

APPLIED ARTS DIVISION
SW 421
Human Development in a Social Context
3 Course Credits
Winter, 2021

University
of Regina



COURSE OUTLINE

SW 421
HUMAN DEVELOPMENT IN A SOCIAL CONTEXT

3 CREDITS

PREPARED BY: Name, Instructor

DATE: Click or tap to enter a date

APPROVED BY: Name, Title

DATE: Click or tap to enter a date

APPROVED BY SENATE: Click or tap to enter a date

RENEWED BY SENATE: Click or tap to enter a date



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HUMAN DEVELOPMENT IN A SOCIAL CONTEXT

INSTRUCTOR: Michael Buurman	OFFICE HOURS: By appointment
OFFICE LOCATION: Online via Zoom	CLASSROOM: Online via Zoom
E-MAIL: Michael.buurman@yukonu.ca	TIME: 7:00-9:55 pm
TELEPHONE: HEHS Office 867.668.8845	DATES: Mon. Jan. 4 th - April 12th

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 Bachelor of Social Work Program.

EQUIVALENCY OR TRANSFERABILITY

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

RELATED COURSE REQUIREMENTS

It is highly recommended that all students have access to a computer or other device and Internet to do their studies. The minimum specifications for a student device are as follows:

Requirement	Windows-based PC	Apple Mac/macOS-based PC
Operating System	Windows 10	macOS X
Web Browser	Firefox, Edge or Google Chrome	Firefox, Edge or Google Chrome
RAM/Memory	4 GB	4 GB
Storage	5 GB of available space	5 GB of available space

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.
- 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.

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.

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.

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. Full participation will not only benefit you but will also enhance the learning environment for your student colleagues. 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%.

Assignments for SW 421: Human Development in a Social Context

Please note: All assignments must be written in APA style, unless otherwise directed. Furthermore, they must also meet the standard for accuracy in grammar and punctuation that is expected at a university level. Written assignments should be well organized and typed/computer generated. Failure to meet this expectation will be reflected in your marks.

Assignment 1 – Developmental Road Map and Three Mini Papers (Total of 30%)

The purpose of the assignment is to give you the opportunity to apply what you have been learning about human development to your own life experience. Not only will this provide the means to develop a deeper understanding of course materials, it will also affirm, perhaps also deepen, your appreciation for what it means to remember and to share one's story with others.

This assignment is comprised of two parts: 1) a written component made up of three short papers and 2) a presentation of a your personal road map to your student colleagues. The presentation of your road map may be in the context of small groups or you might share with the class as a whole - depending on the number of students in the class.

Over the first half of the term you will submit three separate “mini” papers. With each paper you will consider one of three different developmental periods of your own life. You will explore these periods, comparing, contrasting, and critically reflecting on how theory, research, and your life intersect.

Evaluation for this assignment will be based upon two components: 1) how well you seem to understand and are able to apply course material, and 2) the sharing your road map with the class, including your participation in facilitated group discussion.

Constructing your Road Map

Your personal developmental road map should identify some of the key events and circumstances that you are comfortable sharing, and that may have impacted you from before you were born (prenatally) through to and including your adolescence. You will then be asked to share your “road map” with your student colleagues. Recommendations for preparing your roadmap are detailed below.

In constructing your Developmental Road Map, the following steps are recommended:

Step One: Preparation

To prepare you in constructing your own developmental road map, it is recommended that you sketch out key moments of your life. These may be represented in the form of a journal entry, or if you prefer, you may create a timeline that identifies the significant events and influences through this period. **Please note: you are not required to submit steps one and two for**

evaluation. They are included here in order to facilitate this process for you.

Step Two: Brainstorm “life as journey” metaphors

Take a moment to consider metaphors that may relate to being on a *developmental* life journey. Before drawing your map, brainstorm things people might encounter when they take a trip or journey. Items on this list might include: stop signs, speed bumps, dead ends, or steep climbs. Use metaphor to communicate the *experience* of the impact these events had on your own development.

Step Three: Constructing your “developmental road map”:

Keep in mind that you will be asked to share these graphic representations to the class, so please do not include in this visual form any content you are not prepared to share with your classmates.

- a. Obtain a piece of paper, fabric, board, or some other surface that appeals to you.
Use it to map out your journey. You might draw a line to represent the ‘ups’ and ‘downs’ of your life, from birth through adolescence. The most important thing to keep in mind is that the form this journey takes should include some of the important events or circumstances that have shaped your life.
- b. Include details that relate to the bio-psycho-social-spiritual and cultural influences that may have impacted your development.
- c. When you have completed the above, you might take some time to consider your thoughts and feelings during these key events. Were you, for example, happy, sad, excited, or uncertain? Consider using symbols and/or metaphor to indicate this on your road map.

Step Four: Sharing and debrief (6%)

You will be asked to share your “map” with your student colleagues. **6% of your total mark for this assignment** will be based upon your ability to present:

- A succinct but complete summary of your road map, highlighting key events and how you feel they impacted your development, and;
- Examples of how you might apply the learning from this exercise in your professional practice. As student participant, you are also encouraged to ask your student colleagues questions and to contribute comments that enhance discussion and understanding. The presentation of your map will be peer evaluated and included as part of “participation” marks.

