



ORIGINAL COURSE IMPLEMENTATION DATE: September 2004
 REVISED COURSE IMPLEMENTATION DATE: January 2027
 COURSE TO BE REVIEWED (six years after UEC approval): June 2032
 Course outline form version: 29/08/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: SOWK 225		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Human Development and Social Work Course Short Title: Human Development & Soc Work															
Faculty: Faculty of Education, Community, & Human Dev.		Department/School: School of Social Work & Human Services													
Calendar Description: Focuses on bio-psycho-social-spiritual development across the lifespan. Critically examines the relationship between human development and the social determinants of health. Explores and critiques how social work and developmental theories inform practice with Indigenous, marginalized, and diverse populations.															
Prerequisites (or NONE):		None. Note: As of September 2027, prerequisites will change to (CMNS 125 or ENGL 105), (PSYC 101 or PSYC 102), and SOWK 110 with a C or better. Note: PSYC 102 is recommended.													
Corequisites (if applicable, or NONE):		None.													
Pre/corequisites (if applicable, or NONE):		SOWK 110.													
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Twice per year Maximum enrolment (for information only): 32													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	45									Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	45														
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: No		Transfer Credit (See bctransferguide.ca) Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: December 5, 2025													
Faculty Council approval		Date of meeting: April 12, 2026													
Undergraduate Education Committee (UEC) approval		Date of meeting: June 19, 2026													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Identify the processes of bio-psycho-social-spiritual development from conception through late adulthood.
2. Critically analyze developmental theories.
3. Examine how the social determinants of health influence human development.
4. Explore the implications for practice in the context of social work and developmental theories.
5. Explain the impact of colonization and systemic racism on Indigenous peoples' development.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Final exam:	20%	Assignments:	65%	%
Quizzes/tests/midterm:	15%		%	%

Details:

Assignments include a class presentation (20%), an analysis of child/adolescent (15%), and a major paper (30%).

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional 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.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Anderson, K.	<i>Life stages and native women: Memory, teachings, and story medicine.</i>	current
2.			
3.			
4.			
5.			

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- Introduction
- Social determinants of health
- Theoretical perspectives
- Infancy and pre-natal development
- Early childhood
- Middle childhood
- Adolescence
- Young adulthood
- Middle adulthood
- Late adulthood