This is a sample outline. Actual course outline may vary in structure, required readings, texts and assignments.

Social Work 356:
Human Development and the Social Environment within a Global Context

Calendar Description:

See UVic calendar.

Date:

This is a sample outline from 2009. Your course outline may vary in structure, required readings, texts, and assignments.

Course Objectives:

- To examine and evaluate a range of psychological and sociological theories used to explain human development within a multi-cultural society.
- To apply and critique the major theories on human growth and development, emphasizing the concept of ongoing development throughout the life cycle.
- To demonstrate the ability to use critical thinking to analyze biases in developmental theories and be able to engage in criticisms of traditional theories of human development.
- To understand the ways in which knowledge of human development has been produced, legitimated, evaluated, and modified by scientists, scholars, practitioners, the media, and the public.
- To compare, contrast, and question perspectives on human development and developmental theory/theorizing.
- To describe the physical, cognitive, and psycho-social characteristics of human developmental stages and to assess the interrelationships between them.
To outline how developmental stages may be complicated by gender, sexual orientation, culture, race, class and language and other aspects of social location and to describe the implications of these intersections for practice.

To identify and critique the range of normative human development and describe how this knowledge can be applied to social work practice.

**Weekly Topics:**

Week 1: Introduction to Social Work 356  
Week 2: Ways of knowing and being: Postmodern critiques of developmental theories/theorizing  
Week 3: Developmental Theories - Historical and Contemporary Views  
Week 4: Viewing Human Development through a Sociocultural Lens  
Week 5: Well Being of the Child/Children  
Week 6: The Impact of Trauma on Human Development  
Week 7: Becoming and Being an Adult: Transition tasks during adolescence  
Week 8: The Family Life Cycle, Parenting, and Work  
Week 9: Interrogating Mid Life  
Week 10: Challenges and Opportunities in Late Life  
Week 11: Family Violence Across the Life Span: Challenges for Social Work Practice  
Week 12: Putting it All Together: Human Development and Human Rights for a Global World

**Readings:**

**Unit 1**

**Required Readings**

Blackboard Startup Kit: http://distance.uvic.ca/onlinehelp/tutorials/bb/index.htm  

**Unit 2**

**Required Readings**

Unit 3

Required Readings


Urie Bronfenbrenner's model of the ecology of human development
http://www.emory.edu/EDUCATION/mfp/302/302bron.PDF

Unit 4

Required Readings


Unit 5

Required Readings

Berk, L. (2008). Chapter 10: Emotional and Social Development in Middle Childhood (Course Text)


CBC Ideas - The Hurried Infant, Episodes 1 and 2
http://www.cbc.ca/ideas/features/hurried-infant/index.html
UNICEF - Child Protection
http://www.unicef.ca/portal/SmartDefault.aspx?at=1284

UNICEF video links to the "Top Ten Cartoons about Kids Rights"
http://www.unicef.org/videoaudio/video_top_cartoons.html

Unit 6

Required Readings


UVic Library - http://library.uvic.ca/

Unit 7

Required Readings


Unit 8

Required Readings


Unit 9

Required Readings


Berk, L. (2008). Chapter 16: Emotional and Social Development in Middle Adulthood (Course Text)

Canadian Association of Retired Persons
http://www.carp.ca/index.cfm
Unit 10

Required Readings
Berk, L. (2008). Chapter 18: Emotional and Social Development in Late Adulthood (Course Text)

Unit 11

Required Readings
Canadian Centre for Justice Statistics - "Family Violence in Canada"
National Clearinghouse on Family Violence (NCFV)
http://www.phac-aspc.gc.ca/ncfv-cnivf/familyviolence/

Unit 12

Required Readings

Other Resources
UVic Library - Citation help
http://library.uvic.ca/site/lib/instruction/cite/index.html

Assignments/Learning Activities & Due Dates:

LEARNING ACTIVITIES:

Learning Activity 1.1 - Connecting to the Course and Time/Workload Management
There are two parts to this activity:

Part One: Getting Started in Blackboard.
Required, time-sensitive
Start date: Tuesday, Week 1
End date: Wednesday, Week 1

Instructions
1. Purchase the course text

2. Log on to the Course website

3. Read through the Blackboard Startup Kit website (link provided in your "Preparing to use Blackboard" Guide). Using the instructions provided on the Blackboard Startup Kit website.

**Part Two: Connect with the Instructor**

By Wednesday, Week 1, logon to the Blackboard site and send a Blackboard mail to your instructor with the following information:

**Instructions**

1. Confirm that you have purchased the course text, read the WebCT Startup Kit and familiarized yourself with the course website.

2. In the webmail message tell the instructor something about yourself. Include your name, a contact phone number and the name of the community in which you live in your webmail message. Your instructor may use this information to organize the class into small-groups. Pose any questions you might have about the course to the instructor.

**Topic 2: Tips for Succeeding in the Course**

**The Online Learning Format: Planning For Success**

This course uses an online learning environment called Blackboard. This learning platform is essentially a “virtual classroom”. As a student in this course, you will be a member of this “virtual classroom” and will be responsible for participating in a variety of interactive, online activities. For this course to be effective, you will need to draw upon your understanding of your own discipline and practice and be willing to share your personal experience and professional insights with others during the online learning activities. These activities will include: discussion of course concepts, participation in small group discussions and role plays, reflective journaling and other experiential learning activities. To be successful in an online course, it is absolutely necessary to have a minimum knowledge base of computers and a word processing. The Blackboard Starter Kit that is provided with this course will help you to acquire the technical skills you require.

**Critical Thinking Moment**

As you begin this course ask yourself the following:

1. Do I have the minimum technical skills necessary to take an online class?
   If these are a little rusty, review the Blackboard Starter Kit material in more detail.

2. Do I have consistent access to a computer and the Internet?
It is preferable that you have your own computer. If not, you will have to rely on someone/someplace else for computer and Internet access. Ask yourself these questions: Is this person/place reliable so that I can complete my assignments when I am able to do so and in a timely fashion? Do I have a back-up plan in case my computer isn't working? Having your own computer and Internet access is the best solution, however there are other ways, though less flexible, to take online courses. Public libraries usually have access, but many will not let you use their computers for extended periods of time or bring in your own disk from home. Some print shops have computers that you can use for a fee. These would all be great alternate plans in case your computer breaks down, but should not be relied on as your primary computer access.

3. What kind of student am I?
Taking an online course requires discipline and motivation. You must take the initiative to complete assignments and participate in discussions within the specified time frame without prodding. Part of your course mark depends on your active participation. In addition, you are accountable to know when assignments are due. Don’t forget to ask questions when you are lost or confused. Your instructor cannot see that "puzzled look" on your face; therefore, it is your responsibility to contact him/her to get your questions answered! Think back to some of your on-campus courses and assignments. Do you tend to do complete work on time or before the due date or do you procrastinate? Do you cram for tests? How, when and where do you study? Do you prefer to study alone or in a group? Do you prefer reading a textbook, listening to a lecture or seeing pictures and diagrams? The answers to these and other questions are important for you to know before you take an online class.

Skills Required for Effective Online Learning

1. Reading
You will have to read most of the material you will encounter in an online course. A successful student in any course uses active reading skills. What are active reading skills? These are techniques that help you understand and retain what you read. How can you learn more about this? There any many websites on the internet that provide tips and techniques to improve your reading skills. By doing a search for "reading skills" or "reading skills for distance learning", you will find literally hundreds of websites that will provide you with help.

2. Writing Skills
No matter how you submit written assignments or communicate in your online course, you cannot avoid writing. And, your writing needs to be clear so others can understand what you say without a verbal explanation. Writing is an important skill in an online course. For example, you will need to:
• write emails to your instructor or another individual in the class
• post messages to a Discussion Topic
• prepare written assignments
3. Study Skills
   The study skills for online courses may require more focus than those for traditional classes. As a student enrolled in an online course, you must be self-motivated, committed and organized.

4. Time Management
   Most of us feel that there are never enough hours in the day! Online courses often appeal to us because of their convenience - we can study and do assignments when it fits in our schedule. But, online courses take just as much time, sometimes more, than a traditional class. A general rule of thumb is that you need to spend 3-4 hours a week for every credit hour the course is worth.