Written Component for Assignment 1 (Total 30% of final mark)

Based upon feedback from previous classes, what was originally one substantial paper has been split up into three “mini papers.” Your papers for this assignment should be constructed as follows:

Mini Paper # 1 - Snapshot & Prenatal Development through Toddlerhood (8%) Due Week 6

1. Write a brief (no more than two pages) “snapshot” of yourself, much like a “psychosocial summary” that you might write about a client. This summary should simply describe the *context* for your development - such as where you were born, your family constellation, and any social, economic, cultural, and/or political aspects that would have had a significant influence on your early development.
2. Summarize some of the key events or circumstances that may have

influenced the course of this part of your road map (i.e., protective and/or risk factors) that may have influenced your development from the prenatal period through toddlerhood. Consider and explore these in the context of what you have been learning about human development theories and research. **Important: Please see "General Guidelines for Use of Citation" on Moodle course page.**

Detailed requirements are as follows:

- Format: APA style, Times New Roman, 12-pt font, double-spaced
- Length: Minimum 4 pages, maximum 5 pages, not including cover page or references.

Mini Paper #2 - Early, Middle, and Late Childhood (8%) Due Week 9

1. As you did with your first mini paper, summarize some of the key events or circumstances that may have influenced the course of this part of your road map, this time, through your early to late childhood. Consider and explore these in the context of human development theories and research.

Detailed requirements are as follows:

- Format: APA style, Times New Roman, 12-pt font, double-spaced
- Length: Minimum 3 pages, maximum 5 pages, not including cover page or references.

Mini Paper #3 – Adolescence (8%) Due Week 10

1. Finally, summarize some of the key events or circumstances - the things that might have promoted or impeded your development through your adolescence. Consider and explore these in the context of human development theories and research.

2. Reflect on what you have learned through completing your lifeline and writing about your life history. For instance, how did it feel to revisit your story? What was it like to share it with others? Did what you were learning through studying human development change the way you understood your own experiences?
3. How might your experience with **learning about human development** and/or completing **this particular assignment** be of use to you in professional practice? For instance, how might this learning inform your approach to doing social work assessments, support planning, and/or social work intervention?

Detailed requirements are as follows:

- Format: APA style, Times New Roman, 12-pt font, double-spaced
- Length: Minimum 5 pages, maximum 7 pages, not including cover page or references.

Please ensure that you demonstrate your understanding and integration of developmental theories/perspectives with your personal experience. Use and cite appropriate reference materials as a basis to critically analyze and reflect upon your own development. For instance, it may be helpful to compare and contrast your own developmental needs and milestones with those of the typical course of development that is described in your text or in class lectures. Don't be afraid to critique!

Assignment 2 – Major Paper: Development in a Social Context (30%) Due Week

For this assignment you will be provided with some information upon which to further craft a case study of an adult – young, middle-aged, or an older adult. Then you will consider and explore the potential impact of the social environment (i.e., familial, cultural, socio-political) on the social and emotional development of this person. You will then reflect on the developmental aspects subject through the lens of Erikson's Psychosocial Development theory. Finally, you will consider how you might

apply your learning through

Part 2: Identify individual and sociocultural aspects that impact the subject's development.

As you reflect upon your case study, identify and explore the potential **emotional, psychological, and social** aspects that are implicated by the circumstances of this person's experience. How might these support or impede this person's development? Do you see any tensions between the individual and the social context? Are there resources or privileges available to your subject that will facilitate their capacity to develop?

Part 3: Analyze and explicate the person's situation through the lens of Erikson's theory.

Demonstrate your understanding of the potential psychosocial challenges associated with this period of development:

- According to Erikson, what developmental challenges are associated with this period of development?
- What would indicate to you that this person was/was not able to master these challenges? In other words, what might you observe or learn, and therefore consider as part of a social work assessment (e.g., strengths and/or vulnerabilities from Erikson's point of view)?
- Is there anything in the person's previous experience, any potential challenges from earlier stages of development, which may influence this person's capacity to master this current stage of development? **(Remember, if such details are not provided to you, you have the option to add them to your profile).**
- Given all of the above, what are the implications, again, from Erikson's perspective, for this individual in managing challenges that accompany aging in the future?

Conclude your paper with a brief statement regarding the ways in which this assignment has helped to prepare you for social work practice.

Detailed requirements are as follows:

- Format: APA style, Times New Roman, 12-pt font, double-spaced
- Length: Minimum 8 pages, maximum 12 pages
- References: Apart from your textbook, additional references for this assignment are always welcome but not required. *As always, choose your references with care. They must strengthen your stated position, be [applicable](#) to the subject at hand, and not simply serve as filler.* completing this exercise in future practice.

This assignment is comprised of four parts, as follows:

Part 1: Create a case study

Your instructor will provide you with the details of a person that will become the basis of your assignment. In the first part of your paper, you are asked to write a brief psychosocial summary - much like the case studies that you have read in your text, based upon the information provided by your instructor. **Include all information you have obtained from your instructor regarding your subject.** Add any additional details that serves to enrich your analysis. You may find it helpful to revisit slides from Week 2 of this course "Constructing a Case Study." Your summary should take no more than two pages, double-spaced.

EVALUATION:

Assignments	65%
Midterm Exam	25%
Quizzes & Intro. Assignment	15%
Final Exam	
Total	100%

REQUIRED TEXTBOOKS AND MATERIAL

Hutchison, E.D. (2019). *Dimensions of Human Behavior: The changing life course*. (6th 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 University.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon University 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 University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukonu.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 University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, they should contact the Learning Assistance Centre (LAC): lac@yukonu.ca.
