| Course Number | SOWK 363 S01 | Classroom | Online via Zoom, tele-conferencing, or Skype |
|---|---|---|---|
| Course Name | Human Development and Environments | | |
| Day(s) & Time | Wednesdays, September 9 – December 9, 2020; 9:00 – 11:50 am | | |
| Instructor | Professor Michael (Mishka) Lysack PhD RSW | | |
| U of C E-mail | mlysack@ucalgary.ca | Phone | 403-220-7648 |

### SYLLABUS STATEMENT

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 practice and theory.

### COURSE DESCRIPTION

The course focuses on the dimensions and nature of human development in a variety of environments as both relational and contextual. The course will explore dominant and alternative paradigms in the study of human development. This course has no pre-requisites or co-requisites.

The class will include the use of videos, and lecture and discussion formats, as well as reflection exercises and practices, role-plays, and practice exercises. The course centers on assisting and facilitating students to develop their:

- o Conceptual, perceptual and reflective skills and knowledge through reading and class discussions; and
- o Processual, perceptual and practice skills through observation, participation in role-plays, practice exercises, and reflection groups.

### COURSE LEARNING OUTCOMES

The course will assist and facilitate each student to develop the following:

1. A framework of ideas regarding human development helpful for social work practice;
2. An understanding of the dominant models of human development, the critiques of these dominant western paradigms, and the alternative models of human development;
3. Familiarity of the key developments in the history of the understanding of human development in various socio-economic, psychological, cultural, historical, economic, and climate/environmental contexts;
4. An understanding of alternative models of human development and their implications for social work practice;
5. Discover and appreciate the links between human development and wisdom traditions and spirituality;

6. A deeper sense of how to practice social work contextually, relationally, socially, culturally, and environmentally in the light of models of human development.
7. Enable students to develop an overview of their own micro/mezzo/macro model of SW practice to progressively apply their knowledge and skills in dealing with community issues in practice settings, and to facilitate the translation of their own student learning into a community practice context.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS
See course texts and reading below in the Assignments section.

### 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, microphone and speaker is required for D2L and Zoom access.

Students are asked **not** to record classes to protect the privacy of both students and the professor.

## RELATIONSHIP TO OTHER COURSES
This course is required for the BSW program. Class discussions in this course will facilitate students to make linkages with other social work courses and their practicum in the areas of policy, social work theory and practice, and research, so that students may integrate their learning across the curriculum into a coherent framework for social work practice and professional identity.

## CLASS SCHEDULE

**Please note important dates for Fall 2020:**

- **First Day of Classes: Tuesday, September 8**
- **Monday, October 12: Thanksgiving Day – no classes**
- **Sunday-Saturday, November 8-14: Term Break – no classes**
- **Last Day of Classes for fall courses: Wednesday, December 9**

| Sept 9 | Review of course outline; scan of student interests; 2 papers; class structure and processes<br><br>Cognitive ethology: science of biological and evolutionary inheritance of 3 ethical/behavioural clusters: 1) cooperation, 2) empathy & 3) justice<br><br>Human development, different historical cultural contexts and Indigenous communities; Axial traditions: ethics of empathy, cooperation, justice, community, environmental sustainability; insights of historian Ronald Wright in his book: *A Short History of Progress* (CBC Massey Lectures/book)<br><br>Overview of micro/mezzo/macro model of SW practice (Mel Gray); applying knowledge and skills in practice settings and translate learning into practice context |
| --- | --- |