Working in Small Groups: Creating the Online Learning Community
   During this course, you will be working online with a group of your classmates to explore a large range of information about human development across the life span. By Friday of Week 2, the instructor will assign you to a small-group. Small-group compositions will be posted under the Instructor's Messages topic in the main Discussion page of the course website. Please check here to find your Group #. The group assignments are assigned particular "time frames". You (and your group members) will be expected to complete the activity within that time frame so that you can complete all of the online activities by the required due dates. It is crucial that you log on and check your small-group discussion and Blackboard mail daily during the time frame set aside for the Assigned Discussion Topic activities (Units 2, 5, 7 and 10).

Tips for Effective Online Participation
   The group assignments will help you develop the skills to participate in and lead discussion around the course material. You will also develop skills in teamwork and consensus building as you work with classmates to complete the assignment. Your group should be self-directed, but members should contact the instructor should there be a problem within the group (e.g., someone not fully participating).

   Note: There is an expectation that students will participate actively in small group work. A student who does not contribute fully and equally to the work of the group project, in accordance with the timelines assigned to the learning activities, may be assigned a lower grade for the assignment than the rest of the group members. A student who does not contribute equally to the group effort may be asked to submit additional individual coursework.

Online Communication Protocols
   Because your online classmates are likely not close by, try to find a way to express appreciation for what you may have learned from the discussion. Take advantage of the opportunity to use "threaded discussions" on the course Blackboard site. This will help you organize your group discussions and facilitate compiling. Remember these points:

   • Be specific about why you found another person's ideas useful or interesting. Disagree with someone in a respectful and considerate way.
• If you don't understand someone's viewpoint, ask a cause-and-effect question – for example: "Can you explain why you think it's true that if these things are in place, such and such will occur?"

The online classroom is an excellent place to develop team-building skills you will use in your future social work practice. Engaging in a cooperative or collaborative learning team process where members support and rely on each other can help you to explore course concepts and come to a shared understanding of the complexities of these concepts. However, communicating clearly on in online courses without creating misunderstandings can be a challenge. One problem is that you lack facial expressions, body language, and tone to help you express yourself; another that there is little "give and take" for developing meaning. Following the guidelines for good ‘netiquette’ can help with this.

Practicing “Netiquette”

Netiquette is a combination of Internet/Network etiquette. Netiquette guidelines are recommended guidelines for personal conduct that apply to all online communications. Good online manners are vital to a productive and supportive online learning environment.

Here are some basic netiquette guidelines:

Be polite and respectful. It can be tempting to “let yourself go” in an environment that feels anonymous, but remember that there are real people reading your messages.

Be tolerant of views expressed by others. Your online classroom may well be bringing you together with people from all over the world. Keep in mind that you probably have something to gain from exposure to views and backgrounds different than your own.

When reacting to someone else's message, address the ideas, not the person. Again, remember that there are real people on the other end of the modem.

Be careful when using sarcasm and humour. Don’t include any obscenities in your messages. Without face-to-face communications, people may take your humour personally, and you never know who may be offended by expressions that are commonplace to you.

Keep in mind that online forms of communication are absent of any emotion. Many times the instructor cannot determine how a particular comment should be taken. Be sure to word your communications carefully.

Think carefully about your content when you write. Think carefully about what you write about others. Always assume that your electronic messages will be forwarded. Do not write anything that you do not want broadcast to the entire class.

You can review more examples of online netiquette by conducting an Internet search on the keywords "online netiquette".

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Managing Online Group Work / Reaching Consensus
These strategies can be used by the whole group as well as by individual group members looking to reach consensus:

• To help your colleagues start the discussion, post a summary of common themes (after reviewing all your classmates' comments), then ask them to comment on the summary.

• Contribute something to the discussion that builds on or springs from what someone else has said. Be explicit about the way you are building on these ideas.

• Pick up on comments that were not discussed.

• Find the unifying ideas or threads in the discussion.

• Make a summary observation that takes into account several people's contributions and touches on a recurring theme in the discussion. Remember, there is no one correct perspective on or answer to the readings you will discuss as a group. If your views differ from others in the group, try to think about why this may be so. If you strongly disagree with the outcome of your group work, you may submit your views to the instructor as a dissenting opinion in an appendix. However, you need to prearrange this with your team and your instructor.

Other Tips for Succeeding in the Course
1. Use a Course Workbook as a Learning and Study Tool

Beginning and maintaining a course workbook throughout the course is highly recommended. While this is an ungraded activity, you are encouraged to utilize this learning tool as fully as possible. According to de Acosta (1995), keeping a workbook/learning journal can be the most effective means of stimulating critical thinking. Journal writing can help the learner to document observations, question, speculate, develop self-awareness, synthesize ideas, and gain insights for problem-solving. You will find that it can be a helpful way to explore the course concepts.

The Course Workbook can serve three additional purposes:

First, you can use the workbook to write reflective commentary on the required readings and website exploration and to respond to any questions that have been posed in particular sections. Your commentary could integrate your views of the readings and the web material with your own experiences, biases and knowledge of human development.

Secondly, you can use the workbook to keep track of your reactions to the actual process of working with other learners during the online interactive activities (Assigned Discussion Topic activities). Recording your thoughts and emotional responses to this small-group work as it occurs will provide you with material to be used when preparing to work as a social worker in an interdisciplinary or interagency environment.
Finally, you can use the workbook to establish a personal ‘baseline’ of your own knowledge of this field and to jot down ideas you have about what your remaining learning needs might be and how you could have these needs met.

**Topic 3: Critical Thinking**

Critical, analytical thinking is a key part of any upper level university course. We understand critical thinking to be “purposeful, self-regulatory judgment that results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, or contextual considerations upon which that judgment is based” (Facione, 1990, p.2). To think critically and analytically requires that you look very closely at information and not taking what you read or hear for granted. In this course you will use your critical thinking skills to:

• check your thinking for hidden biases and examine whether you have taken some information for granted or made assumptions about things that may not be accurate

• evaluate the course materials to determine if they are culturally relevant and up-to date

• weigh opinions, arguments or commentary offered by course material and your fellow learners in the course

• think a line of reasoning through to its logical conclusion (describe how you thought through the issue or situation and came up with a particular decision)

• check whether the evidence you use in your discussion postings and assignment really support the conclusions you have made. For example, when you cite a source of evidence for the points that you are making in either the Assigned Discussion Topic postings (Assignment 1) or in your major essay (Assignment 3), you will need to be sure that the evidence really does support your point, and is accurate and reliable. You are expected to be very critical of your sources, using evidence that has been well researched rather than just your own unexamined opinion. To further develop your critical thinking skills, you are expected to complete the assigned readings and any associated study questions which may be provided in particular units. “Critical Thinking Moments” will appear in the course from time to time and are designed to help you probe the information presented in more depth.

**Learning Activity 1.2 - Examining Course Concepts and Establishing a Learning Community**

Complete this unit after reading Topic 1, 2 and 3 in the Unit Notes.

**Required, time-sensitive**

Start date: Wednesday, Week 1
End date Monday, Week 2

**Post:** to *Introductions* discussion topic on this site

**This activity has three parts.**
This learning activity has three parts and invites you to begin to engage with the course material, the course text and with other students in the course.

**Part One**
By Thursday of Week 1, read the following two chapters from the course text (Berk, 2008)
1. Chapter 1: History, Theory, and Research Strategies
2. Chapter 2: Biological and Environmental Foundations

**Part Two**
*Where to Post:* under Introductions on the course website

1. By Friday of Week 1, locate the **Introductions** Discussion topic on the course website.
2. Post a short introductory note to the other students in your section of this course.

In this posting include:
- something about your background and who you are as a person
- a few words about your experience to date in working in small-groups
- two key things that you learned from reading Chapter One from the course text (Berk, 2008) • your current understanding of the strengths and limitations of human development theory/theories • your questions about the research methods commonly used to study human development (pp. 21, 23–25 in the course text)

**Part Three**
By Monday of Week 2, your instructor will post a note to the **Instructor's Messages** topic. This note will provide a list of the membership in the small groups. Check the instructor's posting and identify your small group. This group will have access their own "discussion topic" (e.g. **Group #1**) on this site. You will work with the other members of your small group to complete the tasks associated with the **Assigned Discussion Topic** learning SOCW 356: Social Work and Human Development – Course Content 11 activities. You may wish to take some time to review the postings made by your fellow small group members on the **Introductions** discussion topic.

