I. CATALOG COURSE DESCRIPTION

The first of two courses that examine the normal and dysfunctional life span development from a systems theory perspective. This course focuses on the behavior of individuals and families. It also explores the impact of the environment and the implications for generalist practice with rural populations. Not for graduate credit. Prerequisite: PLB 115 or ZOOL 115 or ANTH 240A and SOC 108.

II. COURSE OVERVIEW

This course is designed to provide knowledge of human development and human behavior throughout the life cycle. The mutual influence of transactions between individuals, families, groups and society are explored using a systems perspective. Interrelationships among biological, social, psychological and cultural systems as they affect and are affected by human behavior are studied using a number of interdisciplinary theoretical approaches.

III. PLACE OF COURSE IN THE PROGRAM

The human behavior and social environment course of study consists of two courses in sequential semesters: SOCW 400A and SOCW 400B. SOCW 400A applies a systems perspective and developmental models to study human behavior and human development. Biological, psychological and social aspects of behavior through the life cycle are emphasized. SOCW 400B is a continuation of the human behavior and the social environment sequence, focusing on the impact of stresses upon human behavior over the life cycle.

IV. COURSE OBJECTIVES

Upon completion of this course, the student will:

Demonstrate mastery in the following competencies:

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Specifically, they will:

1. Understand the ecological model of human behavior which emphasizes transactions between people and their environments, giving attention to both internal and external variables.

2. Understand the relationships among personal factors of diversity and human biological, social, psychological, and cultural systems.

3. Understand the psycho-dynamic, psycho-social, cognitive, socio-emotional, and social learning theories utilized within the field of human development.

4. Understand the development of human behavior through the study of biological, psychological, and social aspects of major life cycle stages.

5. Explore social and economic constraints that have the potential to inhibit human development, and individual autonomy.

6. Understand the ways in which research informs knowledge about human development and practice relating to individuals and families.

7. Understand the way in which professional values and ethics relate to social work practice with both individuals and families.

8. Describe how personal accounts of human development, reported in interviews, poetry, fiction, biography and autobiography, depict empowerment, oppression, and privilege, based on gender and race.

V. REQUIRED TEXTS

VI. COURSE REQUIREMENTS

VII. GRADING

(Include grade scale, rubric, points for assignments, bonus, supplemental assignments, and attendance policy and how attendance is factored into final grade).

SIUC policy regarding Incompletes: “An INC grade is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester. Should the student fail to complete the course within one semester, the incomplete may be converted to a grade of F and such grade will be computed in the student's grade point average.”

VIII. COURSE EVALUATION
At the end of the semester, students will use the SIUC Instructor Course Evaluation (ICE) to evaluate the course and the instructor. Student mastery of the competencies listed in the Course Objectives section will be evaluated as part of the ongoing program assessment for the School of Social Work.

IX. COURSE OUTLINE

(Instructors provide a weekly list of topics, readings, assignments, and tests)

IX. BIBLIOGRAPHY

(Update references to within 5 years for most materials)