their research accessible to the wider public.</p> <p>https://www.lsa.umich.edu/cg/cg_detail.aspx?content=2260PSYCH457001&termArray=f_19_2260</p>
Psychology	Psych 457, Section 001 (Winter) <i>Current Topics in Developmental Psychology – The Behavioral Neuroscience of Puberty</i>	3	<p>Puberty marks the beginning of adolescence and a time of significant developmental transitions! These transitions not only shape the teenage years, but also have downstream consequences for adulthood. The focus of this course will be on the biology underlying human pubertal development, concentrating on how sex hormones influence brain structure and function in ways that are linked to the social and behavioral changes that characterize adolescence.</p> <p>The course will be divided into three parts: 1) an introduction to puberty, and the hormonal, social, and behavioral transitions that accompany it; 2) an overview of adolescent brain development theories, methods, and research; and 3) the integration of puberty and adolescent brain development in recent, empirical studies.</p> <p>https://lsa.umich.edu/cg/cg_detail.aspx?content=2220PSYCH457001&termArray=f_19_2260,su_19_2250,ss_19_2240,sp_19_2230,w_19_2220</p>
Psychology	Psych 457, Section 002 (Winter) <i>Current Topics in Developmental Psychology – Research Methods in Education and</i>	3	<p>Schooling practices provide a key window into what societies value, as well as into the experiences that shape the next generation of adults. This course will mix instruction on research methods for studying educational settings with hands-on experience conducting research in schools. Students will complete two projects, one using data from large-scale international studies of educational achievement and classroom practices (TIMSS & PISA), and the other a study conducted in a school setting.</p>

	<i>Cross-Cultural Contexts</i>		<p>The second study will be a cross-cultural one, conducted in collaboration with small groups of students taking a similar course at Beijing Normal University. Students will collaborate with their counterpart group to collect data bearing on educational issues of interest in each country.</p> <p>This course is part of the UM Global Course Connections (GCC) program, which will optionally provide students with the opportunity to go to Beijing in May and work with their counterpart students to compare results of the studies done in both settings. Students who go on the GCC trip will also have the opportunity to visit Chinese educational settings and work on a service project in schools that serve a migrant population, as well as visiting a variety of Chinese cultural settings in and around Beijing. We will also take a group trip to another Chinese city as part of the experience.</p> <p>No previous language or culture experience with China is required, nor is participation in the trip. Grades will be based on a mixture of individual papers, a midterm test on research methods, and contribution to the group projects.</p> <p>https://lsa.umich.edu/cg/cg_detail.aspx?content=2220PSYCH457002&termArray=f_19_2260,su_19_2250,ss_19_2240,sp_19_2230,w_19_2220</p>
Psychology	Psych 571 <i>Advanced Topics in Clinical Psychology – Risk and Resilience in Child and Adolescent Development</i>	3	<p>This 3-credit seminar offers an advanced introduction to the study of processes associated with psychopathology and resilience in children and adolescents. We will begin by examining current theoretical models of risk and protection in children’s lives. Next, we will survey salient biological, behavioral, familial, peer group and ecological factors that place children and adolescents at elevated risk for psychopathology.</p> <p>The main goal of the course is to help students understand complex processes that underlie the development of diverse developmental outcomes in the context of risk, with an emphasis on theories and models of resilient pathways. We also will consider how knowledge of children’s responses to adversity informs effective prevention. Because this is a small seminar, the quality of students’ class participation and presentations will be strongly emphasized.</p> <p>https://lsa.umich.edu/cg/cg_detail.aspx?content=2220PSYCH571001&termArray=f_19_2260,su_19_2250,ss_19_2240,sp_19_2230,w_19_2220</p>
Psychology Education	PSCYH 720 EDUC 720 <i>Social and Personality Psychology of Education</i>	3	<p>Discusses the social psychology of classrooms and schools including a focus on gender, ethnicity, social class, and cross-cultural differences from a psychological perspective. Examines how different social and psychological characteristics of classroom/school environments influence individual achievement, gender-role development, and moral and personal development.</p> <p>http://www.soe.umich.edu/academics/courses/EDUC_720/</p>
