



COURSE OUTLINE

SW 421  
HUMAN DEVELOPMENT IN A SOCIAL CONTEXT

45 HOURS  
3 CREDIT COURSE

PREPARED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
Yvette Lepage, Instructor

APPROVED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
Dr. Andrew Richardson, Dean

APPROVED BY ACADEMIC COUNCIL: \_\_\_\_\_

RENEWED BY ACADEMIC COUNCIL: \_\_\_\_\_

YUKON COLLEGE  
Copyright April 2013

All right reserved. No part of this material covered by this copyright maybe produced or utilized in any form or by any means, electronic or mechanical, traded, or rented or resold, without written permission from Yukon College.

Course Outline prepared by Yvette Lepage, June 2015.

Yukon College  
P.O. Box 2799  
Whitehorse, YT  
Y1A 5K4



Applied Arts Division  
Human Development in a Social Context  
3 Credit Course  
Fall, 2015

## HUMAN DEVELOPMENT IN A SOCIAL CONTEXT

---

**INSTRUCTOR:** Yvette Lepage, MSW

**OFFICE HOURS:** BY Appt

**OFFICE LOCATION:** TBA

**CLASSROOM:** TBA

**E-MAIL:** ylepage@yukoncollege.yk.ca

**TIME:** Wednesdays, 9 am - 12 pm

**TELEPHONE:** (867) 668-8845 (message)

**DATES:** Sept 9 - Dec 18, 2015

---

### 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

Students will gain:

- 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.

## DELIVERY METHODS

- This course takes an “adult education” approach which facilitates active participation and meaningful collaboration of all student participants. See Course Requirements/Evaluation for detailed expectations.
- A variety of instructional methods will be used, including formal lectures and group discussion.
- Course content will be covered through formal lecture and assigned readings. Students will also be encouraged to enhance learning for themselves and others by contributing their own resource materials, knowledge, and experience to class discussions and activities.
- Students will have the opportunity to practice skills required in the field.

## COURSE REQUIREMENTS/EVALUATION

Students are expected to behave in courteous, mature and respectful ways in their interactions with others. Appropriate behaviour is required between students in the classroom, with the instructor, and at any time when students are interacting in relation to projects originating from this class.

*Punctual attendance and full participation is essential.* This means you must attend all classes, be prepared to participate (by completing the readings and assignments on the dates due) and willing to engage with others in an open and collaborative manner.

Classes will often include experiential components. Full participation will not only benefit you, but will also enhance the learning environment for your student peers.

**IMPORTANT:** Students missing more than two classes will lose 5% of their total grade for *each* additional class missed. (So, if you miss three classes, you will have 5% taken off your final grade; four classes will result in a 10% deduction, etc.) It is your responsibility to ensure that you have signed the attendance sheet at the beginning of each class.

## **GRADING DESCRIPTIONS (University of Regina Calendar)**

[http://www.uregina.ca/gencal/ugcal/attendanceEvaluation/ugcal\\_64.shtml](http://www.uregina.ca/gencal/ugcal/attendanceEvaluation/ugcal_64.shtml)

### **90-99 An outstanding performance with very strong evidence of:**

- An insightful and comprehensive grasp of the subject matter;
- A clear ability to make sound and original critical evaluation of the material given;
- Outstanding capacity for original creative and/or logical thought;
- An excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

### **80-89 Very good performance with strong evidence of:**

- A comprehensive grasp of the subject matter;
- An ability to make sound critical evaluation of the material given;
- A good capacity for original, creative, and/or logical thinking;
- A very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

### **70-79 Above average performance with evidence of:**

- A substantial knowledge of the subject matter;
- A good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- Some capacity for original, creative, and/or logical thinking;
- An above-average ability to organize, to analyse and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing.

### **60-69 A generally satisfactory and intellectually adequate performance with evidence of:**

- An acceptable basic grasp of the subject material;
- A fair understanding of the relevant issues;
- A general familiarity with the relevant literature and techniques;
- An ability to develop solutions to moderately difficult problems related to the subject material;
- A moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

### **50-59 A barely acceptable performance with evidence of:**

- Familiarity with the subject material;
- Some evidence that analytical skills have been developed;
- Some understanding of relevant issues;
- Some familiarity with the relevant literature and techniques;
- Partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- Basic competence in writing.

