



COURSE OUTLINE

SW 421

Human Development in a Social Context

45 HOURS  
3 CREDITS

PREPARED BY: Yvette Lepage

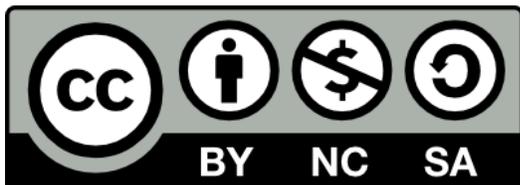
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APPROVED BY: Andrew Richardson

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APPROVED BY ACADEMIC COUNCIL: Click or tap to enter a date

RENEWED BY ACADEMIC COUNCIL: Click or tap to enter a date



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The Course Outline Template is approved by the Academic Council on June 20, 2018

## Human Development in a Social Context

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INSTRUCTOR: Yvette Lepage	OFFICE HOURS: By appointment
OFFICE LOCATION: TBA	CLASSROOM: A2714
E-MAIL: ylepage@yukoncollege.yk.ca	TIME: 9:00 am to 12:00 noon
TELEPHONE: 668-8805, HEHS Office	DATES: Mondays, Jan 6 - April 4

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### COURSE DESCRIPTION

This course examines the interface of lifespan human development (biological, emotional, intellectual, spiritual and social) with the social and cultural environment in which people live, with application for social work practice.

### PREREQUISITES

Admission to BSW program

### EQUIVALENCY OR TRANSFERABILITY

For information about the transferability of this course, please contact the Bachelor of Social Work office.

### LEARNING OUTCOMES

*Upon successful completion of the course, students will have gained:*

- An understanding of the complex interplay of biological, psychological, social, and cultural forces that influence human development, as a foundation to providing social work assessments.
- Critical thinking skills in applying theoretical perspectives and research findings to social work practice. <sup>[1]</sup><sub>SEP</sub>
- Awareness of issues related to human development and behaviour over the

lifespan.

- Capacity to recognize personal developmental experiences and biases in human growth and behaviour through self-reflection and applied learning. [L] [SEP]

## COURSE FORMAT

This course is intended to support social work students in developing their understanding of the complex interplay of forces that influence human development and to prepare them for applying this knowledge in professional practice.

In the weeks that follow we will be drawing upon the text to examine each phase of the human life span from prenatal development through to very late adulthood. Through in-class discussions and group activities, content from the readings and lectures will be applied in the context of social work assessment and potential interventions. [L] [SEP]

A variety of instructional methods will be used including formal lectures, student presentations, and group discussion. Students will have multiple opportunities to practice skills required in the field. Students are further encouraged to enhance learning for themselves and others by contributing their own resource materials, knowledge, and experience to class discussions and activities. [L] [SEP]

## ASSESSMENTS:

### Attendance & Participation

*Punctual attendance and full participation are essential* in achieving the learning outcomes of this course. You are strongly encouraged to attend all classes, be prepared to participate (by completing the readings and assignments on the dates due) and to engage with others in an open and collaborative manner. [L] [SEP] Full participation will not only benefit you, but will also enhance the learning environment for your student colleagues. [L] [SEP] Please see the course Moodle page to understand more about how your participation in class will be evaluated.

**IMPORTANT:** Students missing more than two classes will lose 5% of their total grade for *each* additional class missed. For example, if you miss three classes, you will have 5% taken off your final grade; four classes will result in a 10% deduction, etc. If you miss more than two classes, you may choose to speak with the instructor and ask for an additional assignment or assignments to complete in lieu of a deduction

in your final mark. It is at the instructor's discretion whether to grant this request and to determine the content and format of the assignment. This additional assignment must be completed satisfactorily prior to the end of term.

It is your responsibility to ensure that you have signed the attendance sheet at the beginning of each class, as this is the document that will be used to determine whether deductions for absenteeism will be applied.

