COURSE OUTLINE

Syllabus Statement

This course explores the nature of human behaviour and development in diverse environments and contexts and explores the implications for social work practice and theory.

Course Description

The purpose of Human Development and Environments is to provide a basic conceptual framework for creating and organizing knowledge about human behavior across the life span as it interacts with various aspects of the larger environment. Traditional theoretical approaches to behavior and development are introduced and updated with current research. Culture and environment as key influences on the behavioral expression of human development processes are stressed in this class through related readings and classroom activities, particularly as they relate to social work assessment and practice.

Relationship to Other Courses

This course is a required core course for students in the first professional social work degree program. It is a core course because it contributes to the scientific knowledge base necessary for understanding human growth and behavior in dynamic interaction within a variety of environments. It is also important as it helps integrate one’s own personal development with the growing knowledge base from this and other courses.

Course Objectives

Upon completion of this course students will:

1. Demonstrate an understanding of the history, focus and methods of the study of human development, while acknowledging the Western context of these theories.
2. Be introduced to leading models of human development and their application to social work practice with particular focus on ecological models.
3. Describe the major biological, psychological, environmental, social, economic and cultural factors influencing growth and behaviour across the lifespan.
4. Explore human adaptation and resilience within families, groups, organizations and communities over the lifespan.
5. Consider how various cultural and environmental influences affect the perception and role of developmental norms and the experience of the lifespan.
6. Assess implications of human growth and behaviour for social work practice by looking at both challenges and opportunities presented over the course of life.
7. Consider how the social determinants of health as well as historical, cultural, political and economic factors influence human behavior and perceptions on norms and experience of development.
8. Develop a framework for social work practice through critical exploration of the application of models of human development in social work practice.
9. Consider personal values with reference to models considered in class and make connections regarding how classroom content reflects on their own life experience.

Texts:

Required texts

Supplemental Texts:

Additional required readings will supplement the text. They include:


Williams, P.L. (2012). “I would have never thought that I would be in such a predicament”: voices from women experiencing food insecurity in Nova Scotia, Canada. Journal of Hunger & Environmental Nutrition. Vol. 7 (2-3).

CLASS SCHEDULE

January 15: Course Introduction: Human Behavior and Social Work:
- Rogers: Chapt.1, Human Behavior and the Social Work Profession

January 22: Basic Concepts: A Focus on Ecological Theory

January 29: Other Frameworks
- Social Justice and Wellbeing: Mikkonen and Raphael: The Social Determinants of Health

Feb 5th: Prenatal Processes and Birthing & New Borns
- Rogers: Chapt 6: Pre-Pregnancy and Prenatal issues

Choose one:

February 12: Babies, Toddlers and Early Childhood Development
- Rogers: Chapt. 7: Development in Infancy and Early Childhood

**February 19: Growing through childhood**

- Rogers: Chapt. 8, Development in Middle Childhood

**February 26: No class: Reading Week**

**March 4: Adolescence**

- Rogers: Chapt. 9, Development in Adolescence

**March 11: Issues in Late Adolescence and Emerging Adulthood**

- Rogers: Chapt. 10, Development in Early Adulthood

**Seminar discussion group 1: Choose 1**


**March 18: Adult Self, Gender and Sexualities**


**March 25: Adulthood: Work and family life**

- Rogers: Chapter 11, Development in Middle Adulthood

**Seminar Group 2, (choose 1):**
• Williams, P.L. (2012). “I would have never thought that I would be in such a predicament”: voices from women experiencing food insecurity in Nova Scotia, Canada

April 1: No class: Easter

April 8: Late middle age and early aging processes
• Rogers: Chapt. 12, Development in Late Adulthood

April 12: Late Adulthood

Assignments and Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Theory Exam</td>
<td>23%</td>
<td>February 12th</td>
</tr>
<tr>
<td>Final Discussion Paper</td>
<td>40%</td>
<td>April 16th</td>
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<tr>
<td>Journal (1)</td>
<td>10%</td>
<td>Jan. 29th</td>
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<tr>
<td>Seminar</td>
<td>15%</td>
<td>March 11th &amp; 25th</td>
</tr>
<tr>
<td>Participation</td>
<td>12%</td>
<td>April 12th</td>
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The course evaluation includes a quiz and a final assignment. You will be expected to complete a journal entry of 2 to 3 pages (typed, double spaced) at the start of the course. Next a short exam (1hr) on the theoretical material at the start of the course will take place, followed by participation in an in-class seminar and the final discussion paper. You will receive additional information on all assignments in class.

Journal

Students will be assigned an initial reflective journal to explore how their own background, experience, values and goals influence their current experience and understanding of human development. Further information on what is expected will be handed out in the first class.

Weight: 10%
Due: Jan. 29, 2016
**Short Exam on Theory:** This exam will cover the theories introduced at the start of the course. There will be some matching and multiple choice questions at the start. Students will then be asked to illustrate some of the theoretical concepts discussed with brief illustrations or examples. Finally a short case study will be presented and students will respond to questions regarding it.