Psychology Education	Psych 723 EDUC 721 <i>Human Development and Schooling</i>	3	<p>Discusses cognitive, social, personal, and affective development across the life span from early childhood through college years. Focuses on how school, classroom, and home/family contexts influence the trajectory of individuals’ development over the course of schooling.</p> <p>https://lsa.umich.edu/cg/cg_detail.aspx?content=2220PSYCH723001&termArray=f_19_2260,su_19_2250,ss_19_2240,sp_19_2230,w_19_2220</p>
Psychology	Psych 751 <i>Cognitive Development</i>	3	<p>This is the graduate core course in cognitive development, focusing on thinking and intellectual growth from infancy through late life. (There will be greater emphasis on development to adulthood; later developments are covered further in the core course on the psychology of</p>

			<p>aging.) Topics covered include: concepts, literacy, numeracy, problem-solving, memory, and individual differences, as well as influences on cognitive development such as family interactions, schooling, television, cultural differences and more. We will consider historical development of the field, including its leading figures, but will focus particularly on recent theory and research (both experimental and observational). There will be occasional lectures but most often the course will run in a seminar format. Permission of the instructor is required for persons who are not graduate students in psychology or one of its combined or interdisciplinary programs.</p> <p>https://www.lsa.umich.edu/cg/cg_detail.aspx?content=2260PSYCH751001&termArray=f 19 2260</p>
Psychology	Psych 757 <i>Social Development</i>	3	<p>This course will rely on an ecological framework to survey the field of children's social development. Different theoretical approaches to the study of social development will be reviewed as well as factors relating to individual (e.g., gender, temperament, race), interpersonal (e.g., peer relationships), familial (e.g., parents, family structure), and socio-environmental influences (e.g., schools, neighborhoods, and culture) on children.</p> <p>Although the readings are primarily related to childhood and adolescence, the course will involve a lifespan approach on the topics. All readings (chapters and journal articles) for class will be provided on the course website.</p> <p>https://lsa.umich.edu/cg/cg_detail.aspx?content=2220PSYCH757001&termArray=f 19 2260,su 19 2250,ss 19 2240,sp 19 2230,w 19 2220</p>
Psychology	Psych 759 <i>Proseminar in Developmental Psychology</i>	2	<p>This graduate seminar considers social and cognitive functioning across the lifespan. We consider models of normal development in childhood, adulthood, and old age. We examine findings from cross-sectional and longitudinal studies investigating age, cohort differences and lifespan change. We will discuss the major theories and research currently influencing developmental science. Of special interest is how early life, especially early life circumstances are related to later life functioning.</p> <p>https://www.lsa.umich.edu/cg/cg_detail.aspx?content=2260PSYCH759001&termArray=f 19 2260</p>
Psychology	Psych 796 <i>Development in Infancy</i>	3	<p>This course focuses on the cognitive, language, social and emotional development of infants starting in the newborn period and up thru two years. Infancy is recognized as a special and important period of human development with its own theories and methods that only partly overlap with those for older individuals. We will consider the theoretical perspectives and research designs used to understand infants and infant development as well as the empirical work that addresses infant behavior, cognition, interaction and development. The primary focus will be on normative development for infants as well as their social-developmental contexts, but we will also give some consideration to special populations of infants.</p> <p>https://lsa.umich.edu/cg/cg_detail.aspx?content=2220PSYCH796001&termArray=f 19 2260,su 19 2250,ss 19 2240,sp 19 2230,w 19 2220</p>
Psychology	Psych 875 <i>Introduction to Child Therapy</i>	3	<p>This graduate course in the doctoral clinical science program is designed to provide an introduction to psychotherapy with children, youth and their families. The course will discuss various psychotherapies including the conceptual basis for treatment, intervention procedures, evidence on the</p>

			<p>effectiveness of treatment, and developmental aspects of treatment. Attention will also be given to ethical and cultural considerations in psychotherapy. The course includes topics such as anxiety, mood disorders, externalizing disorders (e.g., ADHD, ODD), suicidality/self-injurious behaviors, eating disorders, autism and trauma.</p> <p>https://www.lsa.umich.edu/cg/cg_detail.aspx?content=2260PSYCH875001&termArray=f_19_2260</p>
