

Course Number	SOWK 637 S01	Classroom	"Online" ZOOM
Course Name	Human Behavior and Environment		
Day(s) & Time	Thursdays 1-3PM Office Hours will be from 3-4PM after class		
Instructor	Dorothy Badry		
U of C E-mail	badry@ucalgary.ca	Phone	403-220-4502

SYLLABUS STATEMENT

Human development and diversity within a social work context.

COURSE DESCRIPTION

Human development and behavior are interconnected, and the purpose of this course is to provide a conceptual, framework for understanding human behavior over the lifespan. This course will focus on developmental theory in a social work context in consideration of the challenges in life that necessitate social work interventions. Through examining the nature of human behavior as both relational and contextual from a biopsychosocial, spiritual and environmental lens the student will engage in learning through class discussions, exercises and assignments that support a developing practice framework.

COURSE LEARNING OUTCOMES

- 1) Students will explain human behavior and development from the biological, psychological, social/emotional and spiritual perspectives in consideration of the human life course.
- 2) Students will analyze human behavior and development as shaped by cultural, historical, socio-economic and ecological perspectives from a social work lens.
- 3) Given the unique position of Indigenous people in Canada and the historic and ongoing conflicted relationship to the profession, social work students will question and critique the history of colonization and its enduring impact on Indigenous peoples and communities.
4. Students will recognize justice issues in society and in daily living and learn to speak to these issues in listenable ways directed toward reflection and change
- 5) Students will identify dominant models of human development and alternate paradigms of understanding human development in context and environment, including a human rights and social justice perspective, and apply these models to their emerging practice framework.
- 6) Students will recognize key theoretical frameworks in social work that are related to human development, including a consideration of risk, resilience, and trauma.
- 7) Students will begin to illustrate their own social work framework for practice, recognize the influence of personal perspectives and develop an understanding of the distinct nature of the social work profession through exercises in this course.
- 8) Students will demonstrate their understanding of life course development in the course discussion board and in presentations.

9) Students will examine the critical nature of diversity and difference from a human ecological perspective as a foundation in social work practice
Upon completion of this course, students will be able to:

Program Learning Outcomes (PLOs)

- 1.1) Develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.
- 1.2) Acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities.
- 1.3) Develop an awareness of personal biases and preferences to advance social justice and the social well-being of social work service users.
- 3.1) Understand their professional role in advancing human rights and responsibilities and social justice in the context of the Canadian society and internationally
- .4.1) Recognize diversity and identify how difference acts as a crucial and valuable part of living in a society.
- 5.3) Apply knowledge of a variety of social work theories and perspectives to critically analyze professional and institutional practices.
- 6.3) Apply social work knowledge and other ways of knowing (including but not limited to Indigenous knowledge) from other disciplines, to advance professional practice, policy development, research, and service provision

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Required textbook: Greene, R. R., & Schriver, J. M. (2016). Handbook of human behavior and the social environment: A practice-based approach. New Brunswick, NJ: Transaction Publishers. (available in the University of Calgary Bookstore, on reserve at the University of Calgary library, and as an e-book; <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1219343&site=ehost-live>)

Chapter Reading

Murray, K. M., & Hick, S. F. (2010). Structural social work: Theory and process. In S. F. Hick, H. I. Peters, T. Corner, & T. London (Eds.), *Structural social work in action: Examples from practice* (pp. 3-25). Toronto, ON: Canadian Scholars' Press, Inc. Article reading (provided on Desire 2 Learn (D2L) course website. Post PDF (permission purchased for F2020)

Article reading - provided on Desire 2 Learn (D2L) course website

Elder, G. H. (1998). The life course as developmental theory. *Child Development*, 69(1), 1-12.

