Course Number	SOWK 363 S02	Classroom	Online
Course Name	Human Development and Environments		
Day(s) & Time	Zoom Sessions Wednesdays, 9:00 am – 11:50 am MST		
Instructor	Vibha Kaushik		
U of C E-mail	vkausik@ucalgary.ca	Phone	Please contact instructor via email

SYLLABUS STATEMENT

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 practice and theory.

COURSE DESCRIPTION

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 inequities in wellbeing. A set of core theories of human behavior and development will be introduced, and critiqued as we further explore implications and applications in social work practice with diverse clients over the life course

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

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. Identify and describe 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. Discuss human adaptation and resilience within families, groups, organizations and communities over the lifespan.
5. Analyze 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. Develop a framework for social work practice through critical exploration of the application of models of human development in social work practice and consider personal values with reference to the application of models of human development.

REQUIRED TEXTBOOKS AND/OR READINGS

Book:

Rogers, A. T. (2019). *Human behavior in the social environment* (5th ed.). Routledge.

Video/Documentary:

Palmer, M. (Director). (2016, January). Angry Kids Stressed out Parents [Video file]. Retrieved May, 2017, from http://www.cbc.ca/doczone/episodes/angry-kids-stressed-out-parents

Articles:

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. http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/14733280902798837

Hobart, K. (2008). Death and dying and the social work role. *Journal of Gerontological Social Work, 36*(3), 181-192. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1300/J083v36n03_14

Hopkins, P. & Hill, M. (2008). Pre-flight experiences and migration stories: The accounts of unaccompanied asylum- seeking children. *Children's Geographies, 6*(3), 257-268. http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/14733280802183981

Lachman, M.E., Teshale, S., & Agrigoroaei, S. (2015). Midlife as a pivotal period in life course: Balancing growth and decline at the crossroads of youth and old age. *International Journal of Behavioral Development, 39*(1), 20-31. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0165025414533223

Pazderka, H., Desjarlais, B., Makokis, L., MacArthur, C., Steinhauer, S., Hapchyn, C., & Bodor, R. (2014). Nitsiyihkâson: The brain science behind Cree teachings of early childhood attachment. *First Peoples Child & Family Review: An Interdisciplinary Journal, 9*(1). http://journals.sfu.ca/fpcfr/index.php/F PCFR/article/view/194/217

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site for this course will contain course communications, assignment drop boxes and group discussion areas for use throughout the term of the coursework.

This course is a foundational course for students enrolled in the BSW program. This course has no pre-requisites or co-requisites.

Please note important dates for Fall 2020:
o   **First day of classes for Fall courses: Tuesday, September 8**
o   **Monday, October 12: Thanksgiving Day – no classes**
o   **Sunday-Saturday, November 8-14: Reading Week – no classes**
o   **Last day of classes for Fall courses: Wednesday, December 9**

Date	Class Topic	Readings/Assignments Due
Week 1: September 9, 2020	**Introduction to the topic and to each other** – Defining human behavior and development – Theory and the foundations of Social Work	Rogers (2019) – Chapter 1

Week 2: September 16, 2020	**Conceptualizing development, issues & interventions - 1**
	
	– The person in environment
	   ▪ The Biopsychosocial approach, systems theory, ecological theory and the strengths perspective
	
	– Biopsychosocial dimensions
	   ▪ The disease model, theories of cognitive development, psychodynamic theories, behavioural and learning theories
		Rogers (2019) – Chapters 2 and 3

Week 3: September 23, 2020	**Conceptualizing development, issues & interventions - 2**
	
	– Sociocultural dimensions
	   ▪ Sociological theories, feminist theories and cultural perspectives
	
	– Social change dimensions
	   ▪ Theories of racism, discrimination and oppression
	
	– Doing developmental research
		Rogers (2019) – Chapter 4 and 5

Week 4: September 30, 2020	**Guest lecture (TBA)** – Indigenous Community welfare – The history of colonization and its enduring impact on human interaction, behavior and development and resilience	De Leeuw (2019)

Week 5:
October 7, 2020
	No zoom session - Recorded lecture and discussion prompts will be posted on D2L
	
	Pregnancy and prenatal issues
	
	– Developmental Milestones in the fetus
	  ▪ Growth processes, birth weight, planned and unplanned pregnancy
	
	– Pregnancy, birth and the family and immediate environment
	  ▪ Access to health care, birth mother and care providers, child birth environment
	
	– Pregnancy, birth and the larger social environment
	  ▪ Effects of poverty on pregnancy and birth, social policies related to pregnancy and birth, environmental issues
	
	Critical examination of the implication for diverse populations
		Rogers (2019) – Chapter 6