**Topic Four: Core Concepts in Human Development: understanding the language of traditional developmental theories**

There are many concepts that are helpful to keep in mind when preparing to learn more about human growth and development. For the purposes of this unit we will focus on five concepts – growth, maturation, learning, transitions and life course.

**Growth** consists of increases in physical size. These increases are quantitative, rather than qualitative. Educators typically do relatively little to influence the growth of learners. However, educators need to be aware of these changes, because they influence other aspects of development.
Maturation consists of changes that occur relatively independently of the environment. Maturation is usually considered to be somewhat genetically programmed (i.e., the result of heredity).

Learning is a process that enables people to modify their behavior fairly rapidly in a more or less permanent way in response to experience, so that the same modification does not have to occur again and again in each new situation. It is a response to the environment.

Transitions occur at various times over the course of the human life span and may pose issues for people as they grow, mature, and learn. For example, the transition to middle school can pose educational and psychological problems for early adolescents since adolescence is the time when we may expect young people to begin to become more independent learners and to take greater charge of their own learning activities. Graduations, marriage, entry into the labor force, divorce, the death of spouse are a few other illustrations of transitions through life events.

Life Course/Life Span
Life is a developmental process from birth to death. The development of humans is highly complex and the position reached by an individual of a given age is the outcome of many interrelated processes and events both inside and outside of the individual. The time from birth to death is usually referred to as the life span. The classification of individuals by age has been used for a number of reasons. For example, 'age' is one of the most important variables in demography. Since, "age" is a universal property of all individuals, it can therefore be used to group people into specific activities, duties or entitlements according to 'age groups.' For example, age is used as a proxy in legal, civil, and religious contexts (driving, voting, retirement, marriage, etc.) Therefore growth, maturation, and learning all interact to promote the development of individuals over their life course/life span. The role that each plays as individuals move through the various transition points will vary, depending on the person's age, the nature of the tasks associated with development, and the social environment of the individual.

Critical Thinking Moment
1. Using the information provided in the first chapter of the course text, reflect upon the following statements:
   a. “if we can understand the origins of a child's behavior and what that child's behavior is likely to be in the future, the behavior makes more sense”.
   
   b. "individuals of similar ages often share common interests, health problems and behavior therefore it is possible to design services that meet people within the same age group"

2. What information from the course text can be used to agree or disagree with the above statements?

Learning Activity 2.1 – Assigned Readings, Questions for Course Workbook and Preparation for Learning Activity 2.2 (Assigned
Discussion Topic)

Required, individual and time sensitive
Start date: Monday, Week 2
End date: Wednesday, Week 2

Complete this activity after reading all of the unit notes.
There are two parts to this activity.

Part One

1. In Unit One you were asked to read the first chapter in the course text (Berk, 2008) Chapter 1 “History, Theory and Research in Human Development”. Take this opportunity to re-read that chapter.

2. From the Readings and Web Links page locate and read:


Part Two

In your Course Workbook, respond to the following questions:

1. What are the main points made by Berk about the research methods that have been used over time to study human development and the social environment within a global culture? What critiques does she offer? Do you agree with her? Why or why not?

2. How do your own experiences of culture and your own experience of your social environment influence what you believe about how individuals learn, grow, develop and move through the various stages of life?

3. Make a careful assessment of your own level of knowledge in this field. What has informed these views?

4. Where do you see that you have further learning to do to understand socioculture aspects of human growth and development? How will you acquire this learning?

Learning Activity 2.2 – Assigned Discussion Topic One – Culture and Human Development

Complete this learning activity after reading all topics in the Unit Notes.

Required, interactive and time sensitive
Start date: Wednesday, Week 2
End date: Friday, Week 3
Instructions

This activity has four parts. Participation in this assignment contributes to your grade for Assignment 1 – Part Two.

Part One: Reflection, Responses to Questions and Individual Summary

Due: By Wednesday of Week 2

After completing the readings identified in LA 2.1, take a few moments to reflect on the readings and consider the following questions:

1. What do the readings from this week suggest as essential elements to consider when examining the common concepts within the field of human development of (in particular the concepts of independence and interdependence).

2. How do the concepts of independence and interdependence vary between and among different cultures?

3. How can the stages of growth and development of children be interpreted according to particular socio-cultural contexts?

4. What arguments does Taylor (2004) make when she states "we cannot fully understand child development and it's connection to social work if we simply accept it without question". Do you agree with her? Why or why not?

5. What are the strengths and limitations of the common research methods used to analyse and interpret human development and the social environment within a global context?

Part Two: Preparation of Individual Response to Study Questions

Due: By Thursday of Week 2:

Write a summary (maximum 200 words) of your responses to the study questions. You may write this in either a narrative style or in point form as long as it is clear to the instructor that you have read the material and responded fully to each of the 4 questions in Part One of this Learning Activity.

Post a copy of your summary to other members of your small group (please post this to your own Group # on the Discussion Topics page of the course website).

Part Three – Interactive Dialogue

Beginning on Friday of Week 2 and continuing over the following week, (week 3 of the course), engage in a back and forth interactive dialogue with other members of your small group about each other’s postings. In addition, take this opportunity to share and exchange your individual and collective views about what can be considered as essential knowledge about human development for effective social work practice.
Part Four: Individual Learning Summary (Synthesis of Small Group Discussion)
Due: by Friday of Week 3

For each of the Assigned Discussion Topics, you will be responsible for writing a 500 word synthesis of what you learned about both the content of the discussion and the process of sharing learning activities in a small group. A "synthesis" is a particular kind of writing that is used in many academic and non academic settings to demonstrate the ability to integrate what has been learned from various sources. In this portion (Part Four) of the Assigned Discussion Topic assignment, submit your synthesis which:

1. Gives your own self-assessment of how well you engaged with the topic under discussion and were able to organize your thoughts and communicate your ideas clearly and concisely to the other members of your small group.

2. Gives your own self-assessment of how well you were able to offer a critically examination of the course material (readings, website review, unit notes) and to raise questions for discussion from that content.

3. Gives your own self-assessment of what role you took to create a respectful and active learning environment for your fellow group members including your efforts to be prompt, thorough and responsive to the postings of others.

4. Includes a commentary on your own involvement with and learning from the small group discussion.

This summary must be submitted to your instructor as a RTF (Rich Text Format) attachment. Submit the document to LA 2.2 Assigned Discussion Topic One in the Assignments tool no later than Friday, Week 3.

Learning Activity 2.3 – Preparation for Assignment Two
Required, individual and time sensitive
Start date: Tuesday, Week 2
End date: Saturday, Week 2

Assignment Two requires you to complete an annotated bibliography on a particular topic. An annotated bibliography usually refers to an inventory which lists of citations to journal articles or books. Each citation is followed by a brief (between 100 to 150 words) summary of the article/book which both describes and evaluates the information provided by the article. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

Instructions:

1. By Tuesday of Week 2, decide on a topic for your Annotated Bibliography assignment and send your instructor a webmail message which identifies your topic. This can be any topic related to human development and the social environment in a global context. The
topic can be related to the topic that you have chosen for your major paper (Assignment 3).

2. By Saturday of Week 2, the instructor will respond to you with approval and/or advice about the suitability of your topic for SOCW 356.

3. Beginning on Monday of Week 3, access the University of Victoria Library electronic databases to locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic.

**Learning Activity 3.1 – Assigned Readings, Study Questions for the Course Workbook and Preliminary Preparation for Assignment #3**

Required, individual and time sensitive  
Start date: Monday, Week 3  
End date: Sunday, Week 3

Complete this activity after reading all of the unit notes.  
This Learning Activity has three parts:

**Part One: Required Reading**

1. Read:
   1. From the course text (Berg, 2008):
      a. Chapter 3: Prenatal Development, Birth, and the Newborn Baby
      b. Chapter 5: Cognitive Development in Infancy and Toddlerhood
      c. Chapter 6: Emotional and Social Development in Infancy and Toddlerhood
      d. Chapter 8: Emotional and Social Development in Early Childhood

**Part Two – Study Questions**

1. What are your responses to the theories of human growth and development as explained in these chapters?

2. What relevance does the material in all of the readings in this unit have for social work practice?

**Part Three – Choosing your Major Essay Topic and Connecting with the Instructor**

By Sunday of Week 3, send a webmail message to your instructor which informs the instructor of the topics you are considering for your major essay (Assignment 3). It is strongly recommended that you take advantage of this opportunity to think about the relative merits of various topics for your own learning plan and discuss them with the instructor as the instructor may be able to help you to focus.

