COURSE DESCRIPTION

This foundation course examines theories and research on the biological, social, cultural, and spiritual development from infancy through adolescence. Particular consideration is given to biological, emotional, cognitive, behavioral, and environmental influences and their contributions to child and adolescent development. Social and economic influences like poverty, discrimination and parenting styles are also considered. Equal consideration is given to factors supporting individual development, such as the strength of sociocultural belief systems, health, and capacity for resilience. The course stresses interactions between the individual and his/her environment (including family, peers, school and community), and the reciprocal relationship between the child/adolescent and their environments. This course examines concepts of life course tasks, conflicts, attachment and loss, and self regulation. The roles of culture, class, race, ethnicity, sexual orientation, gender, and family structure as they relate to development will be presented during this course.

The etiology of symptom formation in major developmental deficits during childhood and adolescence will be addressed, however the primary focus of this course is on the developmental achievements that are based on the completion of tasks through the child/adolescents strengths and ability to adapt to physical, biological, and emotional events and change as well as one’s ability to deal with conflict.

Abilities that students will have opportunities to work on in this course include: Uphold Social Work Values and Ethics; Communicate Effectively; Think Critically About Theory and Research Knowledge; Integrate Cultural, Economic, And Global Diversity; Apply Social Work Methods.

COURSE OBJECTIVES/ABILITIES

1. To develop a knowledge base of social and environmental factors that contributes to both developmental and social-emotional growth from birth through adolescence.
2. To understand the impact of social and economic influences—poverty, discrimination, and oppression—cultural and biological factors upon growth and development from birth through adolescence.
3. To Communicate an understanding of child and adolescence development and the myriad ways one is vulnerable to biological, cognitive, affective, and behavioral interactions.
4. To identify and critically evaluate how the family, groups, and communities impact child and adolescent development.
5. To develop and achieve a developmental learning objective that will integrate field education objectives with classroom objectives.

The readings and assignments for this course have been designed to reflect the course objectives. These readings and assignments include content on: 1) children and adolescents whose minority status is predicated on ethnicity, race, poverty and gender; 2) on empowerment; 3) on parenting contributions to development; 4) on social work values and ethics; 5) populations at risk; and 6) on social/economic justice.
Required Readings


Garbarino, James. Lost Boys, Chapters 2 and 3.