### **0-49**

- An unacceptable performance.

## GENERAL INFORMATION ABOUT ASSIGNMENTS

**Due dates:** Assignments are to be submitted **in class to the instructor, and on the date the assignment is due.** 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.

**Penalties:** Five (5) % of the assignment's value will be deducted for every day it is late, up to a maximum of five days, after which it will not be accepted.

**Writing Competence:** Competency in written work is a basic requirement for all students at a college or university level. Wherever possible, instructors are expected to obtain evidence of students' writing skills, and to require that students meet a reasonable standard of competence in their written work before they can be given a passing grade. Students who require additional academic assistance and/or wish to improve their writing skills may find it useful to contact the Writing Centre. Free 30-minute one-on-one coaching sessions are available in the YC Library. Appointments are arranged online [dl1.yukoncollege.yk.ca/writingcentre/](http://dl1.yukoncollege.yk.ca/writingcentre/). **Use the writing lab if you think you need to improve your written work.**

**Style:** Assignments must be typed and written using appropriate language. Carefully proof your work. **Errors in spelling, grammar, and punctuation will affect your mark.** You must use APA format.

**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%.

## OVERVIEW OF 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.*

### **Assignment 1 - Developmental Road Map (30%) Due November 18<sup>th</sup>, 2015**

Early on in the course, students will be guided through the process of creating a visual representation of a *personal* developmental road map that identifies and demonstrates their understanding of some of the key influences that have impacted their own development from infancy through to young adulthood. Evaluation will be based upon a demonstrated understanding and integration of course material.

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

**Due December 9<sup>th</sup>, 2015**

Students will research and explicate the impact of the social environment (i.e., familial, cultural, socio-political) on the social and emotional development of a child, youth, or young adult, and discuss the relevance of this influence in social work assessment and potential interventions.

### **Exams**

Both the Midterm and Final Exam will be comprised of multiple choice and short answer questions, based on assigned readings and formal lecture. Each of the exams will be worth 25% of your final mark. Date for Final Exam TBA.

### **REQUIRED TEXTBOOKS AND MATERIALS**

Berk, L.E. (2014). *Development through the lifespan*. (6<sup>th</sup> ed.). Toronto, CA: Pearson Education 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 Academic Regulations:

[http://www.yukoncollege.yk.ca//downloads/Yukon\\_College\\_Academic\\_Regulations\\_and\\_Procedures\\_-\\_August\\_2013\\_final\\_v1.pdf](http://www.yukoncollege.yk.ca//downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf)

### **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper that 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 ACCOMMODATIONS:**

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) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca).



# SYLLABUS

## HUMAN DEVELOPMENT IN A SOCIAL CONTEXT

### Fall 2015

---

As you are well aware by this point in your studies, social work aims to enhance the well-being of individuals, families, groups and communities (Canadian Association of Social Workers, n.d.). In order to do so, it is necessary for social workers to develop and employ a range of skills and approaches in response to the developmental strengths and needs of a diverse client population.

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 to their 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 late adulthood. Through in-class discussions and group activities content from the readings and lectures will be applied in the context of social work practice.

**PLEASE HAVE YOUR READINGS COMPLETED PRIOR TO CLASS. This means that Readings listed in “Week 2” are to be completed prior to Class 2.**

*Note to students: The instructor reserves the right to modify how material will be covered.*

#### **September 9th, 2015 - Week 1:**

##### **Human Development and Social Work Practice: Why does it matter?**

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 - which is the basis for their first assignment.