**Learning Activity 3.2 – Website Review and Optional Posting to Discussion Board (Views and Voices)**
Required, individual, interactive and time sensitive
Start date: Monday, Week 3
End date: Sunday, Week 3

Complete this activity after reading all of the unit notes.
This Learning Activity has two parts. Part Two is optional.

Introduction
Cornell University Professor Urie Bronfenbrenner developed a model of the ecology of human development which acknowledges that humans do not develop in isolation, but rather respond in relation to their environment (including family and home, school, community and society). Bronfenbrenner claims that each of these ever-changing and multilevel environments, as well as interactions among these environments, can be essential factors to consider when attempting to understand how human development occurs. An outline of key concepts and a diagram of the ecological model of Urie Bronfenbrenner can be located on the internet.

Part One: Website Review

Instructions:

1. Access the website at : http://www.emory.edu/EDUCATION/mfp/302/302bron.PDF

2. Review the core concepts of Bronfenbrenner’s model. Does this model make sense to you? Why or why not?

3. Compare and contrast the contributions of Bronfenbrenner with other theorists discussed in chapters 6 and 8 in the course text.

Part Two: Posting to Discussion Board (Views and Voices)

1. By 6pm PST Sunday, Week 3, post a 250 word summary of your compare/contract reflections to the Views and Voices topic on General Discussion Board (Views and Voices).

2. During week 4 of the course, review the comments made by your fellow classmates to the Views and Voices Discussion Topic.

Learning Activity 4.1 – Assigned Readings, Questions for Course Workbook and Preparation for Learning Activity 6.2 (Assigned Discussion Topic 2)

Required, individual and time sensitive
Start date: Monday, Week 4
End date: Wednesday, Week 4

Complete this activity after reading all of the unit notes.
There are two parts to this activity.
Part One
1. From the course text read:
   a. Chapter 7 “Physical and Cognitive Development in Early Childhood”
   b. Chapter 9 “Physical and Cognitive Development in Middle Childhood”
2. From the Readings and Web Links page locate and read:

Part Two - Reflective Questions

In your Course Workbook, respond to the following questions:

1. Describe the evidence that indicates the contributions of both heredity and environment to intelligence.

2. How does learning a second language impact on development?

3. In their article Shama and Fisher (1998) state that “cultural variations in developmental contexts, complexity, and pathways remains sparse” (p.5). What arguments do Shama and Fisher make to support their claim that the very idea of psychological development is ethnocentric? Do you agree? Why or why not?

4. Given what you have read from the material in this unit, identify how children from marginalized communities may be disadvantaged from a developmental perspective. Reflect on the relevance for social work practice.

5. What questions does Miller (2005) pose concerning the notion of attachment? How can the concept of attachment be viewed from a socio-cultural lens?

Learning Activity 4.2 – News/Newspaper/Media Review and Reflections

Required, individual and group, time sensitive
Start date: Monday, Week 4
End date: Sunday, Week 4

Introduction

Many of the issues facing indigenous children, youth and families are regularly reported in the news. This activity invites you to make a critical appraisal of how the causality of health and/or social issues of indigenous people are depicted in the media. Watch for evidence that the media accurately and sensitively identifies the impact of colonization and intergenerational oppression on the well being of indigenous people.

Instructions
This Learning Activity has three parts. Part Three is optional.

**Part One - Search for and Collect Media Samples**
Collect and review articles that discuss issues facing indigenous children. In addition to the regular print press, you can find the headlines of many national newspapers online. In addition, Maclean’s Magazine issues from 1984 to present are available through the University’s online Library Service.

**Part Two - Reflective Questions**
In your Course Workbook write your reflection to the following questions:

1. How many articles use a socio-cultural lens when reporting on the issues facing indigenous people?
2. How are the causes of the various social, emotional and physical issues facing indigenous people explained?
3. What perspective is missing?

**Part Three, Posting to Discussion Topic** *(View and Voices)*
1. By 6pm PST Sunday, Week 4, post a 250 word summary of your responses to the questions to the General Discussion Board *(Views and Voices)*.
2. During week 5, take a few moments to review the comments made by your fellow classmates to the *Views and Voices* discussion topic.

**Learning Activity 5.1 – Assigned Readings, Questions for Course Workbook and Preparation for Learning Activity 5.2 (Assigned Discussion Topic 2)**

Complete this learning activity after reading all topics in the Unit Notes.

**Required, individual**
- **Start date:** Monday, Week 5
- **End date:** Sunday, Week 5

There are two parts to this activity.

**Part One - Required Reading**
1. From the Course text *(Berk (2008))*
   - a. Chapter 10

2. From the e-readings file locate and read:
Part Two- Reflective Questions
In her article, Daiute states that “notions of child development implicit in the CRC document makes children’s rights vulnerable to the politics of treaty making” (p.703). She goes on to stress the need for a “developmental approach that considers children as social beings who interact with the material and symbolic circumstances in their social environments” (p. 704).

Outline your understanding of the relevance of the Daiute article for a course in life span development.

Learning Activity 5.2 – Assigned Discussion Topic Two – The Impact of Childhood Stress

Complete this learning activity after reading all topics in the Unit Notes.

Required, interactive and time sensitive
Start date: Monday, Week 5
End date: Friday, Week 6

In 1981 Dr. David Elkind of Tufts University published a book called The Hurried Child. In the preface to the 25th anniversary edition of his book, Elkind repeats his opinion that children are being pushed too far, too fast. He states that "the pressure for early academic achievement is but one of the many contemporary pressures on children to grow up too fast and blurs the boundaries of what is age appropriate by expecting or imposing too much too soon" (p.8). Many people feel that this process has only intensified with the prevalence of such things as pre-natal stimulation kits to induce fetal learning, Baby Einstein toys for very young children etc. In the popular press, there is also much discussion of how to “smart-wire” a baby’s brain to expand their cognitive powers, foster their language abilities, improve their sleep patterns and a host of other goals to fast track development. In a series of podcasts broadcast by the CBC program "IDEAS" this concept is explored from the perspective of a number of experts in the field of early childhood development. For this learning activity you are expected to access and listen to the CBC podcasts and respond to a set of question prompts.

Instructions
This activity has four parts. Participation in this assignment contributes to your grade for Assignment 1 – Part Two.

Part One: Podcast review
Due: By Monday of Week 5

1. By Monday, Week 5, log on to the website of the Canadian Broadcasting Corporation program "Ideas" at http://www.cbc.ca/ideas/features/hurried-infant/index.html

2. Locate and listen to the following podcasts:
i. The Hurried Infant, Episode 1 (Original broadcast February 23rd, 2009)
ii. The Hurried Infant, Episode 2 (Original broadcast March 2nd, 2009)

Part Two: Preparation of Individual Response to Podcasts
Due: By Thursday of Week 5:

1. By Wednesday, Week 5, compose a 500 word summary of your reflections and learning from the podcast.

   Note: You are expected to integrate material from Chapters 7 and 9 in the course text in your summary. As you will recall, you were assigned these chapters to review in Unit Four. Pay particular attention to how the comments made by experts interviewed for the Ideas podcasts compares or contrasts with the information in the course text concerning age appropriate mastery of information processing (page 182-184 and pages 234 - 237).

2. By Thursday, Week 5 post your summary to your small group (eg. Group #x)

Part Three – Interactive Dialogue

Beginning on Friday of Week 5, and continuing over the following week (Week 6 of the course), engage in a back and forth interactive dialogue with other members of your small group about each other’s postings and your respective learning.

Part Four: Individual Learning Summary (Synthesis of Small Group Discussion)
Due: by Friday of Week 6

For each of the Assigned Discussion Topics, you will be responsible for writing a 250 word summary of what you learned about both the content of the discussion and the process of sharing learning activities in a small group.

This summary must be submitted to your instructor as a RTF (Rich Text Format) attachment. Submit the document to LA 5.2 Assigned Discussion Topic Two in the Assignments tool no later than Friday, Week 6.

