



Winter 2020		
Course Number:	SOWK 363 S03	Classroom: 3-282
Course Name:	Human Development and the Environments	
Day & Time:	Fridays 1:00pm - 4:00pm	

Instructor:	Jane Slessor	Office Hours: By appointment
Telephone:		Email: jane.slessor1@ucalgary.ca

COURSE OUTLINE

Syllabus Statement

This course explores the nature of human behaviour and development in diverse environments and contexts (personal, community, social and environmental) and explores the implications for social work theory and practice.

Course Description

The purpose of this class is to provide a basic conceptual framework for creating and organizing knowledge about human behaviour across the lifespan as it interacts with various aspects of the larger environment. A series of fundamental theories and approaches will be reviewed. 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.

Learning Objectives

Upon completion of this course, students will:

1. Demonstrate an understanding of the history, focus and methods of the study of human development, while acknowledging the Western context of these theories.
2. Be introduced to leading models of human development and their application to social work practice with particular focus on ecological models.
3. Describe the major biological, psychological, environmental, social, economic and cultural factors influencing growth and behaviors across the lifespan.
4. Explore human adaptation and resilience within families, groups, organizations and communities over the lifespan.
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.

8. Develop a framework for social work practice through critical exploration of the application of models of human development in social work practice.
9. Consider personal values with reference to models considered in class and make connections regarding how classroom content reflects on their own life experience.

Relationship to Other Courses

This course is a required 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 behaviour in dynamic interaction within a 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 the components of social work practice.

Course Text(s)

Rogers, A.T. (2019). *Human Behaviour in the Social Environment: Perspectives on Development and the Life Course (5th Edition)*. New York, NY: Routledge: Taylor & Francis Group.

Class Schedule

Week/Date	Topic	Readings
Week 1: January 17, 2020	<ul style="list-style-type: none"> • Introductions • Review Course Outline • Review Assignments and Rubrics • Collective Ground Rules • Introduction to HBSE • Introduction to the Social Determinants of Health 	<p><u>Core readings</u></p> <ul style="list-style-type: none"> • Rogers (2019) – Chapter 1 • Mikkonen & Raphael (2010) <p><u>Complementary readings*</u></p> <ul style="list-style-type: none"> • Ashcroft (2011) • Poulter (2005) • Rossiter (2011)
Week 2: January 24, 2020	<p>Lenses for Conceptualizing Problems and Interventions</p> <ul style="list-style-type: none"> • Person in Environment • Biopsychosocial Approaches 	<p><u>Core readings</u></p> <ul style="list-style-type: none"> • Rogers (2019) – Chapters 2 & 3 <p><u>Complementary readings</u></p> <ul style="list-style-type: none"> • Cotton & Ridings (2011) • Egan, et al. (2011) • Meyer, et al. (2013) • Zittel, et al. (2002)
Week 3: January 31, 2020	<p>Lenses for Conceptualizing Problems and Interventions</p> <ul style="list-style-type: none"> • Sociocultural Dimensions • Social Change Dimensions 	<p><u>Core readings</u></p> <ul style="list-style-type: none"> • Rogers (2019) – Chapters 4 & 5 <p><u>Complementary readings</u></p> <ul style="list-style-type: none"> • Allan (2015) • Baskin (2019)