Week 6:
October 14, 2020
	Development in infancy and early childhood
	
	– Developmental Milestones
	  ▪ Language, emotional and motor development
	
	– The individual
	  ▪ Attachment, gender identity, temperament, autism, effects of low socioeconomic status on individual development
	
	– Family, immediate and larger social environment
	  ▪ Parenting, siblings, day care, child abuse and neglect
	  ▪ Child protection, permanency planning, health care, early childhood education
	
	Critical examination of the implication for diverse populations
		Rogers (2019) – Chapter 7
		
		Pazderka et al (2014)

Week 7: October 21, 2020	**Development in middle childhood**
	
	– Developmental milestones
	
	– The individual
	  ■ Intelligence and intelligence testing, learning disabilities, anxiety disorders
	
	– Family, immediate and larger social environment
	  ■ Peer groups, play, parental discipline, separation and divorce, alternate family forms
	  ■ Children and media, children in the educational context
	
	Critical examination of the implication for diverse populations
		Rogers (2019) – Chapter 8
		
		Hopkins & Hill (2008)
		
		Assignment 1 due: Video Review

Week 8: October 21, 2020	**Development in adolescence and early adulthood**
	
	– Developmental milestones
	  ■ Physical, cognitive personality and emotional development
	
	– The individual
	  ■ Eating disorders, early and late maturation, sexual identity and sexuality, substance abuse
	
	– Family, immediate, and larger social environment
	  ■ Transition to independence
	  ■ Higher education
	  ■ Disability and early adulthood
	
	Critical examination of the implication for diverse populations
		Rogers (2019) – Chapters 9 and 10

Week 9: October 28, 2020	**Development in middle adulthood** – Work and family life – Social relationships and health – Social capital and social support **Critical examination of the implication for diverse populations**	Rogers (2019) – Chapters 11 Lachman, Teshale, & Agrigoroaei (2015)
Week 10: November 4, 2020	**No zoom session**	**Assignment 2 due: Discussion board postings**

Week 11: November 11, 2020	**Reading Week/No Class**	
Week 12: November 18, 2020	**Development in late adulthood** – The individual in late adulthood – The larger social environment in late adulthood – Considerations for social work practice **Critical examination of the implication for diverse populations**	Rogers (2019) – Chapters 12 Hobart (2008)
Week 13: November 25, 2020	**Challenges and opportunities for the social work profession** – Environmental issues and stability – Economic disparities – Health disparities – Demographic shifts – Technology and technological advances – Global tension and violence – Shifting cultural views on social issues	Rogers (2019) – Chapters 13
Week 14: December 2, 2020	**No zoom session**	**Assignment 3 due: Self-Reflection/ Evaluation – Course Portfolio**

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.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES
Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). 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 Zoom 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.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING
The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES
The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignments	Weight
1. Video review	30%
2. Discussion board postings	40%
3. Self-reflection/evaluation – Course portfolio	30%

Assignment 1 (Individual Assignment): Video Review
Aligned Course Learning Outcomes (CLOs) 3, 4, 5, 6, 7, 8
Weight: 30%
Due: **21st October 2020 at 11:59 pm MT**

Description:
For this assignment, students will explore the significance of early intervention in early childhood development. It examines early intervention programs used in Canada for at risk children.

Watch the video, "Angry Kids Stressed out Parents" and provide a 2-3-page brief summary:

- Provide a description/summary of the documentary film.
- Explain what you found interesting.
- Identify and describe the key learnings/take-aways (at least 2) from the documentary.
- Explain how the issues highlighted in the video can be explained by the theoretical perspectives (of human development) studied in the class discussions and lectures.
- Share your thoughts regarding implications for child welfare policy and practice.
- Share your thoughts regarding the implications for current and or future social work practice.

This assignment should be 2-3 pages, double-spaced, 12-point Times New Roman font with 1" margins. Assignment must follow APA (7th edition) guidelines. Further details and rubric will be posted to D2L. The assignment should be submitted via the Dropbox on D2L by 11:59 pm MT on 21st October. Criteria for the marking outline will include: Content, analysis, organization, discussion, and standard of writing.

