

**BARBADOS COMMUNITY COLLEGE
DIVISION OF GENERAL/CONTINUING EDUCATION
YEAR I: SEMESTER I**

COURSE CODE:	SOWK104
COURSE TITLE:	HUMAN BEHAVIOUR IN THE SOCIAL ENVIRONMENT
DURATION:	45 HOURS
CREDITS:	3 CREDITS
PREREQUISITES:	NONE
CONTACT HOURS:	3 HOURS PER WEEK (THUR 6:00 – 9:00 P.M.)
TUTOR:	JOMO PHILLIPS, MSSW-MFT
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OFFICE HOURS:	BY APPOINTMENT

COURSE DESCRIPTION:

This course seeks to build a knowledge base about human behaviour and growth, which is necessary for social work practice. An ecological and systems framework and strengths perspective, together with a developmental approach to the major social science theories, are used to provide an understanding of the interaction between a person and the social systems in which individuals live (families, groups, organisations, institutions, and communities). The course addresses the interrelatedness of biological, social, cultural, environmental, and psychological factors in human behaviour. Inequality, discrimination, and differential access to opportunities are also examined. The content on race, gender, age, class, and sexual orientation addresses the impact, which these conditions have on individual functioning during the lifespan. Issues will be discussed within a Caribbean context.

COURSE OBJECTIVES:

This course seeks to:

1. Describe and provide an understanding of the use of the systems/ecological systems framework to analyse human systems as it pertains to a person-in-environment perspective.
2. Examine and critique various developmental theories and their applicability to social work practice.
3. Examine the strengths perspective as a way of understanding human functioning and development
4. Describe some of the major biological, psychological, and social challenges affecting individuals, families, groups, organisations, and communities in the Caribbean.
5. Identify and evaluate the effects of ethnic, racial, cultural, economic, and gender variables on human systems over the lifespan.
6. Identify the forces and conditions inherent in groups, organisations, and communities that serve to maintain oppression, racism, discrimination, sexism, and ageism upon populations at risk.

COURSE CONTENT:

UNIT 1 - SYSTEMS IMPACT MODEL / ECOLOGICAL PERSPECTIVE & STRENGTHS PERSPECTIVE

1. The major precepts of the systems impact model / ecological perspective
2. Using an eco-map and other ecological systems theory tools to assist in understanding client functioning
3. Identification of the biological, psychological and social systems that impact on the human life span
4. The interplay of biological, psychological and social / cultural factors in determining how individuals respond to changes in their environment
5. The main precepts of the strengths perspective
6. Using the strengths perspective to understand client functioning

UNIT 2 - THEORIES OF DEVELOPMENT

1. Freud's psychosexual theory
2. Erikson's psychosocial theory
3. Piaget's theory of cognitive development
4. Kohlberg's theory of moral development
5. Behavioural theories of development

UNIT 3 – BIO-PSYCHOSOCIAL ISSUES OF INDIVIDUALS DURING INFANCY AND CHILDHOOD

1. The major developmental milestones from conception through childhood
2. The UN Convention on the Rights of the Child
3. The etiology and impact of child abuse and neglect

UNIT 4 - BIO-PSYCHOSOCIAL ISSUES OF INDIVIDUALS DURING ADOLESCENCE AND YOUNG ADULTHOOD

1. Identity formation process during adolescence
2. The influence of the peer group in adolescent development
3. The vulnerability of adolescents and young adults to suicide
4. The vulnerability of adolescents and young adults to contracting HIV/AIDS and other STIs

UNIT 5 - BIO-PSYCHOSOCIAL ISSUES OF INDIVIDUALS DURING MIDDLE AND LATE ADULTHOOD

1. Factors that contribute to divorce and marital dissolution
2. The impact of divorce on the family
3. Theories of aging: activity, disengagement, and social reconstruction syndrome
4. Issues related to aging: retirement, loss and bereavement and elder abuse

INSTRUCTIONAL METHODOLOGY:

The course includes lectures, readings, discussion, use of internet based materials, role-plays, videos, student presentations, and individual and group activities designed to assist the student in applying theory in practice in a variety of situations and with different populations.

METHOD OF EVALUATION:

Course Work	35%
Attendance & Participation	5%
Final Examination	60%

ACADEMIC HONESTY:

Plagiarism is presenting another person's work as your own. This is a form of cheating and hence it is clearly against social work ethics and those of the Barbados Community College. Plagiarism includes any paraphrasing or summarizing of the works of some one else without acknowledgment, including the submission of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the references the quotation of paragraphs, sentences, or even a few phrases written or spoken by someone else. The use of research or completed papers or projects prepared by someone else including another student is plagiarism. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Evidence of plagiarism in an assignment will result in a grade of **F** in the assignment and you can face the risk of failing the course. Please see the Student Handbook for a full description of the College's policy on academic honesty.

REQUIRED TEXTS:

Brathwaithe, C. (2010). *My brother has AIDS*. Bridgetown, Barbados: Author.

Miley, K., O'Melia, M., & DuBois, B. (Latest Ed.). *Generalist social work practice: An empowering approach*. Boston, MA: Allyn & Bacon.

Zastrow, C. & Kirst-Ashman, K (Latest Ed.) - *Understanding human behaviour and the social environment*. Chicago, IL: Nelson Hall.

REVIEW READING LIST ASSIGNED BY TUTOR