		<ul style="list-style-type: none"> • Meyer, et al. (2011)
<p>Week 4: February 7, 2020</p>	<ul style="list-style-type: none"> • Midterm review • Pregnancy and Pre-natal Issues • Development in Infancy and Early Childhood <p>D2L Discussion Topic Introductions start</p>	<p><u>Core readings</u></p> <ul style="list-style-type: none"> • Rogers (2019) – Chapters 6 & 7 <p><u>Complementary readings</u></p> <ul style="list-style-type: none"> • Badry & Choate (2015) • Eamon (2001) • Larkin (2014) • Raphael, D. (2010a) • Torchalla, et al. (2015) • Wiebe, et al. (2015) • Wright, et al. (2012)
<p>Week 5: February 14, 2020</p>	<p>Midterm Exam</p> <p>Guest Speaker – To be confirmed – Sam Leibel: ACES and LGBTQ+ youth</p>	
<p>Week 6: February 21, 2020</p>	<p>READING WEEK – no class!</p>	<p>N/A</p>
<p>Week 7: February 28, 2020</p>	<ul style="list-style-type: none"> • Development in Middle Childhood • Development in Adolescence <p>D2L Discussion Topic Introductions continue</p>	<p><u>Core readings</u></p> <ul style="list-style-type: none"> • Rogers (2019) – Chapters 8 & 9 <p><u>Complementary readings</u></p> <ul style="list-style-type: none"> • Abramovich (2016) • Barker (2017) • Ansloos (2018) • Bigelow (2006) • Coates & McKenzie-Mohr (2010) • Raphael (2010b) • Raphael (2010c) • Elliot (2016)
<p>March 1, 2020</p>	<p>Paper Proposal Due (by midnight)</p>	<p>N/A</p>
<p>Week 8: March 6, 2020</p>	<ul style="list-style-type: none"> • Development in Early Adulthood • Development in Middle Adulthood <p>D2L Discussion Topic Introductions continue</p>	<p><u>Core readings</u></p> <ul style="list-style-type: none"> • Rogers (2019) – Chapters 10 & 11 <p><u>Complementary readings</u></p> <ul style="list-style-type: none"> • Anakwenze & Zuberi (2013) • Dean & Wilson (2009) • Dupre (2012) • Hansson, et al. (2011) • Hennebry (2016) • Nooe & Patterson (2010) • Padavic & Butterfield (2011) • Salami, et al. (2018) • Thomson (2015) • Wells & Ferguson (2012)
<p>Week 9: March 13, 2020</p>	<ul style="list-style-type: none"> • Development in Late Adulthood • Recap/catch up time 	<p><u>Core readings</u></p> <p>Rogers (2019) – Chapters 12</p> <p><u>Complementary readings</u></p>

	<i>D2L Discussion Topic Introductions finish</i>	Antifaeff (2019) Gottlieb & Gillespie (2008) Langer (2000)
Week 10: March 20, 2020	Guest speaker – <i>To be confirmed</i> Colleen Mustus: The lifespan from an Indigenous perspective	<u>Complementary readings</u> De Leeuw (2009) Herring, et al. (2013) King, et al. (2009) Makokis (2009) Menzies (2010) White (2007)
Week 11: March 27, 2020	Guest speaker Mandie Dening: Intersectionality, eclecticism and assessment	<u>Complementary readings</u> Williams (1994)
March 29, 2020	Last day for D2L discussions!	N/A
Week 12: April 3, 2020	<ul style="list-style-type: none"> • Looking forward: challenges and opportunities for social work • Complex social issues • Practicing assessment using different perspectives – case studies 	<u>Core readings</u> Rogers (2019) – Chapter 13
Week 13: April 10, 2020	GOOD FRIDAY – no class!	N/A
April 13, 2020	Final Paper Due (by midnight)	

Assignments

1. Midterm Exam (February 14, 2020) – 20 %

This exam will cover the theories introduced in the first four classes of the course. There will be a mixture of short answer, multiple-choice questions, and fill in the blank questions. Also, a short case study will be presented, and students will respond to questions regarding it. Students will be provided with one hour in class to finish the examination.

2. Paper Proposal (due March 1, 2020) – 15 %

Students will prepare a 2-3-page (double-spaced) proposal of an area of interest (or topic, or issue) they would like to explore for their final paper (see assignment 4 for more information). The proposal will include:

- A brief introduction and description of their topic, issue or area of interest.
- A brief introduction and description of the two approaches they are using to assess their topic.
- A brief introduction of two articles that they will be using for their final paper, including a brief annotation (one to two sentence description) of each article.

Articles can be chosen from the complementary reading list, or the student can use their own articles. Ideally, articles will be academic and peer-reviewed, although exceptions can be made in some cases. Please consult if this is the case.

APA format is expected.

A detailed grading rubric will be placed on the D2L site for students for more information.

Students will submit completed proposals to jane.slessor1@ucalgary.ca by midnight on March 1, 2020.

3. D2L Topic Discussion – Total of 20 %

Part 1 (In Class): Introduce Discussion Topic (10 %) – due dates will vary and will be assigned first day of class

Students will sign up for one section of the Rogers (2019) text in the first class. On their predetermined date, they will briefly (10 minutes *maximum*) present a topic they find, a) from their assigned section of the text, and b) that is of particular interest or relevance for their own social work practice, for subsequent discussion on D2L.

Students will generate and present two questions related to their topic. Students will demonstrate through the two questions that they have a critical understanding of their topic, the stage of development it is relevant for and the social work approaches most suitable for viewing and assessing the topic.

Questions presented in class will be added to the appropriate D2L forum as two separate threads *before the student presents their topic for discussion!*

Part 2 (On line): D2L Discussion (10 %) – last day for responses/discussions: March 29, 2020

Students will additionally be expected to respond to, and engage in discussion with, a minimum of 2 other D2L threads started by their classmates. Responses should be respectful, thoughtful, additive, and helpful, and demonstrate a critical understanding of both the issues presented and the social work approaches utilized to understand them.