#### **September 16<sup>th</sup>, 2015 - Week 2: Theory and Foundations of Human Development**

##### **Required Reading:**

Berk, L.E. (2014). *Development through the lifespan:*

- Chapter 1 - History, Theory, and Research Strategies
- Chapter 2 - Genetic and Environmental Foundations

#### **September 23<sup>th</sup>, 2015 - Week 3: Prenatal Development, Infancy, and Toddlerhood**

##### **Required Reading:**

Berk, L.E. (2014). *Development through the lifespan:*

- Chapter 3 - Prenatal Development, Birth and the Newborn Baby
- Chapter 4 - Physical Development in Infancy and Toddlerhood

#### **September 30<sup>th</sup>, 2015 - Week 4: Infancy and Toddlerhood**

**Required Reading:**

Berk, L.E. (2014). *Development through the lifespan:*

- Chapter 6 - Emotional and Social Development in Infancy and Toddlerhood

Neckoway, R., Brownlee, K., & Castellan, B. (2007) *Is attachment theory consistent with Aboriginal parenting?* Retrieved from <http://journals.sfu.ca/fpcfr/index.php/FPCFR/article/view/43>

**October 7<sup>th</sup>, 2015 - Week 5: Early Childhood**

**Important note:** *During this class students will be given a short practice quiz. There are no marks associated with this quiz. It is intended to support students in preparing for their midterm and final exams.*

**Required Reading:**

Berk, L.E. (2014). *Development through the lifespan:*

- Chapter 7 - Physical and Cognitive Development in Early Childhood
- Chapter 8 - Emotional and Social Development in Early Childhood

**October 14<sup>th</sup>, 2015 - Week 6: Middle Childhood**

**Required Reading:**

Berk, L.E. (2014). *Development through the lifespan:*

- Chapter 9 - Physical and Cognitive Development in Middle Childhood
- Chapter 10 - Emotional and Social Development in Middle Childhood

**October 21<sup>st</sup>, 2015 - Week 7: Midterm Exam**

This exam is based upon a review of the material covered thus far. The format will include multiple choice and short answer questions.

**October 28<sup>th</sup>, 2015 - Week 8: The Developmental Impact of Trauma**

**Required Reading - will be provided by instructor**

Renn, P. (2012). Contemporary perspectives on psychological trauma and affect regulation. In *The silent past and the invisible present: Memory, trauma and prepresentation in psychotherapy*. (pp. 19 - 26) New York, N.Y.: Taylor & Francis Group, LCC

**Recommended reading:**

Berk, L.E. (2014). *Development through the lifespan:*

- Revisit Chapter 6, pp 197 - 201 (from “Measuring the Security”, up to “Multiple Attachments”).
- Revisit Chapter 8, pp 281 - 284 (from “Child Maltreatment” up to the start of the chapter summary).

Also, see course webpage for pdf of:

Mothersill, K. (Summer, 2014) *Addressing Childhood Sexual Abuse and Family Violence*.

Psynopsis, Canada's Psychology Magazine. Retrieved from <http://www.cpa.ca/Psynopsis/>

**November 4<sup>th</sup>, 2015 - Week 9: Presentations of Developmental Road Maps**

**November 18<sup>th</sup>, 2015 - Week 10: Adolescence** ASSIGNMENT 1 IS DUE

**Required Reading:**

Berk, L.E. (2014). *Development through the lifespan:*

- Chapter 11 - Physical and Cognitive Development in Adolescence
- Chapter 12 - Emotional and Social Development in Adolescence

**November 25<sup>th</sup>, 2015 - Week 11: Early Adulthood**

**Required Reading**

Berk, L.E. (2014). *Development through the lifespan:*

- Chapter 13 - Physical and Cognitive Development in Early Adulthood
- Chapter 14 - Emotional and Social Development in Early Adulthood

**December 2<sup>nd</sup>, 2015 - Week 12: Middle Adulthood**

**Required Reading**

Berk, L.E. (2014). *Development through the lifespan:*

- Chapter 15 - Physical and Cognitive Development in Middle Adulthood
- Chapter 16 - Emotional and Social Development in Middle Adulthood

**December 9<sup>th</sup>, 2015 - Week 13: Late Adulthood** ASSIGNMENT 2 IS DUE

**Required Reading**

Berk, L.E. (2014). *Development through the lifespan:*

- Chapter 17- Physical and Cognitive Development in Late Adulthood
- Chapter 18 - Emotional and Social Development in Late Adulthood

**Final Exam:**

Date to be determined. The final exam will be based exclusively on material covered through lecture and readings following the midterm exam.