Weight: 23%
Due: February 12, 2016

**Article Review Seminar:** Students may choose one of the article readings the middle and later sections of the course. You will write a brief-2 page summary of the key points and their reactions to the paper. You will also take part in an in-class seminar involving a brief presentation to the class on key points as well as your critical reaction to the paper. Criteria will be presented in class and in a handout.

Weight: 15%
Due: March 11th & 25th

**Final Discussion Paper:** This paper will ask you, initially, to address your own personal learning in the course and what course material or activities particularly influenced you (3 pages. The second part is the completion of an 8-9 paged paper. You may choose any issue in human development, give an overview of the issue with references and then apply material from the course to your understanding of the issue and social work response to the issue. We will discuss this in class and you will receive a handout on how to proceed.

Weight: 40%
Due: April 16th

**Participation**

Students are expected to participate in class through regular attendance, critically analysing the readings, sharing experiences and ideas, asking meaningful questions, responding to issues raised by their peers and engaging in classroom and small group discussion. Active involvement in class activities and discussion is required in this course in order to facilitate the learning not only of theoretical and applied material but also to engage in a transformative learning process. In order to succeed in this learning process the classroom needs to be safe, confidential and engaged. All students and the instructor need to be fully involved in this process by attending regularly, being prepared for class with readings completed and contributing thoughtfully to class discussion. Student input in regards to their participation mark will be requested but the final decision will remain the instructor’s role.

Weight: 12%
Due: April 12th
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Faculty of Social Work Percentage*</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.00 Outstanding</td>
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<tr>
<td>A</td>
<td>4.00 Excellent - superior performance</td>
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<tr>
<td>A-</td>
<td>3.70 Good - clearly above average</td>
</tr>
<tr>
<td>B+</td>
<td>3.30 Good - clearly above average</td>
</tr>
<tr>
<td>B</td>
<td>3.00 Satisfactory - basic understanding</td>
</tr>
<tr>
<td>B-</td>
<td>2.70 Satisfactory - basic understanding</td>
</tr>
<tr>
<td>C+</td>
<td>2.30 Satisfactory - basic understanding</td>
</tr>
<tr>
<td>C</td>
<td>2.00 Satisfactory - basic understanding</td>
</tr>
<tr>
<td>C-</td>
<td>1.70 Satisfactory - basic understanding</td>
</tr>
<tr>
<td>D+</td>
<td>1.30 Minimal pass - marginal performance</td>
</tr>
<tr>
<td>D</td>
<td>1.00 Minimal pass - marginal performance</td>
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<tr>
<td>F</td>
<td>0 Fail - unsatisfactory performance</td>
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<tr>
<td><strong>I</strong></td>
<td>0 Incomplete – unsatisfactory</td>
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**Not all work has been submitted, or may be used if instructor knows that an application for a Deferred Exam has been made. If all work is submitted, but unsatisfactory, an F-grade would be awarded.

**U of C Calendar, 2015-2016**

Effective with the 2008/2009 University Calendar, the online Undergraduate Calendar is the official University Calendar. You can view the Undergraduate Calendar at [http://www.ucalgary.ca/pubs/calendar/current/index.htm](http://www.ucalgary.ca/pubs/calendar/current/index.htm). The Faculty of Social Work uses the University of Calgary grading system, as shown above. The official grading system must be used to report final grades to the Registrar but need not be used for individual assignments, quizzes, etc. An instructor electing not to use the official system for a particular component(s) of a course must provide the class, in the same format as was used for the course outline, with an interpretation of the system being used. It is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. The University grading system can be viewed online. A cumulative GPA of 2.30 or above is required on all courses taken towards the BSW degree. Students are allowed a maximum of two “D” or two “D+” grades in the equivalent of two half courses throughout their program.
Withdrawal
No refunds for withdrawal from winter session half-courses after January 22, 2016. The last day to add or swap winter session half-courses is January 25, 2016. The last day to withdraw with permission from winter session half-courses is April 13, 2016. The last day to withdraw with permission from winter session block week courses is January 8, 2016. The Undergraduate Academic Schedule for 2015/2016 can be viewed at [http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html](http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html). The online version of the academic schedule supersedes the information on this course outline.

Examinations
Exams are the property of the instructor and the University of Calgary and may not be reproduced in any fashion without express written consent.

Academic Accommodation
It is a student's responsibility to request academic accommodation. If you are a student with a disability who may require academic accommodation and have not registered with the Student Accessibility Services, please contact their office at 403-220-8237. If you are seeking academic accommodation, please notify your instructor no later than 14 days after the commencement of this course. See [http://www.ucalgary.ca/drc/node](http://www.ucalgary.ca/drc/node)

Supplemental Readings
(not required reading but used to support lectures and class activities)


