

University
of Regina



COURSE OUTLINE

SW 421

HUMAN DEVELOPMENT IN A SOCIAL CONTEXT

45 HOURS

3 Credit Course

PREPARED BY: Yvette Lepage

DATE: October 15, 2016

APPROVED BY: Andrew Richardson

DATE: October 15, 2016

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)

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Course Outline prepared by Yvette Lepage, OCTOBER 2016.

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APPLIED ARTS DIVISION
SW 421
3 Credit Course
Winter Semester, 2017

HUMAN DEVELOPMENT IN A SOCIAL CONTEXT

INSTRUCTOR: Yvette Lepage, MSW
OFFICE HOURS: By appointment
OFFICE LOCATION: TBA
TELEPHONE/E-MAIL: ylepage@yukoncollege.yk.ca
FAX: 668-8805, HE & HS Office

DAYS & TIMES: Mondays, 9:00 a.m. – 12:00 p.m.
Room: TBA

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.

COURSE PREREQUISITES

Admission to BSW program

COURSE TRANSFER

For information about the transferability of this course, please contact the School of Health, Education and Human Services.

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.

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 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 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

This course takes an “adult education” approach which facilitates active participation and meaningful collaboration of all student participants. Classes will often include experiential components. Full participation will not only benefit you, but will also enhance the learning environment for your student peers.

Punctual attendance and full participation is essential. Students are strongly encouraged to attend all classes, be prepared to participate (by completing the readings and assignments on the dates due) and be willing to engage with others in an open and collaborative manner.

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

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 **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 students have serious extenuating circumstances please speak with their 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.

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 Road Map (20%)
Due March 20, 2017**

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 (25%)
Due April 3, 2017**

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 a child, youth, or young adult. By applying and critiquing Erikson's contribution in context of social work assessment and potential interventions, students will demonstrate their understanding of the theory as well as their capacity for critical thinking and integration of theory with practice.

Tests

There will be a midterm and final exam. Both exams 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.

EVALUATION

Assignments	45%
Midterm Exam	25%
Participation	5%
Final Exam	25%
Total	100%

REQUIRED TEXTS

Berk, L.E. (2014). *Development through the lifespan*. (6th 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

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.

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

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) at (867) 668-8785 or lassist@yukoncollege.yk.ca.