## OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

**SOWK 225**  
**School of Social Work and Human Services**  
**3**  
**COURSE NAME/NUMBER**

Human Behaviour and the Social Environment  
**FACULTY/DEPARTMENT**

**UFV CREDITS**

**COURSE DESCRIPTIVE TITLE**

**CALENDAR DESCRIPTION:**  
This course emphasizes a critique of theories and knowledge of human bio-psycho-social development, including theories and knowledge about the range of social systems in which individuals live and diversity of human behaviour throughout the life cycle. Students will develop an understanding of the interactions between and among biophysical, social, psychological, and cultural systems as they affect human development. This will include the influence of gender, age, disability, economic class, sexual orientation, and race. The impact of various social and economic forces, including forms and mechanisms of oppression and discrimination, are examined as they affect human development and act to promote or impede optimal health and well-being.

**PREREQUISITES:**  
PSYC 101 recommended.

**COREQUISITES:**

**PRE or COREQUISITES:**  
SOWK 110

**SYNONYMOUS COURSE(S):**

(a) Replaces:  
HSER 125

(b) Cross-listed with:  

(c) Cannot take:  

**SERVICE COURSE TO:**  
(department/program)  
School of Social Work and Human Services

**TOTAL HOURS PER TERM:**  
45

**STRUCTURE OF HOURS:**

| Lectures: | 20 Hrs |
| Seminar: | 25 Hrs |
| Laboratory: |  |
| Field experience: |  |
| Student directed learning: |  |
| Other (specify): |  |

**OTHER:**

| Maximum enrolment: | 30 |

**Expected frequency of course offerings:**  
2 SECTIONS PER YEAR  
(every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**  
☑ Yes  ☐ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**  
☐ Yes  ☑ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**  
☐ Yes  ☑ No

---

**Course designer(s):**  
John Hogg

**Director:**  
Elizabeth Dow  
Date approved:  
May 2013

**Campus-Wide Consultation (CWC):**  
Date of meeting:  
May 17, 2013

**Curriculum Committee chair:**  
Date approved:  
n/a

**Dean/Associate VP:**  
Rosetta Khalideen  
Date approved:  
May 17, 2013

**Undergraduate Education Committee (UEC) approval:**  
Date of meeting:  
June 21, 2013
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:
1. Identify the processes of biophysical, psychological, and social development from conception through late adulthood.
2. Apply knowledge of bio-psycho-social variables that affect individual development and behaviour.
3. Integrate diverse theoretical approaches and articulate a critical perspective on traditional developmental models (Piaget, Erikson, Kohlberg, etc.).
4. Identify and critique developmental theories that do not recognise the influences of cultural diversity.
5. Examine and understand a wide range of professional Human Services/Social Work value and ethical issues related to developmental theories.
6. Understand the forms and mechanisms of oppression and discrimination and describe the effects of discrimination on human development.
7. Identify the gender bias in developmental theories.
8. Demonstrate an understanding of the feminist and anti-oppressive theory based criticisms of developmental theories.
9. Evaluate the impacts of culture, race, gender, class, disability, and sexual orientation upon people and their development.
10. Analyze the impacts of social policies on human development within the context of pursuing social and economic justice.

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)
This course will be taught using a combination of lectures, class discussions, student presentations, videos, guest speakers and field visits.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):
☐ Examination(s)    ☐ Portfolio assessment    ☐ Interview(s)
☒ Other (specify): All SOWK courses are open to PLAR. Follow UFV PLAR process.
☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS: [Textbook selection varies by instructor. An example of texts might be:]

SUPPLIES / MATERIALS:

STUDENT EVALUATION: [An example of student evaluation for this course might be:]
Class presentation: 15%
Midterm exam: 15%
Analysis of child/adolescent: 20%
Major paper: 30%
Final exam: 20%

COURSE CONTENT: [Course content varies by instructor. An example of course content might be:]
Week 1: Introduction
Week 2: Theoretical perspectives: Infancy
Week 3: Infancy and childhood
Week 4: Infancy and childhood
Week 5: Adolescence and young adulthood
Week 6: Adolescence and young adulthood
Week 7: Mid-term exam
Week 8: Middle adulthood
Week 9: Middle adulthood and late adulthood
Week 10: Late adulthood
Week 11: Diversity and racism
Week 12: Gender roles, sexism and sexual orientation
Week 13: Review
Week 14: Course expansion