A detailed grading rubric will be placed on the D2L site for students for more information.

4. Paper (due April 13, 2020) – 30 %

Students will prepare a 7 to 8-page paper (double-spaced) exploring further the area of interest introduced in their short proposal (see assignment 2). This area of interest will be an issue that social workers will experience in their work with individuals, families or communities, related to human behaviour in the social environment, and can be one identified by Rogers (2019) in the text or can be an issue of particular interest to the student that is not identified in the text. The student will also identify a stage of development for which their chosen issue is particularly relevant.

Imagining that the student is working with a service user who is experiencing the identified issue, the student will:

- Identify the service user, their stage of development, some of the main characteristics of their stage of development, and other relevant information about the service user that may impact the issue;
- Briefly describe the chosen issue, including how it can impact service users, and some of the key messages that academic literature states about the issue;
- Identify two separate social work approaches through which to view and assess the issue. The student will select their two approaches from two of the following: Person in Environment (Rogers, 2019, Chapter 2), Biopsychosocial Dimensions (Rogers, 2019, Chapter 3), Sociocultural Dimensions (Rogers, 2019, Chapter 4), and Social Change Dimensions (Rogers, 2019, Chapter 5). The student will briefly describe their two chosen approaches, using literature to support their descriptions;
- Consider the application of their two chosen approaches in order to assess the issue impacting the service user and describe what their assessment process would entail;

- Provide comparison of the two approaches and how they would be applied differently or similarly when assessing the given situation and the implications this might have for the resulting plan for action; and,
- A personal reflection regarding the two approaches (Did one “fit” better for the student? Did the approaches complement each other? Will one approach lead to a more comprehensive assessment? Were there challenges associated with the chosen approaches and/or with integrating them?)

This assignment must include at least five references in addition to the Rogers (2019) text.

APA format is expected.

A detailed grading rubric will be placed on the D2L site for students for more information.

Student will email completed papers to jane.slessor1@ucalgary.ca by midnight on April 13, 2020.

5. Participation (weekly) – 15 %

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.

A detailed grading rubric will be placed on the D2L site for students for more information.

Recommended Readings

*Students can choose from the following articles and read those that may be of interest or relevance to them. Students are also able to identify their own articles if they do not find articles addressing their interests in the list of complementary articles identified here.

Abramovich, A. (2016). Preventing, reducing and ending LGBTQ2S youth homelessness: The need for targeted strategies. *Social Inclusion*, 4(4), 86-96. Retrieved from https://www.ssoar.info/ssoar/bitstream/handle/document/50606/ssoar-socialinclusion-2016-4-abramovich-Preventing_Reducing_and_Ending_LGBTQ2S.pdf?sequence=1&isAllowed=y&lnkname=ssoar-socialinclusion-2016-4-abramovich-Preventing_Reducing_and_Ending_LGBTQ2S.pdf

Allan, J. (2015). Reconciling the ‘psycho-social/structural’ in Social Work counselling with refugees. *British Journal of Social Work*, 45, 1699-1716.

Anakwenze, U. & Zuberi, D. (2013). Mental health and poverty in the inner city. *Health & Social Work*, 38(3), 147-157.

Anderson, K. (2011). *Life Stages and Native Women: Memory, Teachings, and Story Medicine*. Winnipeg, MB: University of Manitoba Press.

Ansloos, J. (2018). Rethinking Indigenous Suicide. *International Journal of Indigenous Health*, 13(2), 8-28. DOI 10.18357/ijih.v13i2.32061

Ashcroft, R. (2011). Health and wellbeing: Starting with a critical pedagogical model. *Social Work Education*, 30(6), 610-622.