Learning Activity 5.3 – Website Review and Reflections (Optional)

The website maintained by UNICEF Canada offer a wide range of interesting articles, video clips, cartoons and links to items of interest to those wishing to examine issues of children's rights within a global context. For example, UNICEF notes that “Hundreds of millions of children across the globe are victims of exploitation, abuse and violence each year. They are abducted from their homes and schools and recruited into the army. They are trafficked into prostitution rings. They are forced into debt bondage or other forms of slavery”. In this optional learning activity, you are invited to take this opportunity to explore the website, to enter your reflections and learning into your Course Workbook and to post a commentary of what you have learned from the material that is available on the website to the Views and Voices - General Discussion Topic.

Instructions:

2. Once at the site you will see a range of menu options. Choose any of the items to review in more depth.

3. Jot down any reflections that come to you while you are reviewing the various items on the site.

4. One set of particularly interesting items on the UNICEF site are the video links to the "Top Ten Cartoons about Kids Rights" http://www.unicef.org/videoaudio/video_top_cartoons.html

5. If you have the time and capacity on your computer system, take a look at the cartoons concerning "Protection in War" and "Freedom from Child Labour". After reviewing these cartoons, make a note in your Course Workbook that outlines what you have learned from these cartoons and reflects on how these issues may be very different from concerns faced by children in Canada.

6. Write a 200 word summary of what you have learned from the website review and post it to the Views and Voices - General Discussion Topic.

**Learning Activity 6.1 – Assigned Reading: Theories for Understanding Child Neglect**

Complete this learning activity after reading the Unit Notes.

**Introduction**

All of the Readings and Reflections activities are designed to expand your opportunities to gather information on particular concepts. This activity invites to explore various factors impacting the well being of children including the impact of trauma, the contribution of poverty and social distress, and the role of attachment theories for understanding child development.

As you will recall, maintaining a Course Workbook throughout the term is highly recommended. While the workbook used in this course will not be submitted to the instructor, you are encouraged to utilize this learning tool as fully as possible. Keeping a workbook/learning journal can be an effective means of stimulating critical thinking. Journal writing can help you to document observations, question, speculate, develop self-awareness, synthesize ideas, and gain insights for problem-solving. You will find that it can be a helpful way to explore the course concepts and maximize this learning opportunity.

**Required, self-paced**
**Start date: Monday, Week 6**
**End date: Saturday, Week 6**
All of the Readings and Reflections activities are designed to expand your opportunities to gather information on particular concepts. As you will recall, maintaining a Course Workbook throughout the term is highly recommended. While the workbook used in this course will not be submitted to the instructor, you are encouraged to utilize this learning tool as fully as possible. Keeping a workbook/learning journal can be an effective means of stimulating critical thinking. Journal writing can help you to document observations, question, speculate, develop self-awareness, synthesize ideas, and gain insights for problem-solving. You will find that it can be a helpful way to explore the course concepts and maximize this learning opportunity.

**Instructions**

This activity has three parts.

**Part One: Required Reading**
Due: By Monday of Week 6

Locate and read the following:
1. From the Readings and Web Links page


**Part Two: Reflective Questions (enter in the Course Workbook)**
Due: By Saturday of Week 6

How does attachment theory inform your understanding of situations of child neglect?

What are the impacts of childhood poverty on child development?

What strategies does Cole suggest for building attachment relationships between children and their caregivers?

What reasons do Howe and Cavell explain the presence of child poverty in Canada

From your perspective, what were the most interesting pieces of information in these readings?
What additional contributions did the articles make to your learning?

Part Three – Posting
Due: by Friday of Week 6

Post your summary of what you learned from reviewing these articles and any commentary about situations of child neglect to the Views and Voices - LA 6.1 discussion topic.

**Learning Activity 6.2 – Literature Search: Trauma and Children**

*Required, interactive and time sensitive*

**Start date:** Monday, Week 6  
**End date:** Saturday, Week 6

Participation in this learning activity contributes toward your grade for Assignment 1: Part One.

Complete this learning activity after reading all topics in the Unit Notes.

**Introduction**

Being able to locate and evaluate information is an important practice skill. This activity is designed to allow you to explore the literature on the impact of trauma on children. The benefits of doing a literature search is that you keep current on developments and research on the topic and you may discover information that may be helpful for your final assignment and may also be relevant to your own future practice as a social worker.

This activity directs you to search for recent (nothing prior to 2001) articles related to the impact of trauma on children. You will do so by using the University of Victoria electronic journal databank. To locate information on a course topic or research paper, you can access the Libraries' online catalogues through the Web at the following address: [http://library.uvic.ca/](http://library.uvic.ca/)

The databases, including Academic Search Premier (Ebscohost), can be accessed simply by clicking on the database of your choice and logging in with your Netlink ID and password.

**Instructions**

This activity has four parts.

**Part One**

From your Web browser, access the University of Victoria library system. Instructions on how to access the databases and E-journals can be accessed by:
1. Going to the DE Resource Kit (a link is located on the course home page)

2. Go to the Infoline page and then to the tutorial at the bottom of the page. Follow the instructions on how to search the electronic journal database and find at least four articles related to the impact of trauma on children.

Part Two

After reading the articles, select at least 2 articles to summarize. The summary should give the fill and correct citation for the articles, briefly describe what the article said and offer your own interpretation of how the article has helped you to understand the impact of trauma on children.

Part Three

By Friday of Week 6, post the summary of your articles other members of your small group (eg. Group #) Remember to attach the summary as a Rich Text Format (RTF) file to your posting and insert the heading on the “Literature Search – Unit # 6” in the subject line.

Part Four

Over the course of the following week (Week 7), review the article summaries made by your fellow small-group members and offer your commentary on their summaries.

Learning Activity 7.1 – Assigned Readings, Questions for Course Workbook and Preparation for Learning Activity 7.2 (Assigned Discussion Topic 3)

Required, individual
Start date: Monday, Week 7
End date: Sunday, Week 7

There are two parts to this activity.

Part One - Required Reading

1. From the Course text (Berk, 2008)
   a. Chapters 11, 12, and 13

Part Two - Reflective Questions

NOTE: You will find the readings and the questions prompts provided in this Learning Activity to be helpful as you engage in Learning Activity 7.2.

In your Course Workbook, respond to the following:

1. How have conceptions of adolescence changed over the past century? What are the factors contributing to these changing conceptions?
2. What suggestions does Berk propose on how to enhance positive youth development? Are there such opportunities for youth in your community?

3. Discuss the social and cultural influences on the sexual attitudes and behaviours of youth.

4. What are some of the personal and contextual factors that contribute to identity development? How have these factors played out in your own life?

5. Cite the distinct positive functions of friendships, cliques and crowds in adolescence. What factors might lead some friendships and peer-group relationships to be harmful?

6. What societal changes have shifted perspectives concerning the spectrum of human sexuality?

**Learning Activity 7.2 – Assigned Discussion Topic Three – Examining the Impact of Representations of “Idealness” on Adolescent Well Being**

**Required, interactive and time sensitive**

**Start date: Monday, Week 7**

**End date: Friday, Week 8**

**Instructions**

This activity has three parts. Parts Two and Three are highly recommended but optional.

**Introduction**

In your course text Berk points out the influence of the media and other messages within society which project a particular ‘ideal’ image for young people which in turn may impact their self image (p. 290). For this Assigned Discussion Topic you are expected collect, assess, reflect upon, and discuss this issue. Your responsibilities include finding and examining various types of media (your own choice – it could be magazine, television ads, online media, etc) to assess the many kinds of messages that young people receive about fitting in to this supposed “ideal” image.

**Part One: Collecting Media Examples**

Due: Beginning Monday of Week 7 start your search for media examples which present material focusing on (or reinforcing) the “ideal” image presented to young people. You may find it helpful to collate your collection in either print or electronic files (for example by scanning a magazine ad into a word document). Alternately you may be able to maintain a file of electronic URL links to material that you have explored (such as links to online versions of newspapers, podcasts, music DVDs etc. Creating such an electronic file of your collection of media sources will make it possible for you to share the results of your search with the other members of your small group.

**Part Two: Preparation of Individual Response to the Media Examples**
Due: By Thursday of Week 7:

1. By Wednesday, Week 7 compose a 500 word summary of your reflections and learning from searching for and collating the media examples. Attach an electronic file which either contains the collection of the media examples that you chose to review or that directs your fellow group members to where those media examples can be found.

2. In your summary, discuss your reflections on the impact of these messages on the self image of youth. You are expected to integrate material from chapters 11 through 13 of the course text in your summary paying particular attention to concepts of identity, bio-psychosocial- spiritual well being, sexuality, and difference. Your responses to the question prompts in Learning Activity 7.1 will be helpful for you to integrate into your summary.

