



<b>Winter 2020</b>			
<b>Course Number</b>	<b>SOWK 363 S02</b>	<b>Classroom</b>	<b>3-282</b>
<b>Course Name</b>	<b>Human Development and Environments</b>		
<b>Day(s)</b>	<b>Friday</b>	<b>Time</b>	<b>9am to 11:50 am</b>
<b>Instructor</b>	<b>Judy Shine</b>	<b>Office Hours/Location</b>	<b>By Request</b>
<b>E-mail</b>	<a href="mailto:judy.shine@ucalgary.ca">judy.shine@ucalgary.ca</a>		
<b>SYLLABUS STATEMENT</b>			
<p>This course explores the nature of human behavior and development in diverse environments and contexts (personal, community, social and environmental) and explores the implications for social work theory and practice.</p>			
<b>COURSE DESCRIPTION</b>			
<p>The purpose of Human Development and Environments is to provide a basic conceptual framework for creating and organizing knowledge about human behavior across the lifespan as it interacts with various aspects of the larger environment. A series of fundamental theories and theoretical approaches, along with updated research will be introduced. Culture and environment as key influences on the behavioral expression of human development process are stressed in this class through related readings and classroom activities, particularly as they relate to social work assessment and practice. This course also focuses on the relationship between social determinants of health and wellbeing inequities. A set of core theories of human behavior and development will be introduced, and further explore the implication and application in social work practice with clients over the life course.</p>			
<b>COURSE LEARNING OUTCOMES</b>			
<p>Upon completion of this course, students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the history, focus and methods of the study of human development, while acknowledging the Western context of these theories.</li> <li>2. Be introduced to leading models of human development and their application to social work practice with particular focus on ecological models.</li> <li>3. Describe the major biological, psychological, environmental, social, economic and cultural factors influencing growth and behaviors across the lifespan.</li> <li>4. Explore human adaptation and resilience within families, groups, organizations and communities over the lifespan.</li> </ol>			

5. Consider how various cultural and environmental influences affect the perception and role of developmental norms and the experience of the lifespan.
6. Assess implications of human growth and behaviors for social work practice by looking at both challenges and opportunities presented over the course of life.
7. Consider how the social determinants of health as well as historical, cultural, political and economic factors influence human behavior and perceptions on norms and experience of development.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

#### Required textbook:

Rogers, A. T. (2019). Human behavior in the social environment (5th ed.). New York, NY: Routledge.

### LEARNING TECHNOLOGIES AND REQUIREMENTS

- A D2L site is set up for this course which contains required readings and other relevant class resources and materials.
- A laptop, desktop or mobile device with Internet access and speaker/sound is required for D2L access.

## RELATIONSHIP TO OTHER COURSES

This course is a required core course for students in the first professional social work degree program. It is a core course because it contributes to the scientific knowledge base necessary for understanding human growth and behavior in dynamic interaction within variety of environments. It is also important as it helps integrate one's own personal development with the growing knowledge base from this and other courses.

SOWK 363 relates to the following BSW Program Level Outcomes:

- Identify as a professional social worker and adopt a value perspective of the social work profession.
- Promote and support diversity by addressing structural sources of inequity.
- Employ critical thinking and reflection in professional practice.
- Engage with individuals, families, groups, and communities through professional practice.
- Recognize the links between components of social work practice.

## CLASS SCHEDULE

Date	Topic	Readings/Assignments Due
January 17, 2020	<b>Course Introduction</b> Topics: <ul style="list-style-type: none"> <li>• Why does this course matter?</li> <li>• My social location</li> </ul>	Rogers (2016). Chap 1 : Human Behavior and the Social Work Profession  Mikkonen, J. & Raphael, D. (2012). Social determinants of health: The Canadian facts. Retrieved from <a href="http://www.thecanadianfacts.org/">http://www.thecanadianfacts.org/</a>