## Assignments

Detailed description of assignments and associated requirements will be provided on the first day of class. **Please note - all written assignments must meet the standard for accuracy in grammar and punctuation that is expected at a university level. Written assignments must also be well organized and typed/computer generated. Errors in spelling, grammar, and punctuation will affect your mark. You must use APA format.**

**Due dates:** Assignments are to be submitted by email to the instructor, and by midnight on the date the assignment is due. Any hard copies of work submitted outside of class time must be signed and dated by Applied Arts or Health, Education and Human Services administrative staff. If you have serious extenuating circumstances please speak with your instructor in advance of the due date, regarding the possibility of an extension.

**Rewrites:** The instructor is under no obligation to provide you opportunities to re-do your work after it has been submitted for marking. If you *are* given an opportunity to re-submit an assignment for marking, the highest grade you can obtain is 70%.

### Assignment 1 - Developmental Lifeline Presentation and Papers (Total 30%)

Early on in the course, you will be guided through the process of creating a visual representation of a *personal* developmental lifeline that identifies and demonstrates your understanding of some of the key influences that have impacted your own development from infancy through to young adulthood. You will share your developmental journey in small groups with your student colleagues.

For the written component of this assignment you will be submitting three "mini-papers" rather than one large one. Evaluation will be based upon a demonstrated understanding and application of course material in the context of your own developmental journey.

## Assignment 2 - Major Paper: Development in a Social Context (30%)

For this assignment students will be using Erikson's psychosocial stages as a theoretical lens through which to consider and explicate the impact of the social environment (i.e., familial, cultural, socio-political) on the social and emotional development of an adult. By applying and critiquing Erikson's contribution in context of social work assessment and potential interventions, you will demonstrate your understanding of the theory, as well as your capacity for critical thinking in applying theory to practice.

### Tests

There will be a midterm exam followed by a series of weekly online quizzes. There will be **NO FINAL EXAM** for this course. Both the midterm exam and the quizzes will be comprised of multiple choice and short answer questions based upon assigned readings and/or formal lectures.

### EVALUATION:

Assignments	60%
Midterm Exam	25%
Weekly Quizzes	15%
Total	100%

### REQUIRED TEXT

Hutchison, E.D. (2019). *Dimensions of Human Behavior: The changing life course*. (6<sup>th</sup> ed.). Thousand Oaks, USA: Sage Publications, Inc.

### SUPPLEMENTARY MATERIALS

Any additional readings assigned will be provided by the instructor or placed on reserve in the library.

### ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

## PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

## YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukoncollege.yk.ca/yfnccr](http://www.yukoncollege.yk.ca/yfnccr).

## ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC): [lac@yukoncollege.yk.ca](mailto:lac@yukoncollege.yk.ca).

## TOPIC OUTLINE

### January 6, 2020 - Week 1: Human Development and Social Work Practice

In this first week, students will be provided with an overview of the course, assignments, and desired learning outcomes. Students will be introduced to the Life

Road Map, the basis for their first assignment. There are no required readings for this week.

### January 13, 2020 - Week 2: Theory and Foundations of Human Development

Key concepts & activities:

- Theory, models, perspectives in SW practice
- Activity: Applying theory to practice - Kayleigh's story revisited
- Case study construction in preparation for Assignment 2

#### Required readings

Hutchison, E.D. (2019). *Dimensions of Human Behavior*:  
~ Chapter 1, A Life Course Perspective

### January 20, 2020 - Week 3: Conception, Pregnancy, and Childbirth

Key concepts & activities:

- Highlights from readings
- S.W. AX and a bit about FASD
- Activity: Case study - Julie and Sean

#### Required readings

Hutchison, E.D. (2019). *Dimensions of Human Behavior*:  
~ Chapter 2, Conception, Pregnancy, and Childbirth

### January 27, 2020 - Week 4: Infancy and Toddlerhood

Key concepts & activities:

- Highlights from readings, supplemental resources
- Introduction to Erik Erikson's psychosocial theory of development
- Fostering Attachment
- Case study: Denny in Transition

#### Required readings

Hutchison, E.D. (2019). *Dimensions of Human Behavior*:  
~ Chapter 3, Infancy and Toddlerhood