3. By Thursday, Week 7 post your summary to your small group (eg. group #x).

Part Three – Interactive Dialogue

Beginning on Friday of Week 7 and continuing over the following week (Week 8 of the course), engage in a back and forth interactive dialogue with other members of your small group about each other’s postings and your respective learning.

Learning Activity 7.3 Prepare and Complete the Expectations for Assignment 2 (Annotated Bibliography)
Required, individual

Remember that the due date for Assignment 2 (Annotated Bibliography) is due next week (on Friday of Week 8). Spend time this week finishing up your work on this assignment and be sure to contact your instructor if you have any questions or concerns.

Learning Activity 8.1 – Assigned Readings and Questions for Course Workbook
Required, individual
Start date: Monday, Week 8
End date: Sunday, Week 8

There are two parts to this activity.

Part One - Required Reading

1. From the Course text (Berk, 2008)
   a. Chapter 14

Part Two- Reflective Questions

In your Course Workbook, respond to the following:
1. What is the social clock and how might it affect people as they move from adolescence to adulthood?

2. Do your own experiences (or those of your friends) match the research findings on cohabitation, singlehood, never married, gay/lesbian parenthood? What have you learned about the diversity of life style choice and the variety of parenting and family forms from reading this chapter? What else are you curious about?

3. What are the main sources of strain for people who combine work and family? What strategies or resources can help with balancing work and family? How available are these resources in your community?

**Learning Activity 8.2 – Literature Search: Cross Cultural Perspectives on Parenting**

Required, interactive and time sensitive

**Start date: Monday, Week 8**
**End date: Saturday, Week 8**

This activity has four parts. Parts Three and Four are recommended but optional.

Complete this learning activity after reading all topics in the Unit Notes.

**Introduction**

Being able to locate and evaluate information is an important practice skill. This activity is designed to allow you to explore the literature on cross cultural perspectives on parenting. The benefits of doing a literature search is that you keep current on developments and research on the topic and you may discover information that may be helpful for your final assignment and may also be relevant to your own future practice as a social worker.

This activity directs you to search for recent (nothing prior to 2001) articles related to cross cultural perspectives on parenting. You will do so by using the University of Victoria electronic journal databank. To locate information on a course topic or research paper, you can access the Libraries' online catalogues through the Web at the following address:

http://library.uvic.ca/

The databases, including Academic Search Premier (Ebscohost), can be accessed simply by clicking on the database of your choice and logging in with your Netlink ID and password.

**Instructions**

**Part One**

Access the University of Victoria library system. Instructions on how to access the databases and E-journals can be accessed by going to the **DE Resource Kit** (there is a link on the course site homepage). Go to the **Infoline** page and then to the tutorial at the bottom of the page. Follow the instructions on how to search the electronic journal database and find at least four articles related to cross cultural perspectives on parenting.
Part Two
After reading the articles, select at least 2 articles to summarize. The summary should give the full and correct citation for the articles, briefly describe what the article said and offer your own interpretation of how the article has helped you to understand cross-cultural perspectives on parenting.

Part Three (Optional)
By Friday of Week 8, post the summary of your articles other members of your small group (eg. Group #). Remember to attach the summary as a rich text file (RTF) to your posting and insert the heading on the “Literature Search – Unit # 8” in the subject line.

Part Four (Optional)
Over the course of the following week (week 9), review the article summaries made by your fellow small-group members and offer your commentary on their summaries.

Learning Activity 9.1 – Assigned Readings and Questions for Course Workbook

Required, individual
Start date: Monday, Week 9
End date: Sunday, Week 9

There are two parts to this activity.

Part One - Required Reading
1. In the course text (Berk, 2008)
   a. Chapter 15 & 16

Part Two - Reflective Questions
In your Course Workbook, respond to the following:

1. Describe the various factors that have been proposed as relevant when examining the changes in cognitive abilities that may occur in mid life. How does information processing change in mid life?

2. Explain the concept of the 'double standard of aging” and discuss the relevance of this for social policy.

3. What are the key developmental tasks of middle adulthood?

4. What are the impacts of poverty, unemployment and social exclusion on some individuals in mid life? How do these same factors impact on Canadian society?

5. What factors promote psychological well being in mid life? What factors detract from such a state of well being? What is the relevance of these factors for social work practice with people in mid life?

Learning Activity 9.2 - Website Review
Complete this learning activity after reading the Unit Notes.
Introduction
The website maintained by the Canadian Association of Retired Persons contains interesting and useful information for people in the middle years of life. On this website you may find recent articles on topics as varied as pensions reform and income security issues in mid to late life, issues related to caregiving concerns in mid life (e.g. caring for an elderly parent or for a grandchild), or the impact of changes to health policy on people in mid to late life.

Instructions
This activity has three parts. Parts Two and Three are highly recommended but optional.

Part One: Access Website, Review Material
1. By Monday of week 9, log on to the CARP website at: http://www.carp.ca/index.cfm
2. Once at the site, look to the left hand side of the screen for a section called "CARP in the News"
3. Choose at least two topics/articles to review from either the current news items or from those items in the CARP News archives. If you do not immediately see a topic of interest to you, you may find an article on a topic of your own interest by using the Search function on the CARP home page. NOTE: You may also choose to listen to a podcast rather than reading a news story. To locate available podcasts, look under the "AUDIO" listing located directly under the "CARP in the NEWS" section on the CARP home page.

Part Two: Reflective Summary: Integrating Readings, Website Reviews and Unit Notes
1. After you have completed your review of material on the website and the readings in this unit write a 250 word summary of what you learned from your review. Include the titles of any articles or podcasts that you chose in your summary.

Part Three - Posting to Views and Voices Discussion Topic
By Saturday of Week 9, post your 250-word summary to the Views and Voices – LA 9.2 discussion topic. Over the following week, (Week 10 of the course), engage in a back and forth interactive dialogue with other members of your small group about each other’s postings and your respective learning.

Learning Activity 10.1 –Required Readings, Reflective Questions and Preparation for Learning Activity 10.2

Required, individual
Start date: Monday, Week 10
End date: Sunday, Week 10

There are two parts to this activity.
Part One - Required Reading
1. From the Course text (Berk, 2008)
SOCW 356: Social Work and Human Development – Course Content 65
   a. Chapters 17, 18, and 19

Part Two - Reflective Questions
NOTE: You will find the readings and the questions prompts provided in this Learning Activity to be helpful as you engage in Learning Activity 10.2.

In your Course Workbook, respond to the following:

1. Describe the various strategies that older adults can use to maintain good physical, emotional, and cognitive health?
2. What is meant by the term "compression of mobility"?
3. What are the essential things to consider when assessing an older person who is exhibiting signs of confusion?
4. Outline the issues faced by people caring for elders with dementia.
5. What factors promote resilience through late life?
6. How have theories of aging influenced social policy (eg. pensions, retirement practices, environmental adaptations such as "age friendly cities").
7. What observations have you made about the effectiveness of the interactions older adults might have with health and human service systems?
8. Discuss your understanding of the various stages and tasks associated with the grieving process.

Learning Activity 10.2 – Assigned Discussion Topic Four – Exploring the Lived Experience of Aging
Required, interactive and time sensitive
Start date: Monday, Week 10
End date: Friday, Week 11

Introduction
The experience of actually talking with older adults about their lived experience can be a powerful learning experience. Doing so has been proposed as an important variable which contributes to an increased appreciation of aging and older adults. In Unit Eight you were prompted to prepare ahead for this learning activity by considering how (and who) you would choose to interview as part of this final Assigned Discussion Topic. Hopefully you will now be in the position to conduct the interview and gather information that you can use in your discussions with your fellow group members. In order to give some structure to your interview with an older adult, you may find it helpful
to review the section in your text “What Can we Learn about Aging from Centenarians” (p. 444).

This activity has four parts. Participation in this assignment contributes to your grade for Assignment 1 – Part Two.

Instructions:
This activity has four parts. Participation in this assignment contributes to your grade for Assignment 1 – Part Two.

Part One:
If you have not already done so, beginning Monday of Week 10, contact the person or persons that you have selected and conduct the interview. The format of the interview (and the content of the questions to be asked) is up to you to decide. Keep in mind that the overall goal of the interview is to try to obtain from the person whom you are interviewing their observations, thoughts and reflections about growing older over time. For example, you may choose to ask them if they have any advice for you or proverbial ‘words of wisdom’.