	<ul style="list-style-type: none"> <li>• Basic concepts of human behavior and environment</li> <li>• Social determinants of health</li> </ul>	
January 24, 2020	<p><b>Theoretical Perspectives – Person in the Environment</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Human Behavior: A Multidimensional Approach</li> <li>• The person in the Environment</li> <li>• Strengths Perspective</li> </ul>	<p>Rogers (2016). Chap 2: Lenses for Conceptualizing Problems and Interventions: The Person in the Environment</p> <p>Frohlich, K. L., Ross, N., Richmond, C. (2006). Health disparities in Canada today: Some evidence and a theoretical framework. <i>Health Policy, 79</i>, 132–143.</p>
January 31, 2020	<p><b>Theoretical Perspectives – Biopsychosocial Dimensions</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Medical Model</li> <li>• Diagnostic and Statistical Manual of Mental Disorders (DSM–5)</li> <li>• Brain Science</li> <li>• Cognitive development</li> <li>• Psychodynamic theories</li> <li>• Behavioral and Learning Theories</li> </ul>	<p>Rogers (2016). Chaps 3: Lenses for Conceptualizing Problems and Interventions: Biopsychosocial Dimensions</p> <p>Combs-Orme, T. (2013). Epigenetics and the social work imperative. <i>Social Work, 58</i>(1), 23-30.</p>
Jan 31 – Midnight	<b>SHORT PAPER DUE</b>	
February 7, 2020	<p><b>Theoretical perspectives – Sociocultural Dimensions</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Social-psychological-cultural perspectives</li> <li>• Feminist/ cultural perspectives</li> </ul>	<p>Rogers (2016). Chap 4 : Lenses for Conceptualizing Problems and Interventions: Sociocultural Dimensions</p> <p>Conger, R.D. and Donnellan, M.B. (2007) An interactionist perspective on the socio-economic context of human development. <i>Annual Review of Psychology, 58</i> 175-199</p>

February 14, 2020	<p><b>Theoretical perspectives – Social Change Dimensions and In Class Examination</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Racism, discrimination and oppression</li> <li>• Social change and social action</li> <li>• Truth and Reconciliation Commission Calls for Action</li> <li>• Jordan’s Principle</li> </ul>	<p>Rogers (2016). Chap 5: Lenses for Conceptualizing Problems and Interventions: Social Change Dimensions</p> <p>Blackstock, C. (2016) Toward the full and proper implementation of Jordan’s Principle: An elusive goal to date. <i>Paediatrics Child Health</i> Jun-Jul 21(5) 245-246</p> <p><b>IN CLASS EXAMINATION - 10.30 to Noon</b></p>
February 21, 2020	READING WEEK – NO CLASS	
February 28, 2020	<p><b>Pre-Pregnancy and Prenatal Issues</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Theory of life-cycle development</li> <li>• Prenatal process, birthing &amp; newborns</li> <li>• FASD and prenatal exposure to substances</li> </ul>	<p>Rogers (2016). Chap 6: Pre-Pregnancy and Prenatal Issues</p> <p>Birch, J., Ruttan, L., Muth, T. and Baydala, L. (2009). Culturally competent care for Aboriginal women giving birth in hospitals. <i>Journal of Aboriginal Health</i>, 4(2).</p>
March 6, 2020	<p><b>Development in Infancy and Early Childhood</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Babies, toddlers, and early childhood development</li> <li>• Theories of attachment across cultures</li> <li>• FASD across the lifespan</li> <li>• Health in childhood and lifelong impacts</li> </ul>	<p>Rogers (2016). Chap 7: Development in Infancy and Early Childhood.</p> <p>Badry, D., &amp; Choate, P. (2015). Fetal Alcohol Spectrum Disorder: A disability in need of social work education, knowledge and practice. <i>Social Work and Social Sciences Review</i>, 17(3), 20-32.</p> <p>Raphael, D. (2010). The health of Canada’s children. Part I: Canadian children’s health in comparative perspective. <i>Paediatrics &amp; child health</i>, 15(1), 23-29.</p>
March 6 – Midnight	<b>REFLECTIVE PAPER DUE</b>	
March 13, 2020	<p><b>Development in Middle Childhood</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Middle childhood behaviors</li> <li>• Child Maltreatment</li> </ul>	<p>Rogers (2016). Chap 8: Development in Middle Childhood</p> <p>Larkin, H., Felitti, V. J., &amp; Anda, R. F. (2014). Social work and adverse childhood experiences research: Implications for practice and health policy. <i>Social work in public health</i>, 29(1), 1-16.</p>