<https://srcd-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1111/j.1467-8624.1998.tb06128.x>

<https://fpcfr.com/index.php/FPCFR/article/view/104>

Chapter reading - provided on Desire 2 Learn (D2L) course website

Este, D., & Ngo, H. (2011). A resilience framework to examine immigrant and refugee children and youth in Canada. In S. Chuang & P. Moreno (Eds.), *Immigrant children, adaptation, and cultural transformation* (pp. 27-50). Lanham, MD: Lexington Books. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1520745&ppg=38>

Article reading - provided on Desire 2 Learn (D2L) course website

Motti-Stefanidi, F. (2018). Resilience among immigrant youth: The role of culture, development and acculturation. *Developmental Review*, 50, 99-109. <https://www.sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0273229717301119>

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*, 9(1), 53-65. <https://fpcfr.com/index.php/FPCFR/article/view/194>

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=97599448&site=ehost-live>

Article reading - provided on Desire 2 Learn (D2L) course website

Simard, E., & Blight, S. (2011). Developing a culturally restorative approach to Aboriginal child and youth development: Transitions to adulthood. *First Peoples Child & Family Review*, 6(1), 28-55. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=74584375&site=ehost-live>

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.

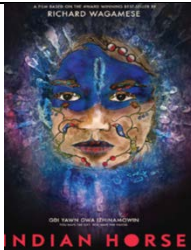
RELATIONSHIP TO OTHER COURSES

This course is a foundation course for students in the MSW foundation program and has no pre-requisites or co-requisites. It connects to other foundation courses through its focus on generalist approaches to practice (SOWK 629/641), ecological systems theory (SOWK 641), and diversity, (dis)ability and difference (SOWK 621/641). Students are also encouraged to use research skills developed in SOWK 645 to inform the final poster assignment for this course.

CLASS SCHEDULE

Detailed Schedule (schedule and guest speakers subject to change) A detailed schedule for students will also be posted on the D2L course site.

DATE	TOPIC	REQUIRED READINGS & ASSIGNMENTS DUE
September 10 – FIRST CLASS	Introductions, review course outline, assignments, course schedule and D2L site. Introduction to the course	Chapter 1 –Greene & Schriver Book chapter – Murray & Hick (on D2L)

	<p>text and overview. Each student is required to introduce themselves to the class using the required format in the DB</p> <p>An overview of the course will be provided. We will also create our classroom guidelines.</p> <p>Detailed overview of Assignments.</p> <p>Introductory lecture. Role of developmental and structural theory in social work practice: The strengths-based approach.</p>	<p>Required Reading Review assigned links in course</p> <p>Global Definition of Social Work https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/</p> <ul style="list-style-type: none"> • Discussion Board
September 17	<p>Lecture. Ecological understandings of human behavior in the social environment.</p> <p>Social work Identity</p> <ul style="list-style-type: none"> •Activity <p>Human Needs Exercise</p> <p>Define social work constructs, frameworks, lens and theory</p>	<p>Required Reading Review assigned links in course</p> <p>Young, I. M. (2014). Five faces of oppression. <i>Rethinking power</i>, 174-95.</p> <p>Required Reading Elder article on D2L Chapters 2 & 5 - Greene & Schriver</p> <p>Complete the Quizlet independently: https://quizlet.com/282610551/iris-young-five-faces-of-oppression-flash-cards/</p> <ul style="list-style-type: none"> • Discussion Board
September 24	 <p>• Arts as a visual narrative Bruce Barry</p> <p>Discussion on Assignment 3</p>	<p>Review assigned links in course www.brucebarryart.com</p> <ul style="list-style-type: none"> • Discussion Board
October 1	<p>Lecture. Developmental theory for social work practice. Life course theory and child, youth and young adult development.</p>	<p>Required Reading Review assigned links in course</p> <p>Article – Simard & Blight (on D2L)</p> <ul style="list-style-type: none"> • Discussion Board