| Sept 16 | Lena Dominelli & Green SW |
|---|---|
| | UN Sustainable Development Goals (SDGs): addressing sustainable development, alleviating poverty, and addressing the threat of climate change mitigation; climate adaptation |
| | Impacts of climate change: health and disease, drought & water shortages, weather extremes & rising sea levels, decreasing food production, escalation of conflict over resources (water, etc.), mass migration, increased international conflict, 6th mass extinction, reduced life in oceans (plastic, warming, increased carbonization with decreasing production of oxygen); |
| | climate tipping points: science of key signals re close proximity of significant planetary shifts with serious life-threatening implications for life, both human and other species (Lenton etc.); |
| | UN IPCC report 2018: goal: reduction of $CO_2$ emissions by 45% from 2010 levels by 2030. Serious time line re decarbonizing sectors |
| | Implementing Sustainable Development Goals (SDGs), alleviating poverty, and addressing climate change are all linked: all three are done at once, or we accomplish none |
| | How scientists are increasingly moving into public policy, bringing science and social science together: Catherine Potvin & Sustainable Canada Dialogues, Schellnhuber, Rockstrom, Rogelj |
| Sept 23 | Freud (Freud and theory of human development), Jung, Piaget, and Vygotsky; Exploration of the theory and research regarding child cognitive development in work of Lev Vygotsky and Jean Piaget; |
| | relationality (Vygotsky) versus constructivism Piaget; zone of proximal development; Vygotsky, child development and education; Narratives and cognitive development of children: Jerome Bruner's psychology and human development through narrative frames; |
| | Power of play; child development through play in relationships with more capable peers (Zone of Proximal Development); emotional regulation & behavioural self-control |
| Sept 30 | human development: addressing racism and systemic/structural injustice; nature & nurture (Dunedin study) ; Racism and poverty as social determinant of health in human development (Dunedin study); Abecedarian project: working with/empowering children in poverty |
| Oct 7 | Economics, injustice, inequality, and racial oppression; Martin Luther King Jr. |
| | childhood development & corporate influence, economic exploitation of children and families; analysis of corporation (Bakan) |

| | |
|---|---|
| Oct 14 | Social/environmental determinants of health; Toxic Trespass: Health injustice, toxic pollution and children; in Indigenous communities e.g., Indigenous nation in Sarnia, Ontario. Determinants of child development and health (child health, toxic trespass)

**Paper #1 Due** |
| Oct 21 | Parenting children with behavioural challenges and adolescents; policy context: SW practices of intervention, education, support, policy influencing

Racism and poverty as social determinant of health in human development: follow-up discussion (Dunedin study). |
| Oct 28 | Economic equality, human development & social justice;

economics: Oikonomia & chrematistics; neo-liberalism & social economy (ordo-liberalism). Karl Polanyi, economist; David Korten; Joseph Stiglitz; Indigenous economics

Slide-deck on just economics & Polanyi |
| Nov 4 | Indigenous communities: issues, science, economics, and ethics: Impact of fossil fuel industry & climate change on Indigenous land, water, communities: Eriel Deranger

Cindy Blackstock: The long history of discrimination against First Nations children;

Thomas King: history of racism in Canada

2 Key Leaders in new renewable energy economy in Indigenous Communities:
Melina Laboucan-Massimo on solar in Indigenous communities
Chief Gordon Planes: T'Sou'ke Nation on Vancouver Island

Kyle Whyte, Chris Caldwell, Marie Schaefer: Indigenous sustainability |
| Nov 11 | NO CLASS – REMEMBRANCE DAY |
| Nov 18 | Anti-oppressive SW in time of environmental & climate crisis; Lena Dominelli: Opportunities for SW'ers on 2 levels of practice; book discussion: Green SW by Lena Dominelli:

Economics & social/environmental practice & ethics; Social, economic and health policies in Alberta and SW practice: Public Interest Alberta (PIA) |

| Nov 25 | resilience in climate crisis and trauma:  Dr. Mary Pipher, psychologist and social activist: the personal and the activist |
| | |
| | case study in abolition of slavery of movement; human behaviour movements for macro change, and spiritual/ethical resources |
| | |
| | Mindfulness in SW practice, advocacy, activism, mobilizing communities for social change |
| | |
| | **Paper #2 due** |
| Dec 2 | Narratives, human development, and clinical practices of narrative therapy; the justice and politics of narrative therapy; building partnerships with key allies, Indigenous communities |
| Dec 9 | **Last Class** |
| | |
| | Reflection exercises on key leaning moments in course; review of course; class review |

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### ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

### USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS
The use of laptop, mobile devices and phone 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.