	<ul style="list-style-type: none"> <li>Adverse Childhood Experiences (ACES)</li> </ul>	McDonald, S. Kingston, D. Bayrampour, H. and Tough Mail, S (2015) Adverse Childhood Experience in Alberta, Canada: A Population Based Study. Medial Research Archives Issue 3
March 20, 2020	<p><b>Development in Adolescence</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>Self and Identity</li> <li>Resilience</li> </ul>	<p>Rogers (2016). Chap 9: Development in Adolescence</p> <p>Saewyc, E. M. (2011). Research on adolescent sexual orientation: Development, health disparities, stigma, and resilience. <i>Journal of research on adolescence, 21(1)</i>, 256-272.</p> <p>Frohlich, K. L., &amp; Abel, T. (2014). Environmental justice and health practices: understanding how health inequities arise at the local level. <i>Sociology of health &amp; illness, 36(2)</i>, 199-212.</p>
March 27, 2020	<p><b>Development in Early and Middle Adulthood</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>Social roles, Sexuality</li> <li>Transition to independence</li> <li>Addictions</li> <li>Work and family life</li> <li>Mental health</li> <li>Family Violence</li> <li>Retirement</li> </ul>	<p>Rogers (2016). Chap 10 : Development in Early Adulthood and Chapter 11: Development in Middle Adulthood</p> <p>Arnett, J. J. (2001). Conceptions of the transition to adulthood: Perspectives from adolescence through midlife. <i>Journal of adult development, 8(2)</i>, 133-143.</p> <p>Lachman, M. E., Teshale, S., &amp; Agrigoroaei, S. (2015). Midlife as a pivotal period in the life course Balancing growth and decline at the crossroads of youth and old age. <i>International journal of behavioral development, 39(1)</i>, 20-31.</p>
April 3, 2020	<p><b>Development in Late Adulthood</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>Aging and human behavior</li> <li>Loss and Grief</li> <li>Grandparents as parents</li> </ul>	<p>Rogers (2016). Chap 12: Development in Late Adulthood</p> <p>Mei, Z., Fast, J., &amp; Eales, J. (2013). <i>Gifts of a lifetime: The contributions of older Canadians</i>. Retrieved from <a href="http://www.mysage.ca/public/download/documents/4754">http://www.mysage.ca/public/download/documents/4754</a></p> <p>Wahl, H. W., Iwarsson, S., &amp; Oswald, F. (2012). Aging well and the environment: Toward an integrative model and research agenda for the future. <i>The Gerontologist</i>, doi: 10.1093/geront/gnr154.</p> <p>Fuller-Thomson, E. (2005) Canadian First Nations Grandparents Raising Grandchildren: A portrait in Resilience. <i>The International Journal of Ageing and Human Development</i> Feb 2005</p>
April 10, 2020	GOOD FRIDAY – NO CLASS	
April 10 – Midnight	<b>FINAL PAPER DUE</b>	

**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION****USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS**

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

**ASSESSMENT COMPONENTS**

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
<b>Assignment 1: Short Paper</b>	<p>Students need to present an argument either for or against this statement:  <i>'Effective social work practice across the lifespan requires the practitioner to adopt an eclectic approach to social work theory'</i></p> <p>The paper should provide a minimum of three key points to support your argument. The paper should be between 1 and 2 pages (double spaced, 12 font). APA format, such as headings, in-text citation, and reference list, is required.</p> <p><i>A detailed grading rubric will be placed on the D2L site for students for more information.</i></p> <p>Please submit the paper to the drop box on the D2L site.</p>	January 31 - Midnight	10%	1,2
<b>Assignment 2: In Class Exam</b>	<p>This exam will cover the theories introduced in the first five classes of the course. There will be a mixture of True/False and multiple-choice questions. Also a short case study will be presented and students will respond to questions regarding it. Students will be provided with one and a half hours in class to finish the examination.</p> <p><b>In class time</b></p>	February 14	30%	All
<b>Assignment 3: Reflective Writing – Short paper</b>	<p>Students need to choose one of the articles (focusing on human behavior and development theories) from the reading list, and draft a short paper. In this short paper,</p>	March 6	20%	All