Public Policy	<p>PUBPOL 710.002</p> <p><i>Preventing Child Abuse and Neglect</i></p>	3	<p>This class is an interdisciplinary problem solving class offered at the Law School through the Problem Solving Initiative (PSI).</p> <p>In Michigan, many children are subject to formal child abuse and neglect investigations, and those children are at high risk of subsequent maltreatment, poor school performance, foster care placement, and other adverse life outcomes. Multidisciplinary teams of students will develop tools to identify at-risk children, mitigate risks of maltreatment and removal from the home, and engage with at-risk families. Students will incorporate evidence and ideas from education, law, health sciences, public policy, social work, information, and other fields to develop innovative solutions.</p> <p>http://fordschool.umich.edu/courses/fall/2019/pubpol-710002</p>
Public Policy Education	<p>PUBPOL 712</p> <p>EDUC 712</p> <p><i>Causal Inference in Education Policy Research: Preschool, Elementary and Secondary</i></p>	3	<p>This course focuses on rigorous evaluation of policies and interventions intended to support children's early learning and success in K-12. Evaluations will be discussed in the context of the current and historical landscape. Specific topics will include theories across developmental psychology and economics, school accountability, teacher-focused policies, and digital learning.</p> <p>http://fordschool.umich.edu/courses/fall/2018/pubpol-712</p>
Law	<p>LAW 673</p> <p><i>Family Law</i></p>		<p>This course will provide an overview of contemporary family law. The course will cover constitutional questions such as the state's power over private relations, access to marriage, gender equality, and the rights of parents to raise their children. It will examine marriage, non-marital families, economic rights and obligations, intra-family violence, parenthood including adoption, surrogacy and assisted reproductive technologies, divorce, child support, child custody and visitation, child protection and foster care, dispute resolution methods, and private agreements in family law (prenuptial and separation). We will address ethical issues and the practice of family law. The course will consider the rapid trajectory of doctrinal and cultural change in modern family law and provide a foundation for understanding and participating in the ongoing evolution of the field. The course will include several practice-based exercises throughout the semester.</p> <p>http://www.law.umich.edu/CurrentStudents/Registration/ClassSchedule/Pages/AboutCourse.aspx?crseId=030066</p>
Law	<p>LAW 910 & 911</p> <p><i>Child Advocacy Clinic & Child Advocacy Clinic Seminar</i></p>		<p>The Child Advocacy Law Clinic provides students with an in-depth, interdisciplinary experience in problems of child abuse and neglect and of children in foster care. The clinic represents parents in one Michigan county, children in another, and the Michigan Child Protection Agency in six counties all in specific child maltreatment and termination of parental rights cases. With close support and supervision of an interdisciplinary faculty, the law student addresses the complex legal, social, emotional,</p>

			<p>ethical, and public policy questions of when and how the state ought to intervene in family life on behalf of children. Law students will work with practicing professionals, faculty, and students from social work, psychology, pediatrics, and psychiatry. The Child Advocacy Law Clinic seeks to introduce students to their new lawyer identity, the substantive and skill demands of this new role, and the institutional framework within which lawyers operate. The Clinic especially focuses on the relationship between the lawyer and other professionals facing the same social problem. Building on the field experience of actual case handling as a basis for analysis, it seeks to make students more self-critical and reflective about various lawyering functions they must undertake. Students are asked to integrate legal theory with real human crises in the cases they handle. Students will develop habits of thought and standards of performance and learn how to learn from raw experience for their future professional growth. Students must enroll for the 4-credit clinic and the 3-credit seminar, taken concurrently. The Child Advocacy Law Clinic meets the New York Pro-Bono requirement. CALC is a 7 credit course, all credits are graded. The Clinic seminar fulfills the Law School's professional responsibility requirement for graduation, but does not fulfill the New York State Bar ethics requirement.</p> <p>http://www.law.umich.edu/CurrentStudents/Registration/ClassSchedule/Pages/AboutCourse.aspx?crseId=030254</p>