### GUIDELINES FOR ONLINE CLASSES
Students are expected to participate actively in all class sessions. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in class sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

### RECORDINGS OF ONLINE CLASSES
No class sessions will be recorded by the professor or by the students.

### ASSESSMENT COMPONENTS

Aligned Course Learning Outcomes for all assignments: 1-7

**Adult Learning and Accountability**

To foster a climate of mutual learning and collaborative development, students are encouraged and expected to exercise their best judgment in maximizing their learning experience. Here are some guidelines.

- Students are asked to write 2 papers.

- Students are asked to read 1 book for each paper, with a second small book being required for paper #1.
- All students are asked to write a reflection paper on one (1) book from the suggested texts from the two (2) different categories listed below.
- In order to maximize learning opportunities, students are asked not to read two books from the same category and are asked not to re-read a book they have already read.
- Students are only required to buy or borrow books that they plan to use for their assignments and are not required to buy all the books.

**Assessment Method 1: Paper #1**

**Due date: October 14 (TBC by instructor and class)**

**Portion of mark: 45%**

**Category #1 Human Development**

**Assessment Description & Criteria:**

The intent of this assignment is to encourage each student to select their particular area of interest within the larger envelope of **individual human development** through different lens of analysis, highlighting specific features of human development through different lenses such as Indigenous history and knowledges, psychology, economics, social context and meaning making (including spirituality) .

This assignment supports students to develop and deepen their understanding and knowledge of individual human development through different lens of analysis, highlighting the development of BSW Program Learning Outcomes.

The objective of this paper is to start to develop an overview of micro/mezzo/macro model of SW practice to progressively support students to apply their knowledge and skills in dealing with community issues in practice settings, and to facilitate the translation of their student learning into a community practice context.

N.B. For a detailed discussion of guidelines for writing the paper, please review these 4 sections in this course outline:

1) About the Reflection Papers

2) Notes & Format for Papers

3) Criteria for an A- level paper

4) Criteria for an A level paper

**1) Students are asked to read one (1) of these books:**

Dominelli, L. (2012). *Green Social Work: from Environmental Crises to Environmental Justice*. Cambridge, UK: Polity Press.   ISBN-10: 0745654010      ISBN-13: 978-0745654010

Bakan, J. (2012). *Childhood under Siege*. Toronto: Penguin
ISBN:   978-0143170433

Pipher, M. (2013). The green boat. New York: Riverhead books
ISBN:    978-1594485855


Safina, C. (2015). Beyond Words: What Animals Think and Feel. New York: Henry Holt and Company.
ISBN: 978-0805098884


Mate, G. (2010). In the Realm of Hungry Ghosts: Close Encounters with Addiction. North Atlantic Books.
ISBN-10: 155643880X      ISBN-13: 978-1556438806


Vygotsky, L., S. (1978). Mind in society: The development of higher psychological processes. Boston:
Harvard University Press.   ISBN: 0-674-57629—2 paper


Wright, R. (2004). *A Short History of Progress.* Toronto: House of Anansi Press.
ISBN 9781487006983 ;  ISBN-10: 0887847064     ISBN-13: 978-0887847066


Bruner, J. (1990). *Acts of meaning*. Cambridge: Harvard University Press


Postman, N. (1994). *The Disappearance of Childhood*. New York: Random House.
ISBN-10: 0679751661     ISBN-13: 978-0679751663


Louv, R. (2005). *Last Child in the Woods*. Chapel Hill: Algonquin Press
ISBN-10: 156512605X   ISBN-13: 978-156512605

**2)  N.B. All students are also required to read this short book for paper #2:**

**Oreskes, N. & Conway, E. (2014).  *The Collapse of Western Civilization: A View from the Future*.
New York: Columbia University Press.  ISBN: 978-0231169547**

**Class learning moments: In addition to 3 key learning moments from their book selection, students
are also asked to briefly discuss their 2 additional key learning moments from class resources (for a
total of 5 learning moments for the paper) from the first half of the course arising from class
presentations and discussions as well as any of the class learning resources.** These learning resources
will be assigned as the class develops and as students' interests emerge through class discussions.