NOTE: Please keep the actual names of the person that you interview confidential and be sure that you obtain their full consent for participating in this exercise. If the person that you are interviewing is concerned about who else will read about the comments that they make, please invite them to contact the instructor.

Part Two: Preparation of Individual Response

1. By Wednesday Week 10, compose a 500 word summary of your reflections and learning. You are expected to integrate material from chapters 17 through 19 of the course text in your summary. Your responses to the question prompts in Learning Activity 10.1 will be helpful for you to integrate into your summary.

2. By Thursday, Week 10 post your summary to your small group (eg. group #x) Please put Assigned Discussion Topic Four in the subject line of your posting.

Part Three – Interactive Dialogue
Beginning on Friday of Week 10 and continuing over the following week, (week 11 of the course) engage in a back and forth interactive dialogue with other members of your small group about each other’s postings and your respective learning.

Part Four: Individual Learning Summary (Synthesis of Small Group Discussion)
Due: by Friday of Week 11

For each of the Assigned Discussion Topics, you will be responsible for writing a 250 word summary of what you learned about both the content of the discussion and the process of sharing learning activities in a small group.
This summary must be submitted to your instructor as a RTF (Rich Text Format) attachment. Submit the document to LA 10.2 Assigned Discussion Topic Four in the Assignments tool no later than Friday, Week 11.

Learning Activity 10.3- Preparing the Major Essay
Required, individual

Remember that the due date for Assignment 3 is one week after the end of this course. Spend time this week preparing this assignment and be sure to contact your instructor if you have any questions or concerns.

Learning Activity 11.1 – Website Review, Reflections, and Interactive Discussion

Complete this learning activity after reading the Unit Notes.

Required, self-paced and interactive
Start date: Monday, Week 11
End date: Saturday, Week 11

Introduction
A number of local, provincial and local organizations have made concerted efforts to inform policy makers and the public about family violence issues. For example, as part of the Family Violence Initiative, the Canadian Centre for Justice Statistics produces an annual report called Family Violence in Canada. This report provides the most current data on the nature and extent of family violence in Canada, as well as trends over time. The most recent report (2008) can be found at:

Further information about violence within relationships of kinship, intimacy, dependency or trust can be obtained by accessing the website of the Public Health Agency of Canada. This agency operates the National Clearinghouse on Family Violence (NCFV) and allows members of the public to access an array of information and material on this important social issue. For example, one document available from the clearing house is "Violence and People With Disabilities". This document was published in 1994 and presents the findings of a literature review on the topic of violence and people with disabilities. Also included is an analysis of the definitions, nature, contributing factors, and prevalence of violence against people with disabilities. It also addresses issues related to disclosure, responding to violence, and prevention. Another document that can be found on this website is entitled “Aboriginal Women and Family Violence”. This report is based studied the attitudes and opinions of Aboriginal women, and the professionals who work with them, on the issue of family violence, specifically intimate partner violence against women. The NCFV collection can be accessed at: http://www.phac-aspc.gc.ca/ncfv-cnivf/familyviolence/

Instructions
This activity has four parts. Part Four is optional.

Part One: Website Review, Part One "Family Violence in Canada" documents published

Sample outline 356 Distance Education 34

2. Locate the most recent version of the annual report called "Family Violence in Canada" and review it.

3. Write a 200 word summary of what you learned in your Course workbook.

Part Two: Website Review, Part Two
1. Access the website of National Clearinghouse on Family Violence (NCFV) maintained by the Public Health Agency of Canada at http://www.phacaspc.gc.ca/ncfv-cnivf/familyviolence/

2. From the left hand margin of the National Clearinghouse on Family Violence home page, click on the tab "Resources and Services“. You will note that a large number of reports and articles can be downloaded for review. From the Resources and Services webpage, select the "Publications for Distribution“.

3. Once at the “Publications for Distribution”, select one of the 6 topics (E.g. one of Abuse of Older Adults, Child Abuse & Neglect, Child Sexual Abuse, Intimate Partner Abuse Against Women, Intimate Partner Abuse Against Men or Family Violence. Once you have decided which area to focus on, search the online collection for articles reports on this topic. Identify ONE resource to review.

4. Download and print the report or article and read it.

5. Using your course workbook, write a 300 word summary of what you learned, giving particular attention to how you see family violence making an impact on the development of individuals across the life span.

Part Three: Reflective Questions
After reviewing the material on both websites and completing your summaries of what you learned, reflect on the following questions.

1. How does the social, economic and political context within which the person lives complicate situations of family violence?

2. What is the role of the social worker in situations of child neglect or abuse? What about the social work role in situations of elder abuse?

3. What skills and knowledge do you think a practitioner would need to work effectively in situations of family violence?

4. Look back through your course text (Berk, 2008) and review the comments made by
the author on the relevance of family violence for a course in human development. What arguments does Berk give for stating that "violence in families is a widespread health and human rights issue" (p. 378)? Do you agree with her? Why or why not?

5. Make a note of your responses to these questions and include a summary of these responses in your posting to the View and Voices discussion topic.

Part Four –Posting to Views and Voices Discussion Topic
Gather together all of your thoughts about the impact of family violence on the development of individuals across the life span. Prepare a 250-word summary that summarizes your thoughts. Include the full citation of the documents or articles that you selected from the 2 websites in your summary, Post your commentary to the Views and Voices – LA 11.1 discussion topic.

Learning Activity 11.2 – Finishing Up Learning Activity 10.2
Required, self-paced
Introduction
Take advantage of this opportunity to finish up any work remaining from Learning Activity 10.2. As you will recall, for each of the Assigned Discussion Topics, you will be responsible for writing a 250 word summary of what you learned about both the content of the discussion and the process of sharing learning activities in a small group. This summary must be submitted to your instructor as a RTF (Rich Text Format) attachment. Submit the document to LA 10.2 Assigned Discussion Topic Four in the Assignments tool no later than Friday, Week 11.

Learning Activity 12.1 –Required Readings, Reflective Questions and Course Summary
Required, individual
Start date: Monday, Week 12
End date: Friday, Week 12

There are three parts to this activity.

Part One - Required Reading
1. From the e-reserve locate and read:

Part Two- Reflective Questions
Roer-Strier (2005) claims that “social workers working only with the tools provided by Western human development theory, may find that they are unable to effectively help clients with radically different world views at best, a may contribute to the very oppression they seek to eradicate at worst” (p. 312).

By Wednesday of week 12:

1. Write a 50 word summary which outlines your understanding of (and agreement or disagreement with) this comment by Roer-Strier.
2. Reflect back on the previous 11 units of this course. What has been the most important learning for you? How will this course prepare you for your future social work practice? What else do you need to learn and what strategies do you have for obtaining this knowledge?

**Part Three – Connecting with the Instructor**

By Friday of week 12:

1. Submit your responses to the questions in Part Two of this learning activity to your instructor. Submit this as a RTF (Rich Text Format) document to LA 12.1 in the Assignments tool.

**Learning Activity 12.2 – Finishing Up**

Required, self-paced

1. Take advantage of this opportunity to finish up any work that remains from any of the online discussion tasks.

2. Bid goodbye to your fellow group members and be sure to complete the course evaluation form if you have not already done so.

3. Prepare to submit the final assignment to your instructor by the due date.

**ASSIGNMENTS:**

There will be three assignments for this course. The assignments include:

**Assignment 1 –Discussion Board Postings “Assigned Discussion Topics.”** (45%)

This assignment involves individual work (reading and other preparation), group work dialogue and posting and an individual synthesis of learning. For this assignment you will be working within a small group (usually yourself and 5 to 8 other students) for each of the 3 *Assigned Discussion Topics*. Your instructor will assign you to a particular study group by week 2 of the term (eg. Study Group A).