Law	<p>LAW 958 & 959</p> <p><i>Pediatric Advocacy Clinic & Pediatric Advocacy Clinic Seminar</i></p>		<p>Pediatric Advocacy Clinic The Pediatric Advocacy Clinic (PAC) is one of the first medical-legal partnerships to be based in a law school setting. Through this partnership, students are able to reach families most in need of legal assistance and become part of an interdisciplinary team working to improve child health. Casework includes domestic violence and family law, special education, Medicaid appeals, and low-income housing conditions. Students in the clinic take "first chair" responsibility for their cases and are involved in all aspects of a case. They learn a range of advocacy skills, from preventive legal advocacy (focusing on identifying issues at an early stage and on developing creative, multidisciplinary approaches to addressing them) to traditional litigation skills in both administrative and trial court settings. The PAC is 7 credits (4 for the seminar and 3 for the clinic) and all credits are graded. The PAC meets the New York Pro Bono requirement. The Clinic seminar fulfills the Law School's professional responsibility requirement for graduation, but does not fulfill the New York State Bar ethics requirement. For more information, please contact Debra Chopp (dchopp@umich.edu).</p> <p>http://www.law.umich.edu/CurrentStudents/Registration/ClassSchedule/Pages/AboutCourse.aspx?crseId=040744</p>
American Culture Sociology	<p>AMCULT 221</p> <p>SOC 221, Section 001</p> <p><i>Unequal America: Understanding Social Inequality</i></p>	4	<p>The topic of social inequality has recently garnered much public attention. As a topic of scientific study, social inequality has a long and rich history and, in one way or another, continues to underlie most sociological inquiry. In this course, you will gain a broad overview of social inequality by learning about the main theories and empirical findings provided by classical and current sociological research. By the end of the course, you will not only be able to distinguish and describe the many different forms that social inequality takes in today's society – inequality in social class, income, wealth, education, race, or gender – but also understand some of its most important causes and consequence. That is, where does inequality come from and what does it do? You will also develop an understanding of the dynamics of social inequality as you</p>

			<p>learn how inequality shapes the life-course of individuals and families and how inequality is transmitted across generations. Finally, this course will provide you with a broad and international perspective on how inequality is influenced by a variety of factors, from neighborhoods, to national policies and institutions, to global forces. The overriding aim is that you will gain a clear understanding of one of today's most urgent social challenges.</p> <p>https://www.lsa.umich.edu/cg/cg_detail.aspx?content=2220AMCULT221001&termArray=f 19 2260,w 19 2220</p>
American Culture	<p>AMCULT 321</p> <p><i>Detroit Initiative: Empowering Families and Communities</i></p>	4	<p>This course is an experiential field course involving one visit per week to an African-American, Arab-American or Latino community in Detroit. Students are assigned to work with community-based organizations on projects to improve the well-being of children and families. Projects involve such activities as tutoring, developing outreach activities, assisting in child care settings, and working in community education projects.</p> <p>https://www.lsa.umich.edu/cg/cg_detail.aspx?content=2220AMCULT321001&termArray=f 19 2260,w 19 2220</p>
Sociology	<p>SOC 105, Section 001(Winter) Section 003 (Fall)</p> <p><i>First Year Seminar in Sociology: Sociology of Families</i></p>	3	<p>What's happening to the family today? One can't get through the news without seeing articles about changing family life and whether these changes are "good" or "bad" for society. This class will introduce you to key family topics using a sociological lens. We will cover dating, hooking up, living together, marriage, divorce, childbearing, parenthood, single-parenting, LGBT families, and the sheer diversity of family life. An emphasis throughout will be inequality in several forms such as gender, race/ethnicity, and social class.</p> <p>https://www.lsa.umich.edu/cg/cg_detail.aspx?content=2220SOC105001&termArray=f 19 2260,w 19 2220</p>