**Assessment Method 2: Paper #2**

**Due date: November 25 (TBC)**

**Portion of mark: 45%**

**Category #2: Macro Context of Human Development: Biology, Society, Economy, & Environment**

Unlike paper #1 which focuses more on the individual in a interpersonal context, the intent of paper #2 is to encourage each student to select their particular area of interest within the larger and more macro context, highlighting the contexts of human development through different lens of analysis, and underlining specific features of the macro contexts of human development (political, economic, social, environmental, meaning making). These lenses will be discussed in detail in the first class.

This assignment supports students to develop and deepen their understanding and knowledge of human development in multiple macro contexts (economic, social, environmental) through different perspectives of analysis, highlighting the development of specific BSW Program Learning Outcomes.

The objective of this paper is to develop an overview of micro/mezzo/macro model of SW practice with an emphasis of the macro context to progressively support students to apply their knowledge and skills in dealing with community issues in mezzo and macro practice settings, and to facilitate the translation of their student learning into a community and societal/economic/policy/environmental practice context.

N.B. For a detailed discussion of guidelines for writing the paper, please review these 4 sections of this course outline under Additional Assessment and Evaluation Information on page 15:

1) About the Reflection Papers

2) Notes & Format for Papers

3) Criteria for an A- level paper

4) Criteria for an A level paper

Students are asked to review 1 of these books. As described earlier, students are only required to buy or borrow books that they plan to use for their assignments and are not required to buy all the books.

Dominelli, L. (2012). *Green Social Work: from Environmental Crises to Environmental Justice.* Cambridge, UK: Polity Press.       ISBN-10: 0745654010        ISBN-13: 978-0745654010

King, T. (2012). *The Inconvenient Indian: A Curious Account of Native People in North America.* Toronto: Doubleday Canada   ISBN-10: 0385664214        ISBN-13: 978-0385664219

Bakan, J. (2012). Childhood under Siege. Toronto: Penguin   ISBN: 978-0143170433

Pipher, M. (2013). *The green boat*. New York: Riverhead books      ISBN:  978-1594485855

Picard, A. (2017). Matters of Life and Death: Public Health Issues in Canada. Douglas & McIntyre. ISBN-10: 1771621540;  ISBN-13: 978-1771621540

Martin, D. (2018). Better Now: Six Big Ideas to Improve Health Care for All Canadians. Penguin. ISBN-10: 073523261X  ISBN-13: 978-0735232617

McKibben, B. (2007). *Deep economy: The wealth of communities and the durable future*. New York: St. Martin's Griffin. ISBN: 978-0805087222

Shaheen-Hussain, S. & Blackstock, C. (2020). Fighting for a Hand to Hold: Confronting Medical Colonialism against Indigenous Children in Canada. Montreal: McGill-Queen's University Press. ISBN-10: 0228003601  ISBN-13: 978-0228003601

Rifkin, J. (2019). The Green New Deal: Why the Fossil Fuel Civilization will Collapse by 2028, and the Bold Economic Plan to Save Life on Earth. St. New York: Martin's Press. ISBN-10: 1250253209  ISBN-13: 978-1250253200

Speth, J. G. (2009). The Bridge at the Edge of the World: Capitalism, the Environment, and Crossing from Crisis to Sustainability. ISBN-10: 9780300151152; ISBN-13: 978-0300151152

Safina, C. (2015). *Beyond Words: What Animals Think and Feel*. New York: Henry Holt and Company. ISBN: 978-0805098884

Wright, R. (2004). A Short History of Progress. Toronto: House of Anansi Press  ISBN-10: 0887847064 ISBN-13: 978-0887847066

Davis, W. (2009). The Wayfinders. Toronto: House of Anansi Press  ISBN-10: 0887848427; ISBN-13: 978-0887848421