- Badry, D. & 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.
- Barker, B., Goodman, A. & DeBeck, K. (2017). Reclaiming Indigenous identities: Culture as strength against suicide among Indigenous youth in Canada. *Canadian Journal of Public Health*, 108(2), 208-210.
- Baskin, C. (2019). Aboriginal Youth Talk About Structural Determinants as the Causes of Their Homelessness. *First Peoples Child & Family Review: An Interdisciplinary Journal Honoring the Voices, Perspectives and Knowledges of First Peoples through Research, Critical Analyses, Stories, Standpoints and Media Reviews*, 14(1), 94-108.
- Baskin, C. (2016). *Strong Helpers' Teachings: The Value of Indigenous Knowledges in the Helping Professions (2nd Edition)*. Toronto, ON: Canadian Scholars' Press.
- Bigelow, B.J. (2006). There's an elephant in the room: The impact of early poverty and neglect on intelligence and common learning disorders in children, adolescents, and their parents. *Developmental Disabilities Bulletin*, 34(1&2), 177-215.
- Blackstock, C. (2019). The occasional evil of angels: Learning from the experiences of Aboriginal Peoples and Social Work. *First Peoples Child & Family Review: An Interdisciplinary Journal Honoring the Voices, Perspectives and Knowledges of First Peoples through Research, Critical Analyses, Stories, Standpoints and Media Reviews*, 14(1), 137-152.
- Coates, J. & McKenzie-Mohr, S. (2010). Out of the frying pan, into the fire: Trauma in the lives of homeless youth prior to and during homelessness. *Journal of Sociology & Social Welfare*, 37(4), 65-96.
- Cotton, C. & Ridings, J.W. (2011). Getting out/getting in: The DSM, political activism and the social construction of mental disorders. *Social Work in Mental Health*, 9(3), 181-205. DOI <https://doi.org/10.1080/15332985.2010.534359>
- Dean, J.A. & Wilson, K. (2009). 'Education? It is irrelevant to my job now. It makes me very depressed ...': exploring the health impacts of under/unemployment among highly skilled recent immigrants in Canada. *Ethnicity & Health*, 14(2), 185-204.
- Decker, J.T., Brown J.L.C., Ashley, W. & Lipscomb, A.E. (2019). Mindfulness, meditation, and breathing exercises: Reduced anxiety for clients and self-care for social work interns. *Social Work with Groups*, 42(4), 308-322. DOI: <https://doi.org/10.1080/01609513.2019.1571763>
- De Leeuw, S. (2009). 'If anything is to be done with the Indian, we must catch him very young': Colonial constructions of Aboriginal children and the geographies of Indian residential schooling in British Columbia, Canada. *Children's Geographies*, 7(2), 123-140.
- Dupré, M. (2012). Disability culture and cultural competence in social work. *Social Work Education*, 31(2), 168-183.
- Eamon, M.K. (2001). The effects of poverty on children's socioemotional development: An ecological systems analysis. *Social Work*, 46(3), 256-266.
- Elliot, K.O. (2016). Queering student perspectives: gender, sexuality and activism in school. *Sex Education*, 16(1), 49-62.
- Gottlieb, B.H. & Gillespie, A.A. (2008). Volunteerism, health, and civic engagement among older adults. *Canadian Journal on Aging*, 27(4), 399-406.
- Hansson, E.K., et al. (2011). Rates of mental illness and suicidality in immigrant, refugee, ethnocultural, and racialized groups in Canada: A review of the literature. *Canadian Journal of Psychiatry*, 57(2), 111-121.
- Hennebry, J., McLaughlin, J. & Preibisch, K. (2016). Out of the look: (In)access to health care for migrant workers in Canada. *International Migration & Integration*, 17, 521-538.
- Herring, S., Spangaro, J., Lauw, M. & McNamara, L. (2013). The Intersection of trauma, racism, and cultural competence in effective work with Aboriginal people: Waiting for trust. *Australian Social Work*, 66(1), 104-117. DOI <http://dx.doi.org/10.1080/0312407X.2012.697566>
- Langer, N. (2000). The importance of spirituality in later life. *Gerontology & Geriatrics Education*, 20(3), 41-50.