Education Public Health	<p>EDUC 717, Section 002 (Fall)</p> <p>PUBHLTH 741, Section 002 (Fall)</p> <p><i>Interdisciplinary Problem Solving</i></p>	3	<p>In Michigan, many children are subject to formal child abuse and neglect investigations, and those children are at high risk of subsequent maltreatment, poor school performance, foster care placement, and other adverse life outcomes. Multidisciplinary teams of students will develop tools to identify at-risk children, mitigate risks of maltreatment and removal from the home, and engage with at-risk families. Students will incorporate evidence and ideas from education, law, health sciences, public policy, social work, information, and other fields to develop innovative solutions.</p> <p>https://www.lsa.umich.edu/cg/cg_detail.aspx?content=2260EDUC717002&termArray=f 19 2260,w 19 2220</p>
Women's Studies	<p>WOMENSTD 324</p> <p><i>Childbirth and Culture</i></p>	4	<p>This course focuses on the distinctive sociocultural configurations of childbirth practices and beliefs in several different societies. The cross-cultural study of childbirth provides a basis for understanding the cultural logic underlying these practices and beliefs and expands our knowledge of women's perspectives on social change and the medicalisation of childbirth.</p> <p>https://www.lsa.umich.edu/cg/cg_detail.aspx?content=2260WOMENSTD324001&termArray=f 19 2260,w 19 2220</p>
Nursing	NURS 352	3	<p>Students will be challenged to think critically about aspects of male and female reproductive health using a continuum of care approach from health promotion through restoration. The effects that culture, society,</p>

	<i>Childbearing and Reproductive Health</i>		<p>technology, and economics have on childbearing and reproductive health will be discussed. We will explore factors influencing expression of human sexuality in the context of gender and age.</p> <p>https://nursing.umich.edu/academics/nursing-courses/childbearing-and-reproductive-health</p>
Nursing	NURS 354 <i>Infant, Child and Adolescent Health and Illness</i>	5	<p>This nursing care course focuses on infants', children's, and adolescents' health and illness within the context of their families and relevant environments. Students will also examine the impact of, and respond effectively to, the health care system and personnel, including legal, ethical, and advanced informational and monitoring technologies when delivering health and illness care to infants, children, and adolescents.</p> <p>https://nursing.umich.edu/academics/nursing-courses/infant-child-and-adolescent-health-and-illness</p>
Nursing	NURS 557 <i>CDM I: Infant, Child, and Adolescent Health: Wellness and Management of Common Illness</i>	1-8	<p>This course will focus on issues relevant to the advanced theory based practice of nursing in providing primary health care to infants, children, and adolescents in families, including promoting physical and psychosocial health and development and managing various common child, adolescent, and parental concerns. Class topics will be approach from a developmental perspective.</p> <p>https://nursing.umich.edu/academics/nursing-courses/cdm-i-infant-child-adolescent-health-wellness-management</p>
Nursing	NURS 561 <i>Care of the Childbearing Woman</i>	1	<p>The purpose of this course is to provide the nurse-midwifery student with an introduction to the essential concepts and skills necessary for providing prenatal care to essentially healthy women experiencing normal pregnancies. The focus of this course will be on the normal physiological changes of pregnancy and how nurse-midwives support the pregnant woman and her family as they experience these changes and anticipate the birth of their newborn.</p> <p>https://nursing.umich.edu/academics/nursing-courses/care-of-the-childbearing-woman</p>
Nursing	NURS 568 <i>Critical Elements in the Study of Family and Health</i>	3	<p>In this course, students will analyze multiple theoretical perspectives and empirical literature as a basis for understanding diverse families and the complex nature of the interrelationships among family, health, illness and health related behaviors across the life span. These interrelationships will be examined with the context of critical social, cultural/ethnic/racial, political, economic, and technical environments. Current trends regarding family structure and function will be analyzed to build a comprehensive understanding of the changing nature of families. Implications of family theories, nursing conceptual frameworks, and the empirical literature for clinical practice with families across the lifespan will be emphasized. Particular attention will be given to developing a theoretical approach to definition of family and family assessment, interviewing skills, and identification of family interventions that promote the health of the family unit.</p> <p>https://nursing.umich.edu/academics/nursing-courses/critical-elements-study-families-and-health</p>