Masson, J. and McCarthy, S. (1995). *When elephants weep: The Emotional Lives of Animals.* New York: Dell.  ISBN Number:  978-0385314282

Speede, S. (2013). *Kindred beings: What 73 Chimpanzees Taught Me about Life, Love, and Connection*. New York: Harperone. ISBN: 978-0062132482

2) **In addition to 3 key learning moments from their book selection, students are also asked to briefly discuss their 2 additional key learning moments from the last half of the course arising from class presentations and discussions as well as any of the class learning resources using 1 short direct quote from each source (for a total of 5 learning moments in the paper).** These learning resources will be assigned as the class develops and as students' interests emerge through class discussions.

**About the Reflection Papers (#1 and #2)**

The student's working knowledge of the material can be partly demonstrated by the inclusion of some quotes (at least 5-6) from the readings that the student believed to be especially important to his/her learning. Students are asked to use the following questions as a guide for their reflection and writing of the paper:

- o   What were the key learning moments or "sparkling moments" as you were reading the articles/chapters?
- o   What effect did these moments have on you as a person and as a developing professional?

- o  What are some of the ideas that you found to be the most helpful in these articles?
- o  What difference could these ideas make in how you "see" or perceive your work?
- o  What are some of the related practices that you find the most appealing?
- o  How are these practices related to the ideas that you found helpful?

1) When students are starting to write the paper, they need to identify 3 key learning moments, a-ha experiences, or sparkling moments as they were reading the book, and 2 learning moments from class material for a total of 5 learning moments. Students are asked to use these learning experiences as the "spine" of the paper.
2) In response to their learning moments, students need to include 2 sections or "streams": 1) exposition & 2) reflection.
3) The exposition section needs to convey to the instructor that the student has read and understood the material to the degree that the student can communicate the essential elements of the material to a layperson. This section needs to be anchored in a small selection of direct quotes from the source material with appropriate references.
4) In the reflection section, students need to focus on the significance of the 3 learning moments (from book) and 2 (from class) learning moments and a description of why the student believes this insight is important. In addition, students are asked to also describe the difference such insights would make to both a) their SW practice and theory in general as well as b) their own future SW practice.
5) In the reflection section, all students are asked to develop their own micro/mezzo/macro model of SW practice to progressively support students to apply their knowledge and skills in dealing with community issues in practice settings, and to facilitate the translation of their student learning into a community practice context.

Social work professor Mel Gray and her colleagues in their book - Gray, M., Coates, J., & Hetherington, T. (Eds.). (2013). *Environmental social work.* London: Routledge – (pp. 13-16; 306-312) have developed an innovative tri-partite model of micro, mezzo, and macro social work practice.

This model of practice connects specific social work practices on the micro level with their related practices on the mezzo level (educational groups, group and community practices) and the macro level (advocacy work; influencing public policy; working with community partners and NGO's). In this tri-modality model of social work practice, Gray, Coates, & Hetherington give illustrations of this practice model concerning specific environmental issues such as the health impacts of air, soil and water pollution.

Here are some helpful questions for students to reflect on their own evolving tri-partite practice model in their papers. Please note that students are not asked to answer all or most of these questions in their papers, given the paper length expectations. However, students are encouraged to engage in their papers with one or more of these questions in each of all 4 clusters below (micro, mezzo, macro, professional development):

Micro practices

- How will this issue affect your assessment of the client and problems?
- What differences will this issue make for the client and any needs for crisis intervention?

- What impact will the issue have on who you suggest inviting in as "outsider-witnesses' or as part of the person's support group?
- What further research is needed to address the problem?

Mezzo practices:

- What kinds of public education programs might be helpful or needed for clients affected by this problem?
- Are any needed additional physical or mental health resources indicated?
- What agencies or NGO's might/could offer or support such programs for clients with the problem?

