Administrative Unit: Criminal Justice Administration and Social Work Department
Course Prefix and Number: SOWK 290
Course Title: Human Behavior and the Social Environment I

### Digital Descriptions:

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<th>STUDENT DESCRIPTION</th>
<th>PAY-HOUR DESCRIPTION</th>
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<td># Cr Hrs  —  # Lec Hrs  —  # Lab Hrs</td>
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Catalog Description: This course assumes a lifespan perspective and focuses on prenatal development through infancy, childhood and adolescence. There is an emphasis on theories and knowledge of biological, sociological, cultural, psychological, and spiritual development, including theories and knowledge about the range of social systems in which development takes place (families, groups, organizations, institutions and communities). The impacts of various social and economic forces are examined as they affect human behavior and act to promote or deter optimal health and well-being. Offered Fall (Evening program) and Spring (Day program).

Prerequisites/Corequisites: PSYC 101 or SOWK 101.

CSWE Policy Statement: Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

Text:: Many suitable textbooks are available from various publishers and the following list is not comprehensive. Other textbooks may be judged by individual instructors to be more suitable.


Course Objectives: Upon completion of this course, student will be able to:

Knowledge Objectives:
1. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior from birth through adolescence;
2. Understand the range of social systems in which people live (individual, family, groups, organizations, and community);
3. Understand the reciprocal relationships between human behavior and social environments;
4. Understand the impact of social and economic forces on individuals and social systems, and the ways social systems interact to promote or deter people in maintaining or achieving optimal health and well-being;
5. Understand how social work practice, client lives, and life choices are influenced by the interaction of bio-psycho-social variables;
6. Understand how oppression, discrimination and inequality of opportunity are manifested on individuals, families, communities and various populations-at-risk;
7. Gain an understanding of the concept of resilience, and the individual, group, family, and community factors that contribute.

Skill Objectives:
1. Apply theoretical frameworks in understanding the interactive context of individuals and social systems (families, groups, organizations and communities) as they exist within a social environment and are impacted by a variety of social forces (political, economic, environmental, and ideological);
2. Identify the normal processes of biological, psychological, moral/spiritual and social development through prenatal, infancy, the preschool years, middle childhood and adolescence.
3. Apply critical thinking skills by assessing the interactions among biological, psychological, moral/spiritual and social variables that affect individual development and behavior;
4. Develop an enhanced knowledge of self by understanding one's own personal development as influenced by various bio-psycho-social, cultural, spiritual, and environmental factors;
5. Apply the strengths perspective to populations at risk, and to diverse populations;
6. Assess, evaluate, and understand professional research based social work literature on a focused topic of bio-psycho-social development for a population-at-risk and communicate findings in a formal literature review.

Value Objectives:
1. Gain an increased awareness of personal assumptions, values, beliefs, and biases;
2. Gain increased appreciation of the role of the environment in contributing to human diversity.
3. Examine a wide range of value and ethical issues related to bio-psycho-social theories.

Topical Outline:

- Course introduction
- Systems theory, the ecological perspective
- The interactive nature of human behavior and the social environment
- The influence of human social systems including families, groups, organizations and communities as related to the following development stages:
  - Conception, Pregnancy and Prenatal Development
  - Birth Stages and Neonatal Development
  - Infancy--Physical, Cognitive, Personality and Social Development
  - The Pre school years--Physical, Cognitive, Personality and Social Development
  - Early and Middle childhood--Physical, Cognitive, Personality and Social Development
  - Late Childhood---Physical, Cognitive, Personality and Social Development
  - Adolescence---Physical, Cognitive, Personality and Social Development
- Child abuse and neglect
- Learning disabilities
- Theories of resilience and the strengths perspective
- Value and ethical issues related to bio-psycho-social theories
- Race, ethnicity and gender

Recommended maximum class size for this course: 25

Prepared by: Michael R. Perkins
Name ________________________________ Signature ________________________________

Date: April 15, 2003

NOTE: The intention of this master course syllabus is to provide a general outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught, or where it is taught. This generic outline is not intended to restrict the way any individual faculty member teaches the course. The master syllabus, therefore, should be general enough to allow for a diversity of individual approaches to teaching the course, while at the same time it provides guidance on what the course should cover.