Nursing	NURS 617 <i>CDM II: Infant, Child, and</i>	7	<p>This course will focus on providing health care to infants, children, and adolescents within the full scope of advanced practice (wellness, common minor health problems, and acute and chronic illness). Students will incorporate into advanced nursing practice the knowledge and skills of</p>

	<i>Adolescent Health: Health Care Across Multiple Settings</i>		pediatric primary health care, a development focus, and theoretical and conceptual perspectives important for the care of children across multiple settings. https://nursing.umich.edu/academics/nursing-courses/cdm-ii-infant-child-adolescent-health
Nursing	NURS 640 <i>Nursing Care of Childbearing Family</i>	2	The purpose of this antepartum course is to prepare the Family Nurse Practitioner (FNP) student to begin to function in the role of antepartum care provider. Students will manage the antepartum course of essentially healthy women while beginning to assess for deviation from normal (which may result in collaboration or referral). Psychosocial and cultural aspects of pregnancy within the family structure will be applied to each topic. Issues of health enhancement, nutrition, exercise and sexuality will be stressed. https://nursing.umich.edu/academics/nursing-courses/nursing-care-childbearing-families
Nursing	NURS 674 <i>CDM III: Advanced Primary Care Nursing of Adults and Families with Complex Systems</i>	8	This capstone clinical course prepares the student to synthesize and apply concepts and knowledge critical for advanced practice primary care nursing with complex individuals, families, and communities. This course will prepare the student to assess and manage acute and chronic illness in addition to social, behavioral, developmental, and lifestyle issues in primary care. https://nursing.umich.edu/academics/nursing-courses/cdm-iii-advanced-primary-care-complex-systems
Nursing	NURS 676 <i>Intrapartum, Postpartum, and Newborn Care</i>	2-7	Provides the knowledge needed for the care and management of the uncomplicated mother and baby through intrapartum and the immediate postpartum period. The student is expected to screen for common complications and manage selected emergency situations. Assessment and care for the newborn in transition from an intra-uterine to extra-uterine environments is included. Parent-infant attachments is included, with promotion of childbearing education to families of varying cultural origins. https://nursing.umich.edu/academics/nursing-courses/intrapartum-postpartum-and-newborn-care
Educational	EDUC 250 <i>Growing up in School – Education and Development from a Global Perspective</i>	3	This course will compare the development of children in schooling systems cross-culturally, looking at the period from preschool to college entrance selection. By comparing education in diverse societies we will identify both universal features of development and particular ways that different societies promote the development of healthy, competent adults. http://www.soe.umich.edu/academics/courses/educ_250/
Educational	EDUC 311 <i>Home, School, and Community: Realities, Interventions and Policies for Young Children in Poverty</i>	3	This course takes an ecological perspective on the experiences of young children in poverty (ages 0-8) in the U.S. and examines the educational, social, and economic services and policies meant to support them and their families. http://www.soe.umich.edu/academics/courses/educ_311/
Educational	EDUC 460	3	Based on research on equitable teaching practices, this course focuses on communicating with diverse individuals and audiences, listening across difference, supporting learning in diverse domains, assessing learning and

	<i>Equity in Everyday Practices</i>		<p>impact, giving feedback, designing and leading meetings and convenings, using artifacts and texts, and attuning the work to participants' experiences and identities.</p> <p>http://www.soe.umich.edu/academics/courses/educ_460/</p>
Educational	EDUC 517 <i>Early Childhood Education: Policy Issues</i>	3	<p>Considers a number of issues of concern to the field such as day care, work and family, readiness testing, and poverty and public responsibility. Course is focused on one or two issues each semester.</p> <p>http://www.soe.umich.edu/academics/courses/EDUC_517/</p>