Macro practices:

- What NGOs or client advocacy groups could be key allies?
- Does the ACSW work on this issue in any way (check ACSW website for interest groups etc.)?
- Does PIA (Public Interest Alberta) work on this issue affecting your client? (Check PIA website)?
- What are the key policies of the main political parties (Conservative, Liberal, and NDP) that impact your client?
- How could public monitoring of the problem or the enforcement of special policies be helpful or needed for this client?
- What kind of policy change would be helpful/important/critical for this person recovering from this problem?
- What kind of public influencing activities would be helpful or urgently b\needed?
- What kind of research or impact analysis is needed to address this issue?

Personal/Professional Development practices:

- What new practices need to/already are emerging in your practice what will be helpful for your area of practice?
- What new knowledges need to/already are emerging in your practice what will be helpful for your area of practice?
- Who are the 3 most important researchers that have made a positive and important contribution to your professional development you have in your area of practices?
- What social work professors are working in this specific practice area? Other professors or instructors in health, medicine, environmental issues, psychology, physiotherapy?

**Assessment Method 3: Learning Experiences, Class Participation, Skill Development and Class Etiquette**

**Portion of mark: 10%**

**Assessment Description & Criteria:**

This course is a theory-in-practice class. Thus, all students are expected to participate in role-plays, reflection groups and class exercises on an ongoing basis in class. Participating in the classes is expected

and critical to the functioning of the class as a learning community. **Class participation will be graded and will make up 10% of the total final mark.**

In addition to the instructor's presentations and exercises, this class will include personal reflection through journaling, discussion in pairs, and experiential learning. And so, class performance includes 1) being in class, 2) contributing to the class discussion in a relevant and coherent way, 3) indicating through one's discussion and contributions a thorough preparation of the assignment, and 4) willingness to try and practice advanced skills.

The instructor asks that you apply the same standards of behavior, communication, and courtesy about punctuality, attendance, and readiness for work that would apply to a professional social worker in meeting with clients, supervisors, or in attending agency meetings.

Grades for participation are based on asking questions, sharing experiences, actively participating in class discussions, small group exercises, and giving respectful feedback to others during class. Above all, participation means demonstrating personal and professional engagement in the learning process.

| ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION |
| --- |

**Notes & Format for Papers #1 and #2**

To foster a climate of mutual learning and collaborative development, students are encouraged and expected to exercise their best judgment in maximizing their learning experience. Here are some guidelines.

- N.B. There are no in-class tests or final exam.
- in your reflection papers on books/articles, be sure to include direct quotes to illustrate your discussion along with page numbers
- **Papers are limited to 1,600 words**. Students are asked to respect page length of each assignment; papers that exceed specified limits may be returned for re-writing.
- Re-writes and pre-reads of papers are not an option.
- Standard of writing will be a factor in grading students work.
- Papers will be archived after marks for the course are submitted in case of an appeal of marks.

**Grading Criteria for Paper #1 and Paper #2**

*Criteria for an A- level paper:*

- word count was within reasonable range
- active and explicit first-person person voice (I, me), including emotional and personal responses to learning moments
- integration of social work practice, experiences, values, theories, etc.
- integration of class content
- direct quotes with page numbers
- good integration of all additional material and articles as required
- Correct spelling and grammar
- clarity in sentence structures and writing style
- structures the paper according to key learning moments

- makes thematic connections across learning moments
- labels file name, subject name of email etc. properly
- in the reflection section, explores how insights from learning moments can be translated into SW practice, both a) in the specific SW practice of the student, and b) in the field of SW generally. N.B. This area will explored in detail cumulatively in both the class orientation in the first class, and in all class discussions and exercises.

*Criteria for an A level paper:*

- All A- criteria have been met and significantly exceeded, and the paper contains original insights with respect to the subject matter.
- The a) quality of writing, b) levels of analysis and reflection, and c) the exposition of the application of learning moments to both personal SW practice as well as the SW profession must all be exceptional.

## ATTENDANCE AND PARTICIPATION EXPECTATIONS

To foster a climate of mutual learning and collaborative development, students are encouraged and expected to exercise their best judgment in maximizing their learning experience. Here are some guidelines.