Assignment 2 (Individual Assignment): Discussion Board Postings
Aligned Course Learning Outcomes (CLOs) 1-9
Weight: 40%
Due: 4th November 2020 at 11:59 pm MT

Description:

For this assignment, students will have the opportunity to lead a D2L discussion on one of the key social work practice models that incorporate person-in-environment understandings of growth and development. The assignment will include:

- Review of one of the practice models (i.e. theory, model etc.) discussed in class
- Provide an example of how the model can be used to assess, intervene and/or evaluate issues relevant in a particular development stage.
- Select a development stage of your choosing - pregnancy, prenatal, infancy, early childhood, middle childhood, adolescence, early adulthood, middle adulthood or late adulthood.
- Present a case study for discussion. The case will be an individual, family, or community seeking support in addressing issues related to the mentioned developmental stages.
- Include at least two questions for discussion

Students will create one main post using the above guidelines and post two response to the discussion questions posed by others. The main post should be 150 -250 words. <u>All postings must follow APA (7th edition) guidelines</u>. Further details and rubric will be posted to D2L. The deadline to complete all three postings is 11:59 pm MT on 21st October. Criteria for the assessment will include: Relevance, quality, depth of the contribution. Postings that reflect application of ideas, combination of concepts, evaluation, critique, etc. will be graded higher than those that restate or repeat information. Response postings stating "I agree" or "I do not agree" without adding anything new or insightful will receive a lower mark.

Assignment 3 (Individual Assignment): Self-Reflection/Evaluation – Course Portfolio
Aligned Course Learning Outcomes (CLOs) 1-7
Weight: 30%
Due: December 2nd by 11:59 pm at 11:59 pm MT

Description:
Students will complete the human behaviour and environments course by providing a self-reflection of the course. Students are expected to comment on the following in their self-reflection.

- **"Tell us about your learning this term."** Consider where you began, where you are now, and how you got here. Discuss new knowledge, perspectives, and skills you may have acquired over the term, and their meaning for you. Provide insights into how the life span perspective and other theoretical perspectives discussed in the course will impact your social work practice. Discuss any challenges you encountered over the term. What are the implications of your new knowledge and the challenges you encountered as a person and as a professional social worker? One of the purposes of this final reflection is to give you the opportunity to integrate the knowledge you acquired during this course and to think about how that knowledge contributes to your emerging practice model. Pose one question/issue that remains unsettled.

- **Identify and describe one takeaway message/insight** from the required readings and class lectures and discussions that resonated with you and explain how it will inform your current/future social work practice.

- **Self-evaluation** your overall performance and participation in this course. Self-assess your contribution to course activities, your participation in the active learning, your ongoing timely and active presence in the different aspects of the course including zoom sessions and the discussion board. Recommend a grade for your performance. The marking rubric will be provided to the

students in class and will be posted on D2L. While the instructor will consider the grade recommendation, the final decision on the grade rests with the instructor. Evidence will include written responses to weekly class discussion and supportive resources brought to the small group discussions. Other evidence may also include notes taken during small group discussions, other in-class work, and other research and resources.

- **The criteria for grading will also include**: comprehensively addressing the assignment criteria in the self-reflection; organization and thoughtfulness; relevance and depth of discussion; ability to use human behaviour and development concepts in context; demonstration of critical thinking; effective professional communication; and the use of APA format for referencing of resources and materials. Marks will also be attributed for student's standard of writing.

- This assignment should be 5-7 pages not including referencing and evidence (these can go in the appendix). The assignment should be double-spaced, 12-point Times New Roman font with 1" margins. <u>All postings must follow APA (7th edition) guidelines</u>. Further details and rubric will be posted to D2L. The deadline to complete this assignment is 11:59 pm MT on 2nd December 2020.

- It is strongly recommended that students keep a weekly log/journal of their activities in this course to assist in the preparation of their self-reflection assignment.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

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.
- Students are required to contact instructor in advance or within 24 hours of missing a Zoom session to arrange a make-up assignment for participation grade.

GUIDELINES FOR SUBMITTING ASSIGNMENTS
- Submit all assignments electronically through their respective dropbox in D2L.
- Assignments may be submitted in Word or PDF format.
- Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2).
- 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
- Assignments and papers are to be submitted on time, absolutely **NO extensions**, unless legitimate reasons are provided and supported by official documentation.
- Late assignments will be accepted only in exceptional circumstances and at the discretion or the instructor.
- Late assignments will be **downgraded by 2%** of the assignment grade **per day** including weekends, holidays and study weekdays.
- There is a **seven-day** maximum limit by which to accept late assignments where students have not asked for extension. No assignments will be accepted beyond this seven-day limit.

EXPECTATIONS FOR WRITING

- Throughout the term, there will be many opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings and grading criteria.
- All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization.
- All submitted work **must follow proper APA format within the text and in the reference list** Failure to do so will result in significant deduction of grades.
- 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.

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.

ADDITIONAL SUGGESTED READINGS

- Additional readings / resources will be posted on D2L.
- In addition to the required readings, students are encouraged to further expand their readings as relevant to their particular theoretical and practice frameworks.

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**