- Larkin, H., Felitti, V.J. & Anda, R.F. (2014). Social work and adverse childhood experiences research: Implications for practice and health policy. *Social Work in Public Health*, 29(1), 1-16.
- Makokis, L. (2009). Disordered dependencies: The impact of language loss and residential schooling on Indigenous Peoples. *Rural Social Work & Community Practice*, 14(2), 6-11.
- Menzies, P. (2010). Intergenerational trauma from a mental health perspective. *Native Social Work Journal*, 7, 63-85.
- Meyer, I.H., Ouellette, S.C., Haile, R. & McFarlane, T.A. (2011). "We'd be free": Narratives of life without homophobia, racism, or sexism. *Sexuality Research and Social Policy*, 8(3), 201-214.
- Nooe, R.M. & Patterson, D.A. (2010). The ecology of homelessness. *Journal of Human Behaviour in the Social Environment*, 20, 105-152.
- Padavic, I. & Butterfield, J. (2011). Mothers, fathers, and "mathers": Negotiating a lesbian co-parental identity. *Gender & Society*, 25(2), 176-196.
- Oelke, N.D., Thurston, W.E. & Arthur, N. (2013). Intersections between interprofessional practice, cultural competency and primary healthcare. *Journal of Interprofessional Care*, 27(5), 267-372.
- Raphael, D. (2010a). The health of Canada's children. Part I: Canadian children's health in comparative perspective. *Pediatrics & Child Health*, 15(1), 23-29.
- Raphael, D. (2010b). The health of Canada's children. Part II: Health mechanisms and pathways. *Pediatrics & Child Health*, 15(2), 71-76.
- Raphael, D. (2010c). The health of Canada's children. Part III: Public policy and the social determinants of children's health. *Pediatrics & Child Health*, 15(3), 143-149.
- Rossiter, A. (2011). Unsettled social work: The challenge of Levinas's ethics. *British Journal of Social Work*, 41, 980-995.
- Saewyc, E.M. (2011) Research on adolescent sexual orientation: Development, health disparities, stigma, and resilience. *Journal of Research on Adolescence*, 21(1), 256-272.
- Torchalla, I., Linden, I.S., Strehlau, V., Neilson, E.K. & Krausz, M. (2015). "Like a lot happened with my whole childhood": violence, trauma, and addiction in pregnant and postpartum women from Vancouver's Downtown Eastside. *Harm Reduction Journal*, 12 (1), 1-10. Retrieved from <https://harmreductionjournal.biomedcentral.com/track/pdf/10.1186/1477-7517-12-1>
- Wells, L. Ferguson, J., & Interdepartmental Committee on Family Violence and Bullying. (2012). *Family violence hurts everyone: A framework to end family violence in Alberta* [A source document]. Calgary, AB: The University of Calgary, Shift: The Project to End Domestic Violence. Retrieved from https://prism.ucalgary.ca/bitstream/handle/1880/51909/R9_Shift_2012_Framework_to_End_Family_Violence_in_Alberta_Source_Document.pdf?sequence=4&isAllowed=y
- Wiebe, A.D., Barton, S., Auger, L., Pijl-Zieber, E. & Foster-Boucher, C. (2015). Restoring the blessings of the Morning Star: Childbirth and maternal-infant health for First Nations near Edmonton, Alberta. *Aboriginal Policy Studies*, 5(1), 47-68.
- Wright, T.E., Schuetter, R., Fombonne, E., Stephenson, J. & Haning III, W.F. (2012). Implementation and evaluation of a harm reduction model for clinical care of substance using pregnant women. *Harm Reduction Journal*, 9(5), 1-10. Retrieved from <https://harmreductionjournal.biomedcentral.com/track/pdf/10.1186/1477-7517-9-5>
- Zittel, K.M., Lawrence, S. & Wodarski, J.S. (2002). Biopsychosocial model of health and healing: Implications for health social work practice. *Journal of Human Behaviour in the Social Environment*, 5(1), 19-33.

Grading

University of Calgary
Faculty of Social Work, Central and Northern Alberta Region
BSW Grading System
2019-2020

Grade	Grade Point	Description	Percentage Range
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

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.

Withdrawal

No refunds for withdrawal from **winter session half-courses** after January 23, 2020. The last day to add or swap fall 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.

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. Students are welcome to discuss the process and content of the course at any time with the instructor.

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, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2019): [FINAL ACSW Standards of Practice 03282019.pdf](https://www.acsw.ca/~/media/ACSW/Standards%20of%20Practice%2003282019.pdf). Students are expected to ensure they are both familiar with, and comply with these standards.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she 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."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

Wellness Centre Phone Support (403) 210-9355 24 hours/day

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca. Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

The Social Work representative to the Students Union is to be determined (swsa@ucalgary.ca).

Appeals: If there is a concern with the course, academic matter, or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process in the Calendar. <http://www.ucalgary.ca/pubs/calendar/current/i.html>

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

SUPPORTS FOR MENTAL HEALTH

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available and the Campus Mental Health strategy website (ucalgary.ca/mentalhealth).

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. Of 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>

SAFEWALK

Safewalk provides a safe and reliable alternative to walking alone at night around and on the U of A campus. Located at 0-22 SUB, phone (780) 492-5563 or 4-WALK-ME. In addition to the UofA's Safewalk program, security personnel at Enterprise Square will provide an escort from the main lobby between 6:00 p.m. and 11:00 p.m., any day that the building is open. Arrangements to be accompanied can be made at the security desk opposite the elevators on the main floor at the time the escort is required – reservations ahead of time are not possible. Security will escort you within a two-block radius of Enterprise Square.