	<p>students are expected to discuss the main content of the selected article, and provide reflection and critique based on the learning in this course, personal experience, and working experience in social work or other helping professions.</p> <p>A critique refers to critical examination or analysis, not simply negative criticism. Do not disclose any personal issues that may cause personal embarrassment or pain. This paper will be only shared with the instructor, ensuring that confidentiality is maintained. The short paper should be 3-5 pages (double spaced, 12 font). APA format, such as headings, in-text citation, and reference list, is required.</p> <p><i>A detailed grading rubric will be placed on the D2L site for students for more information.</i></p> <p>Please submit the paper to the drop box on the D2L site.</p>			
<p><b>Assignment 4: Final Paper</b></p>	<p>This paper has two parts.</p> <p><b>Part 1:</b> Students need to address their own personal learning in the course, and discuss at least three gains from this course that increase their confidence and competency in continuing learning and future practice in social work (2-3 pages).</p> <p><b>Part 2:</b> Students will choose one lifecycle stage that we have covered in this course. Students will discuss 1) the key characteristics of the lifecycle stage and the potential social issues they may face, 2) your plan for the application of human behavior and development theories to this client group, and any related additional issues (3-4 pages).</p> <p>This final paper should be at least 5 pages, but no more than 7 pages in total (double space,</p>	<p>April 10</p>	<p>30%</p>	<p>All</p>

	<p>12 fonts). APA format, such as headings, in-text citation, and reference list, is required. This assignment must include at least 5 references.</p> <p><i>A detailed grading rubric will be placed on the D2L site for students for more information.</i></p> <p>Please submit the paper to the drop box on the D2L site</p>			
<b>Assignment 5: Course Participation</b>	<p>Students are expected to participate in class through regular attendance, critically reading and analyzing the readings, sharing experiences and ideas, asking meaningful questions, responding to issues raised by their peers and engaging in classroom and small group discussion. Active involvement in class activities and discussion is required in this course in order to facilitate the learning not only of theoretical and applied material but also to engage in a transformative learning process. When, due to certain circumstances such as family emergency or medical issue, students will not be able to attend class, please contact instructor prior to the class time.</p> <p><i>A detailed grading rubric will be placed on the D2L site for students for more information.</i></p>	Weekly class	10%	All
<b>ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION</b>				



### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

- Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.
- Please email the instructor prior to class if you will be absent.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

- Please submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments are due before midnight on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

### **LATE ASSIGNMENTS**

- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

### **EXPECTATIONS FOR WRITING**

- All assignments will be assessed partly on writing skills. Please see the rubrics provided for each assignment for details. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at:  
<https://www.ucalgary.ca/student-services/student-success/writing-support>

### **ACADEMIC MISCONDUCT**

- It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

## **GRADING**

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage Range</b>
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89

B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

#### WITHDRAWAL DATES

No refunds for withdrawal from **winter session half-courses** after January 23, 2020. The last day to add or swap winter session half-courses is January 24, 2020. The last day to withdraw with permission from winter session half-courses is April 15, 2020.

The last day to drop **winter session block week courses** is January 6, 2020 or the last day to withdraw with permission from winter session block week courses is January 10, 2020.

The Undergraduate Academic Schedule for 2019-2020 can be viewed at <http://www.ucalgary.ca/pubs/calendar/current/index.html>. The online version of the academic schedule supersedes the information on this course outline.

The Graduate Academic Schedule for 2019-2020 can be viewed at <http://www.ucalgary.ca/pubs/calendar/grad/current/index.html>. The online version of the academic schedule supersedes the information on this course outline.

#### COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Feedback will also be sought by the instructor on an ongoing basis. Students are welcome to discuss the process and content of the course at any time with the instructor.

#### ADDITIONAL SUGGESTED READINGS

Algood, C. L., Hong, J. S., Gourdine, R. M., & Williams, A. B. (2011). Maltreatment of children with developmental disabilities: An ecological systems analysis. *Children and Youth Services Review, 33*(7), 1142-1148.

