

 	School of Health, Education and Human Services
	Course Code: SW 421 Course Title: Human Development in a Social Context
	Term: Winter 2024 Number of Credits: 3
Course Outline	

INSTRUCTOR: Tracey, Rumbolt MSW

OFFICE HOURS: By appointment

OFFICE LOCATION: TBA

CLASSROOM: A2313

E-MAIL: Tracey.Rumbolt@yukonu.ca

TIME: Tuesdays, 4:00 pm to 7:00 pm

TELEPHONE:

Dates: Tuesdays, January 9 – April 16

FINAL EXAM: April 16

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 REQUIREMENTS

Prerequisite(s): Admission to BSW program

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

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

Weekly breakdown of instructional hours

This course is offered weekly for three hours on campus in room 2601. 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, guest speakers, 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.

Delivery format

This course will be delivered on campus, in room A2313

There will be some blending of online delivery for 2-3 classes, TBD.

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 due dates) 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%.

COURSE WITHDRAWAL INFORMATION

Refer to the Yukon University website and University of Regina website for important dates.

TEXTBOOKS & LEARNING MATERIALS

REQUIRED TEXT

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 INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their

permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact [Accessibility Services](#) for resources or to arrange academic accommodations: access@yukonu.ca.

TOPIC OUTLINE

****Note**, There will be updated assigned readings/media uploaded to Moodle. I want to be flexible about content delivery as students have different levels of understanding on topics and special interests. This means we may take longer than expected in some areas. There may also be additions, deletions, and substitutions to readings and/or topics. If this occurs, I will note it in class as well as on the Moodle course site.

Invitations for guest speakers have been issued. Depending on the guest's availability, classes may shift to accommodate their schedule. So, please be open to a somewhat fluid delivery.

If you find an article, information or notice about a relevant current event, please bring it forward.

Week 1: Human Development and Social Work Practice

January 9, 2024

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.

Week 2: Theory and Foundations of Human Development

January 16, 2024

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

Week 3: Conception, Pregnancy, and Childbirth

January 23, 2024

Key concepts & activities:

- Highlights from readings
- Activity: Case study – Julie and Sean

Required readings

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

Week 4: Infancy and Toddlerhood

January 30, 2024

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

Week 5: Early Childhood

February 6, 2024

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

Week 6: Middle Childhood

February 13, 2024

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

Reading Week: Feb 19 -23 No Classes

Week 7: Adolescence

February 27, 2024

Key concepts & activities:

Required readings

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

Week 8: Midterm

March 5, 2024

Week 9: Student Presentations of Developmental Roadmaps

March 12, 2024

Key concepts & activities:

- Orientation to presentations
- Presentations of Developmental Road Maps
- Bit of debrief plus “Spiritual Road Map” example

Week 10: Young Adulthood

March 19, 2024

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

Week 11 - Middle Adulthood

March 26, 2024

Required readings

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

Week 12: Late Adulthood & Very Late Adulthood

April 2, 2024

Activities:

- Highlights from readings and other sources
- 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

Week 13: The Developmental Impact of Trauma

April 9, 2024

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):

Recommended reading:

Hutchison, E.D. (2019). *Dimensions of Human Behavior*:

~ Revisit Ch 3 – Risks to healthy infant and toddler development pp. 107 - 113