- This course is a theory-in-practice class. Thus, all students are asked to participate in role-plays, reflection groups and class exercises on an ongoing basis in class. Attending the classes is expected and critical to the functioning of the class as a learning community.
- Students are asked to restrict their use of their computer during class time for activities directly related to the course (for instance, taking notes), & are asked to refrain from all other non-class activities (checking or writing email, Facebook, texting, shopping, computer games, etc.).Students suspected of being involved with these non-class activities may be asked a) to identify themselves, b) to leave the class, and c) will not be permitted to return to the course until after a meeting between the student and instructor has been completed.
- (for in-person classes: research indicates that laptop multitasking hinders classroom learning for both users and nearby peers through a ripple effect and emotional contagion, influencing others in the group/class and its influence on Group Behaviour.

  For more information, students are welcome (but not required) to see these 2 articles, especially article #1:
  1) Sana, Fari, Tim Weston, and Nicholas Cepeda. "Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers." *Computers and Education 62* (2013): 24-31; and

  2) Barsade, Sigal G. "The Ripple Effect: Emotional Contagion and its Influence on Group Behaviour." *Administrative Science Quarterly* 47.4 (2002): 644-75

- If the course instructor has concerns about the behaviour of a student and its impact on the class, the instructor may confirm the identity of the student, may ask the student to leave the class, and may ask the student to meet with the instructor.
- Students are asked to turn their cell phones off during the entire class, except obviously, if tele-conferencing is involved, this norm is suspended.
- Students are expected to arrange their schedules (childcare, work, social life, etc.) accordingly so that they may attend classes in their entirety. Students are asked to participate in the entire

class - arrive on time, stay until the end of class, and return from the break in a timely manner. All students are expected to participate in role-plays, reflection groups and class exercises on an ongoing basis in class to the best of their ability.
- Students are asked to arrange their schedules (childcare, work, social life, etc.) accordingly so that they may attend classes in their entirety
- Students are asked to inform the professor of all absences. If a situation arises that precludes class attendance, the student should apprise the instructor. It is neither the instructor's responsibility to determine why a student was not in class nor is it the instructor's responsibility to advise the student of what was missed by a student's absences or tardiness to class.

## GUIDELINES FOR SUBMITTING ASSIGNMENTS
- All assignments are to be submitted in electronic form by email, with an original copy being archived by the student; this is a paperless course.
- Please put this information on one line as the title at the beginning of your paper:
  - Name
  - 363 Wed
  - Assignment name
- In electronic form, when you use "save as" and give a name to your file, students are asked to label their paper using this format; again, this will aid me greatly in tracking and sorting:
  - Last name,
  - first name,
  - 363 Wed
  - Assignment name
- In electronic form, when preparing to send me their paper, students are asked to label the subject of their email for their paper using this format; this will aid me greatly in tracking and sorting:
  - 363 Wed
  - Last name first name 363 Wed Assignment name
- Type papers in 12-point font
- Please use Word format .docx.
- Please use double spacing of text in papers.
- Separate cover page is unnecessary
- **Papers are limited to 1,600 words.** Students are asked to respect page length of each assignment; papers that exceed specified limits may be returned for re-writing.
- Re-writes and pre-reads of papers are not an option.
- Standard of writing will be a factor in grading students work.

## LATE ASSIGNMENTS
- Extensions in terms of deadlines are possible within certain limits. Any changes in deadline need to be agreed to by the instructor in writing by email in order for the extension to be valid.
- Students must submit all papers by their respective deadlines. The instructor is not obligated to accept any papers handed in after the deadline.

## EXPECTATIONS FOR WRITING
Standard of writing will be a factor in grading students work.

## 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 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.

| 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 |

**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.

**Important**: Any students who have concerns or suggestions about any aspects of the course, including marks, course content, or class functioning, are encouraged to discuss their concerns with the course instructor first.

## 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.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/ . 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 (https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.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**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**