Arnett, J. J. (2007). Emerging adulthood: what is it and what is it good for? *Child Development Perspectives, 1*(2), 68-73.

Badry, D., and Choate, P. (2015). Fetal Alcohol Spectrum Disorder: A disability in need of social work education, knowledge and practice. *Social Work and Social Sciences Review, 17*(3), 20-32.

Baffoe, M. (2011). Navigating two worlds: New identity constructions as determinants for successful integration of new black immigrant and refugee youth in Canadian society. *Journal of Social Sciences, 7*(4), 475.

Bernard, P., Charafeddine, R., Frohlich, K. L., Daniel, M., Kestens, Y., & Potvin, L. (2007). Health

- inequalities and place: A theoretical conception of neighbourhood. *Social Science & Medicine*, 65(9), 1839–1852.
- Birch, J., Ruttan, L., Muth, T. and Baydala, L. (2009). Culturally competent care for Aboriginal women: A case for culturally competent care for Aboriginal women giving birth in hospital settings. *Journal of Aboriginal Health*, 4(2), 24-34.
- Braveman, P., & Barclay, C. (2009). Health disparities beginning in childhood: a life-course perspective. *Pediatrics*, 124(Supplement 3), S163-S175
- Bretherton, I. (1992). The origins of attachment theory: John Bowlby and Mary Ainsworth. *Developmental psychology*, 28(5), 759-775.
- Bryant, T., Raphael, D., Schrecker, T., & Labonte, R. (2011). Canada: A land of missed opportunity for addressing the social determinants of health. *Health Policy*, 101(1), 44-58.
- Bowleg, L. (2012). The problem with the phrase women and minorities: Intersectionality, an important theoretical framework for public health. *American Journal of Public Health*, 102(7), 1267-1273.
- Broen-Bowers, A, McShane, K., Wilson-Mitchell, K., & Gurevich, M ( 2015) Postpartum depression in refugee and asylum-seeking women in Canada: A critical psychology perspective. *Health* 19(3) , 318-335.
- Cameron, E., Mathers, J., & Parry, J. (2008). ‘Health and well-being’: questioning the use of health concepts in public health policy and practice. *Critical Public Health*, 18(2), 225-232.
- Campbell, M. (2011). Foreward. In Anderson, K. (2011). *Life Stages and Native Women: Memory, Teachings, and Story Medicine*. pp. xv-xix. Winnipeg: University of Manitoba Press.
- Carriere, J. & Richardson, C. (2009) From longing to belonging: Attachment theory, connectedness and Indigenous children in Canada in McKay, S. Fuchs, D. and Brown, I. (Eds) *Passions in Action in child and Family Services: Voices from the Prairies*. Regina, SK: Canadian Plains Research Center.
- Chapman, S. (2004). Advocacy for public health: A primer. *Journal of Epidemiology and Community Health*, 58(5), 361–365.
- Combs-Orme, T. (2013). Epigenetics and the social work imperative. *Social Work*, 58(1), 23-30.
- Creese, G., Wiebe, B., (2012). ‘Survival employment’: gender and deskilling among African immigrants in Canada. *International Migration*, 50(5), 56-76.
- Davis, M. (2003). Addressing the needs of youth in transition to adulthood. *Administration and Policy in Mental Health and Mental Health Services Research*, 30(6), 495-509.
- Gore, D. and Kothan, A. (2012) Social Determinants of health in Canada: Are healthy living initiatives there yet? *International Journal for Equity in Health*, 11(41), 1-14.
- Hawe, P., & Shiell, A. (2000). Social capital and health promotion: A review. *Social Science & Medicine*, 51(6), 871–885.
- Jadwin-Cakmak, L. A., Pingel, E. S., Harper, G. W., & Bauermeister, J. A. (2014). Coming out to Dad, young Gay and bisexual men’s experiences disclosing same-sex attraction to their fathers. *American Journal of Men's Health*, 9(4), 274-288 doi:10.1177/1557988314539993.
- Jenkins, E.K., Johnson, J.L., Bungay, V., Kothari, A., & Saewyc, E.M. (2015). Divided and disconnected — an examination of youths’ experiences with emotional distress within the context of their everyday lives. *Social Science and Medicine*, 35, 105-112.
- Landrigan, P.J., Rauh, V.A. & Galvez, M.P. (2010). Environmental justice and the health of children. *Mount Sinai Journal of Medicine*, 77, 178–187.
- Lelel, C.A, McMorris, C.A., Kar, P., Ritter, C., Andre, Q., Tortorelli, C., & Gibbard, W.B., (2019) Characterizing adverse prenatal and postnatal experiences in children. *Birth Defects Research*, 111(12), 848-858. doi: 10.1002/bdr2.1464
- Lou, E., Lalonde, R.N. and Giguère, B. (2012). Making the decision to move out: bicultural young

