

CUMBERLAND COUNTY COLLEGE

Course: SO 219: Human Development in the Social Environment II

Credits: 3

Prerequisites: SO 217

Description:

This course is the second in a sequence that explores individual and family dynamics from an ecological/systems and development framework focusing on human functioning from birth through adolescence and into geriatric stages of life. This course provides an understanding of the relationships among biological, psychological, sociological, spiritual and cultural development. Major consideration is given to building knowledge and a value base practice with individuals and families, descriptive and analytical reasoning and assessment skills. Because as social workers we view the person within his/her environment, the goals of this course are not only to focus on our life-span development; but to also explore the various systems, i.e. family, groups, community, culture and social institutions in which we live. The application of this content to diversity, populations-at-risk and social and economic injustice is included

Learning Outcomes:

At the completion of this course, students should be able to:

- Describe and apply the various human developmental stages, the issues, and life course related to each stage from adolescence to old age.
- Discuss and identify the impact of diversity, economic and social injustice, oppression and discrimination of human functioning across all system levels and life systems.
- Recognize and indicate various aspects of family organizations, family diversity and family problems and other social system structures.
- Recognize and explain the importance of family values and ethics that guide social workers in their practice with individuals and families using a life course perspective
- Define and explain the role of the family, peers, the school, religion, the larger community, and cultural values and beliefs in assisting individuals and groups in achieving these developmental tasks.
- Identify and assess situations where the relationship between people and their environment needs to be initiated, enhanced, restored, protected, or terminated.
- Appraise culture and ethnicity as part of the human development and potential, including a greater awareness of diversity of one's self and others (including ethnicity, race, gender, class, culture, age, physical ability, spiritual and sexual orientation).

- Apply and assess self-awareness regarding how one's own values, development and life experiences shape our beliefs and behavior and how these influence our approach to practice
- To analyze and prepare an assessment of a complete bio psychosocial (The biological, psychological, social and spiritual aspects referring to all systems including culture).

Topical Outline:

- Early Childhood
- Middle Childhood
- Adolescence
- Young Adulthood
- Middle Adulthood
- Late Adulthood

Text: Ashford, J. and LeCroy, C. (2013). *Human Behavior and the Social Environment: A Multicultural Perspective* (5th ed.). Cengage Learning.

Student Assessment: Ideal Organizational Design Report required. Additional assessment may be accomplished through projects, portfolios, exams, presentations and/or papers

* Students should be reminded to save all course work for portfolio development.

Academic Integrity: Plagiarism is cheating. Plagiarism is presenting in written work, in public speaking, and in oral reports the ideas or exact words of someone else without proper documentation. Whether the act of plagiarism is deliberate or accidental [ignorance of the proper rules for handling material is no excuse], plagiarism is, indeed, a “criminal” offense. As such, a plagiarized paper or report automatically receives a grade of **ZERO** and the student may receive a grade of **F** for the semester at the discretion of the instructor.

Note: If you are having difficulty with work in this class tutoring is available through the Center for Academic & Student Success. If you think that you might have a learning disability, contact Project Assist at 856.691.8600 x 1282 for information on assistance that can be provided to eligible students.

Before Withdrawing From This Course

If a student experiences adverse circumstances while enrolled in this course and considers withdrawing, s/he should see an advisor (division or advisement center) BEFORE withdrawing from the class. A withdrawal may cause harmful repercussions to completion rate standards and overall GPA which can limit or eliminate future financial aid in addition to causing academic suspension.