Educational	EDUC 606 <i>Developmental and Psychological Perspectives on Education</i>	0.5-3	<p>Discusses developmental theories and psychological research and their application to educational problems at the classroom and school levels. Theories and research are presented from cognitive-developmental, cognitive science, social constructivist, and motivational perspectives.</p> <p>http://www.soe.umich.edu/academics/courses/EDUC_606/</p>
Educational	EDUC 736 <i>Educational Realities, Interventions, and Policies for Young Children in Poverty</i>	3	<p>This course details the educational landscape for young children (age 0-8) in poverty, as well as specific interventions and policies meant to improve their educational and outcomes. We will cover inequities to learning opportunities across the 0-8 age span, resultant gaps in children's skills, the theories upon which different policies and interventions targeting this population are based, and the degree to which these policies and interventions accomplish their goals. Students will become critical analysts of educational interventions and policies for young children in poverty.</p> <p>http://www.soe.umich.edu/academics/courses/educ_7361/</p>
Public Health	PUBHLTH 308 <i>Black American Health: A Focus on Children, Families, and Communities</i>	3	<p>Description: Given persistent challenges to Black American health in the US, this course explores fundamental systems aiding to and robust strengths resisting against health inequalities. Taking a culturally-specific approach to understanding lived experiences of Black Americans, we examine ways in which systems adapt to and must change for optimal health development.</p> <p>Course Goals: Students will better understand social issues negatively impacting Black American health while recognizing the sociocultural capital inherent within this population to repudiate such health inequalities. Students will conceptualize solutions to child, family, community, and system-level factors contributing to health disparities.</p> <p>Competencies: none for undergrad courses</p> <p>https://sph.umich.edu/academics/courses/course.php?courseID=PUBHLTH308</p>
Health Behavior and Health Education	HBEHED 540 <i>Reproductive Health</i>	3	<p>The course provides a comprehensive introduction to the field of reproductive health, in the USA and internationally. The course will introduce students to historical trends in the global burden of reproductive ill-health, the social ecology of reproductive risk, clinical health practice, and current controversies in policy and practice. Through a comparative look at reproductive health needs (e.g. maternal morbidity, contraceptive use, STI care and HIV-related services), in a range of diverse social settings, we will critically examine the logic and impact of current international standards for RH policy and practice.</p> <p>https://sph.umich.edu/academics/courses/course.php?courseID=HBEHED540</p>

Health Behavior and Health Education	HBEHED 614 <i>Women's Health and the Timing of Reproduction</i>	3-4	Applies a systems perspective to examine the personal, social, and cultural factors that influence the age at which women initiate childbearing and the implications of these factors for the health of women and infants. Topics include teenage childbearing, Black American fertility patterns, infant mortality, ethnographic and other research methods, and related policy issues. Reviews current, historical, and cross-cultural examples. Students apply course concepts and methodologies to specific research and policy questions. https://sph.umich.edu/academics/courses/course.php?courseID=HBEHE614
Health Behavior and Health Education	HBEHED 629 <i>Families and Health</i>	3	This course will examine families as a primary context for understanding health and health-related behaviors. Major topics include: 1) models and theories of the family, 2) history and current status of family-based practice, 3) the impact of demographic trends and their impact on family structure and functioning, 4) family diversity with respect to social status groups, ethnicity, and culture and their implications for understanding health phenomena, 5) families as the context for socialization to health beliefs and practices, 6) the provision of family-based care, and 7) health profiles of family members and their family roles. https://sph.umich.edu/academics/courses/course.php?courseID=HBEHE629
Health Behavior and Health Education	HBEHED 634 <i>Child Health and Development</i>	3	Health outcomes for many children in the United States lag behind those of other developed countries. Moreover, significant socio-economic disparities exist in child morbidity and mortality. This course takes a developmental and social-contextual perspective on child health in the US, focusing on key concepts, current issues and intervention approaches. https://sph.umich.edu/academics/courses/course.php?courseID=HBEHE634