- adults and the negotiation of cultural demands and family relationships. *Journal of Cross-Cultural Psychology*, 43(5), 663–670.
- Lu, M. C., & Halfon, N. (2003). Racial and ethnic disparities in birth outcomes: A life-course perspective. *Maternal and child health journal*, 7(1), 13-30.
- Maclean, K.C. (2008). Stories of the young and the old: Personal continuity and narrative identity. *Developmental Psychology*, 44(1), 254–264.
- Marmot, M., & Bell, R. (2012). Fair society, healthy lives. *Public Health*, 126, S4-S10.
- McGoldrick, M. (1992) Ethnicity and the Family Lifecycle. *Family Business Review* 5(4), 437-459.
- Mei, Z., Fast, J., & Eales, J. (2013). Gifts of a lifetime: The contributions of older Canadians. Retrieved from <http://www.mysage.ca/public/download/documents/4754>.
- Mustard, J.F. (2009). Canadian progress in early child development: putting science into action. *Pediatrics and Child Health*, 14(10), 689-690.
- Raphael, D. (2010). The health of Canada's children. Part I: Canadian children's health in comparative perspective. *Paediatrics & Child Health*, 15(1), 23.
- Raphael, D. (2010). The health of Canada's children. Part II: Health mechanisms and pathways. *Paediatrics & Child Health*, 15(2), 71-76.
- Rogoff, B. (2007). The cultural nature of human development. *The General Psychologist*, 42(1), 4-7.
- Rothbaum, F., Weisz, J., Pott, M., Miyake, K., & Morelli, G. (2000). Attachment and culture: Security in the United States and Japan. *American Psychologist*, 55(10), 1093-1104.
- Ruttan, L., Laboucane-Benson, P. and Munro, B. (2010). Home and native land: Aboriginal young women and homelessness in the city. *First Peoples Child & Family Review*, 5(1), 67-77.
- Ryan, E.B. and Martin, L.S. (2011). Using narrative arts to foster personhood in dementia. In P. Backhaus, Ed. *Communication in Eldercare: Cross-Cultural Perspectives*. 193-216. London: Continuum Press.
- Thyer, B. A., Dulmus, C. N., & Sowers, K. M. (Eds.). (2012). *Human behavior in the social environment: Theories for social work practice*. New Jersey, NY: Wiley
- Ungar, M. (2005). Pathways to resilience among children in child welfare, corrections, mental health and educational settings: Navigation and negotiation. *Child and Youth Care Forum*, 34(6), 423-444. DOI: 10.1007/s10566-005-7755-7
- Viner, R. M., Ozer, E. M., Denny, S., Marmot, M., Resnick, M., Fatusi, A., & Currie, C. (2012). Adolescence and the social determinants of health. *The Lancet*, 379(9826), 1641-1652.
- Wahl, H-W., Iwarsson, S. & Oswald, F. (2012). Aging well and the environment: toward an integrative model and research agenda for the future. *The Gerontologist*, 154, 1-11.
- Williams, P.L. (2012). I would have never thought that I would be in such a predicament: Voices from women experiencing food insecurity in Nova Scotia, Canada. *Journal of Hunger & Environmental Nutrition*, 7 (2-3).

## UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

### PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

### ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

### RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

### ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **SEXUAL VIOLENCE POLICY**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

### **OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**