**Due:** The 3 *Assigned Discussion Topic* activities have been scheduled to occur in Units 2, 5, and 10 of the course

**NOTE:** The online activities associated with this assignment are extremely **time sensitive** and require group work. All students must engage with all aspects of each *Assigned Discussion Topic* learning activity in the time frame allotted to it (as described in the instructions for each *Assigned Discussion Topic* on the course website)

**Overall Value - 45% (15% for each Assigned Discussion Topic)**

The *Assigned Discussion Topic* assignment has been designed to assist you to check your grasp of the facts, deepen your understanding of particular course content, reflect on important issues, and give you opportunities to discuss the information covered in the course with the other
students in your small work group. For each **Assigned Discussion Topic**, the instructor will
assess your participation according to the following criteria:

**Grading Criteria**

1. Your ability to communicate your ideas, demonstrate critical thinking and
   organize your comments to the Assigned Discussion Topic posting
   in a logical fashion (5 marks)

2. Your ability to integrate the course material (eg: readings, website review,
   Course unit notes) into eachAssigned Discussion Topic posting
   (2 marks)

3. How well you demonstrated respectful, prompt and thorough contribution to the interactive
dialogue.
   (2 marks)

4. Your ability to prepare a comprehensive and well supported synthesis of the entire Assigned
   Discussion Topic activity including an assessment of your own learning and reflections on how
   you contributed to and benefited from the interaction with other learners). **NOTE:** This requires
   that you synthesize a large body of material into a concise yet thorough document. Merely
   summarizing the discussion will be insufficient.
   (6 marks)

**Assignment 2 –Annotated Bibliography**

**Value** – 15%

**Due** - Friday, Week 8

In completing this assignment, you will employ two sets of skills. The first skill is in information
seeking. This assignment is designed to enhance your skills in locating and scanning the literature
efficiently (using electronic library databases) to identify a set of potentially useful articles on a
particular topic.

The second skill is one of critical appraisal. You will be expected to locate and then critically
examine the literature, demonstrate the ability to recognize relevant information, and to evaluate
it and then to synthesize your impressions into a concise document.

An annotated bibliography usually refers to an inventory which lists of citations to journal
articles. Each citation is followed by a brief (between 200 to 250 words) summary of the
article/book which **both describes and evaluates the information provided by the article.** The
purpose of the annotation is to demonstrate your ability to critically examine the article and assess
the relevance, accuracy, and quality of the sources cited. Pay particular attention to the type of
research method which may have been used to support the findings reported in the article. For
additional information about annotated bibliographies including a definition and examples, please
see the University of Victoria Library gateway at
http://library.uvic.ca/site/lib/instruction/cite/annobib.html.

**NOTE:** Your annotated bibliography may be on the same topic as your major essay (Assignment
3). In fact, it is a very good idea to choose the same topic for both Assignment 2 and Assignment
3.
Instructions for completing this Assignment

For this assignment, you must use the University of Victoria Library electronic databases to locate articles related to your topic. Complete instructions on how to access the databases and E-journals is provided in the DE Resource Kit (see the link to this kit on the course home page). These instructions guide you to locate the UVic library Infoline page which contains a tutorial. Follow the instructions on how to search the electronic journal database and then used the skills that you have learned to continue with this assignment.

You are expected to search for, access, download, read and assess no fewer that 10 and no more than 15 recent journal articles on your topic. Please locate articles which appear in peer reviewed journals and choose those which have been published within the past 5 years. If you wish to use an article which is older than that or you wish to use a citation which is not in a peer reviewed journal, please contact your instructor and provide a rationale. These databases can be found at http://library.uvic.ca/

A very useful search engine on the UVic library database is Academic Search Complete. It can be accessed through the library website by clicking on the “Databases” tab. Under the “Frequently use databases” drop-down menu, select “Academic Search Complete”.

Please note that you will be prompted for your UVic User ID and password when accessing the library from an off campus location.

Timelines

1. By Tuesday of week 2, decide on a topic for your Annotated Bibliography assignment and send your instructor a webmail message which identifies your topic. This can be any topic related to the objective of the course (human development and the social environment in a global context). While you may choose to do your annotated bibliography on any topic, you may find it useful to do the annotated bibliography on the same topic as your major essay. In this way you are getting a head start on collecting and assessing important material which will be used to support your work for the major essay (Assignment 3).

2. By Saturday of Week 2, the instructor will respond to you with comments and/or advice about the suitability of your topic for SOCW 356.

3. Beginning on Monday of Week 3, access the University of Victoria Library electronic databases to locate and record citations to journals that may contain useful information and ideas on your topic.

4. Over the following 4 weeks, collect and review the actual articles or other documents. By Friday of Week 7, choose those works that provide a variety of perspectives on your topic, read them again in more depth and begin to prepare your annotated bibliography assignment.

5. By Friday of Week 8, write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work illuminates your bibliography topic.
6. Submit this assignment to Assignment 2 in the Assignments tool on the course site by Friday, Week 8 (Remember to use Microsoft WORD and save your file as an RTF (Rich Text Format) file for your attachment)

NOTE: Please ensure that you cite the article using the appropriate style. The UVic Library system provides information and assistance with this task. This information can be found at http://library.uvic.ca/site/lib/instruction/cite/index.html

Grading Criteria

1. Currency and relevance of the articles and demonstration of the ability to access the UVic Library electronic databases. (4 marks)

2. Demonstrated ability to critically appraise the literature, including a commentary on the relevance of the article for furthering your understanding of your topic (6 marks)

3. Thoroughness and accuracy of the annotations on each article (3 marks)

4. Clarity and accuracy of writing and citation style, organization of the annotated bibliography (2 marks)

Assignment 3 –Major Essay
Value - 40%

Due: see the Calendar on the course website

Length: 10-15 page essay (12 font) plus title page and references. Please put your name on the top of each page and number the pages. Longer papers may be penalized.

Submit: to Assignment 3 in the Assignments tool on the course site.

NOTE: There are two options from which to choose for this assignment.

Purpose. The purpose of the major essay is three-fold. The first goal is to expand your knowledge about a specific topic of interest in human development. The second purpose is to enhance your ability to use the library for research. The third purpose is to offer an opportunity to improve your writing and editing skills.

Choosing Your Topic – Option #1

The topic for your term paper may be chosen from the list of topics provided below. Choose ONE. You must make your selection of your topic for your major paper and advise your instructor of your selection at least 5 weeks prior to the end of the term

1. Fully describe and evaluate important at least three and no more than four major theories/theorists which have informed perspectives on life span development.
2. Compare and contrast cultural differences in meeting developmental tasks and review the responsibilities of living in a culturally/ethnically diversified world.

3. Identify some common developmental challenges which may be encountered in the human life span and identify a range of interventions/helping strategies.

Choosing Your Topic - Option #2

**NOTE:** With the permission of your instructor, you may propose an alternate focus for your paper but this focus must be directly related to the course objectives. The specific topic and approach to your proposal for an alternate focus to the major essay must be approved by your instructor **at least 6 weeks prior** to the end of the term.

All essays must include the following:

1. Introductory section: A clear statement of the focus of the paper and its significance for social work practice

2. Literature review: A complete and clear discussion using relevant sources over and above the course text. **NOTE:** Your annotated bibliography will be of great benefit in meeting the expectation of a literature review for your major essay but the material must be integrated into the body of your essay.

3. Integration of course materials from the course text and other sources.

4. A strong thesis statement and a detailed explanation of the perspective offered in the essay.

5. An assessment of the relevance or implications of the topic for social work practice:

6. Professional writing style which includes organization within and across paragraphs (introductory topic sentence for each paragraph, transition statements between paragraphs, headings to organize the flow of ideas), correct APA style (12 point font, 1 inch margins, double spaced, a separate title page with your name).

**Assignment 3 Grading Criteria**

Your major essay grade will be based on:

1. Your organization and the thoroughness of your coverage of the topic. The limitation on length means that you will need to do a thoughtful job of selecting, organizing and synthesizing the material for your essay. (15 marks)

2. Your ability to demonstrate your understanding of the material about which you write. (15 marks)

3. Clarity and precision of your statements and your personal reflections on what you have learned about the topic. (5 marks)

4. Grammar and style; and technical aspects such as spelling and punctuation (**Note: use the spell check options on your word processor and follow an approved Style Guide (eg. APA)**) (5 marks)
A few Suggestions for How to Plan for and Complete Assignment 3

1. Review the course text, course website, additional course readings or website links and determine what topic most interests you.

2. Select your topic.

3. Find and review additional literature dealing with the specific subject you chose to write about. Keep detailed notes about what you read and sketch an outline for your paper, paying close attention to the specific focus that your topic selection identifies.

4. Write a paper in which you:
   a) describe the significance of the subject,
   b) apply appropriate concepts learned in the course
   c) discuss the broader implications and limitations of your topic for social work practice.