Neckoway, R., Brownlee, K., & Castellan, B. (2007) *Is attachment theory consistent with Aboriginal parenting? (On Moodle)*

CBC Ideas Podcast *Hold Me Tight (On Moodle)*

**February 3, 2020 - Week 5: Early Childhood**    *Mini Paper #1 is due today!*

Key concepts & activities:

- Physical, cognitive, emotional, and social development in early childhood
- The importance of play
- Erikson's "Initiative versus Guilt"
- Protective factors in early childhood
- Case study: Tara

### Required readings

Hutchison, E.D. (2019). *Dimensions of Human Behavior*:  
~ Chapter 4, Early Childhood  
~ Revisit Chapter 3, Cognitive Development - pp. 88-92

**February 10, 2020 - Week 6: Middle Childhood**

Key concepts & activities:

- View film "Challenge in Old Crow":
- Group Activity: Strengths and Challenges in Old Crow through Social Work's application of the Ecological Lens
- Review of highlights from the readings

### Required readings

Hutchison, E.D. (2019). *Dimensions of Human Behavior*:  
~ Chapter 5, Middle Childhood

**February 17, 2020 - Week 7: Adolescence**    *Mini Paper #2 due today!*

Key concepts & activities:

**Required readings**

Hutchison, E.D. (2019). *Dimensions of Human Behavior*:  
~ Chapter 6, Adolescence

**February 24, 2020 - Week 8: Midterm**

**March 2, 2020 - Week 9: Student Presentations of Developmental Roadmaps**

Key concepts & activities:

- Orientation to presentations
- Presentations of Developmental Road Maps
- Bit of debrief plus “Spiritual Road Map” example
- Mid(ish)-point course evaluation

**March 9, 2020 - Week 10: Young Adulthood**

Key concepts & activities:

- Brainstorming: *What is young adulthood?*
- Theoretical approaches to young adulthood
- Survey of your peers
- Fostering success, intimacy, and spiritual growth
- Risks and protective factors
- Findings: Yukon Health report on substance abuse
- Activity: Applying theory to practice - Jeanette’s story

**Required readings**

Hutchison, E.D. (2019). *Dimensions of Human Behavior*:  
~ Chapter 7, Young Adulthood

**Recommended listening:**

Podcast Therapist Uncensored Attachment 101, Pts. 1 & 2

**March 16 - NO CLASS (Reading Week)**

**March 23, 2020 - Week 11 - Middle Adulthood Mini Paper #3 due today!**

Activities:

- A review of highlights from readings and Berk (2014)
- The Game of Midlife

**Required readings**

Hutchison, E.D. (2019). *Dimensions of Human Behavior*:  
~ Chapter 8, Middle Adulthood

**March 30, 2020 - Week 12: Late Adulthood & Very Late Adulthood**

Activities:

- Highlights from readings and other sources
- Virtual home visit with Mme. Pellerin-Cormier for “future planning”
- Case study: John - strengths, risks, and potential interventions
- Plan for next week

**Required readings**

Hutchison, E.D. (2019). *Dimensions of Human Behavior*:  
~ Chapter 9, Late Adulthood  
~ Chapter 10, Very Late Adulthood

**April 06, 2020 - Week 13: The Developmental Impact of Trauma**

Key concepts and Activities:

- Trauma versus Chronic Traumatic Stress (CTS)
- The impact of CTS on development
- Additional considerations for assessment
- Fostering resilience

**Required reading (Posted on Moodle):**

Renn, P. (2012). Contemporary perspectives on psychological trauma and affect regulation. In *The silent past and the invisible present: Memory, trauma and*

*presentation in psychotherapy*. (pp. 19 - 26) New York, N.Y.: Taylor & Francis Group, LCC

Recommended reading:

Hutchison, E.D. (2019). *Dimensions of Human Behavior*:  
~ Revisit Ch 3 - Risks to healthy infant and toddler development pp. 107 - 113

**Assignment 2 - Major Paper one week after the last class - April 13, 2020**