	<p>Overview of social work theory</p> <ul style="list-style-type: none"> •Activity <p>Reflection: Five faces of oppression.</p>	
October 8	<p>Lecture. Loss and Grief and the Pandemic (new module – D. Badry lecture and guest speaker: Dr. Jamie Hickey</p> <ul style="list-style-type: none"> •Activity 	<p>Required Reading Review assigned links in course</p> <p>Ethical Challenges for Social Workers During COVID-19: A Global Perspective https://www.ifsw.org/ethical-challenges-for-social-workers-during-covid-19-a-global-perspective/ Additional links will be posted in the D2L site for this module</p> <ul style="list-style-type: none"> • Discussion Board
October 15	<p>Joint lecture Guest Speaker. Vulnerability, risk and resilience.</p> <ul style="list-style-type: none"> •Activity <p>Assignment Review and Check In</p>	<p>Required Reading Review assigned links in course</p> <p>Chapter 10 –Greene & Schriver Tables 10.1 & 10.2 Review other chapters of interest Readings to be posted in D2L site</p> <ul style="list-style-type: none"> • Discussion Board
October 22	<p>LGBTQ, refugees and newcomers Guest Speaker TBA</p>	<p>Required Reading Review assigned links in course</p> <p>Chapters 5, 6 & 7 - Greene & Schriver</p> <ul style="list-style-type: none"> • Discussion Board
October 29	<p>World Café discussion. Diversity, (dis)ability and difference. Guest Speaker: Dr. Yahya El Lahib & Amber Young</p>	<p>Required Reading Review assigned links in course</p> <ul style="list-style-type: none"> • Discussion Board
November 5	<p>Social Work and Black Canadians Guest Lecture: Dr. David Este</p>	<p>Required Reading Review assigned links in course</p> <p>Bernard, W. T., & Marsman, V. (2010). The association of Black social workers (ABSW): A model of empowerment practice. In S. F. Hick, H. I. Peters, T. Corner, & T. London (Eds.), Structural social</p>

		<p>work in action: Examples from practice (pp. 191-208). Toronto, ON: Canadian Scholars' Press, Inc.</p> <ul style="list-style-type: none"> • Discussion Board
November 12- TERM BREAK		
November 19	<p>Indigenous Perspectives Bernadette Iahtail, RSW, Executive Director, Creating Hope Society</p>	<p>Required Reading First Peoples Child & Family Review (specific link provided in course website) Review assigned links in course</p> <p>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. <i>First Peoples Child & Family Review</i>, 9(1), 53-65.</p> <p>Simard, E., & Blight, S. (2011). Developing a culturally restorative approach to Aboriginal child and youth development: Transitions to adulthood. <i>First Peoples Child & Family Review</i>, 6(1), 28-55.</p> <ul style="list-style-type: none"> • Discussion Board
November 26	<p>Immigrant Perspectives Guest Speaker: JR</p>	<p>Required Reading Review assigned links in course</p> <p>Este, D., & Ngo, H. (2011). A resilience framework to examine immigrant and refugee children and youth in Canada. In S. Chuang & P. Moreno (Eds.), <i>Immigrant children, adaptation, and cultural transformation</i> (pp. 27-50). Lanham, MD: Lexington Books.</p> <p>Assignment 3 posting due by November 29. 2020</p> <ul style="list-style-type: none"> • Discussion Board
December 3 – LAST CLASS 1-4PM	<p>Virtual Poster Showcase</p>	<p>Each student will briefly show and describe their posting in the Zoom session and identify one key learning in this assignment.</p> <ul style="list-style-type: none"> • Discussion Board

		Attendance Required Poster or Arts Based Project Presentation – 3-5 minutes maximum to describe your product
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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**

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

Grading Rubrics will be provided for each assignment and posted in the D2L site prior to commencement of the course.

Assignments	Description	Weight	Due Date
Assignment 1 D2L Discussion Boards	The course discussion boards are a required component of this online course as well as attendance at Zoom sessions. An important part of course learning is the opportunity to engage in focused discussions in dialogue about relevant course topics. There are six discussion boards – each open for two weeks over the semester. Topics include Diverse Populations in Canada; Indigenous concerns in Canada; Black Lives Matter; Child Welfare, Risk & Resilience; COVID 19 Pandemic and Social Work;	20%	Due December 4, 2020 (0.5% reduction per day for late

	<p>and Social Work Identity. Students will be randomly assigned to 4 discussion groups that they will stay with over the term. Students are expected to respond in depth to each other's postings. The discussions are designed to elicit dialogue on issues relevant to social work practice and knowledge.</p> <p>Expectations for the discussion learning outcomes include:</p> <ul style="list-style-type: none"> • Demonstrate working knowledge of key social work theories • Challenge assumptions about social work through evidence-based knowledge • Use different means to communicate in an academically rigorous manner how social work principles can be applied • Articulate the importance of social work theory, concepts, language and knowledge in understanding human behavior and the environment • Use social work theory and language to describe and deconstruct particular human concerns in social work practice. <p>During weeks 6 and 12 you will submit a reflective participation portfolio that summarizes key learnings from your discussion participation. Each portfolio will be graded out of 8 points worth 7.5% each (15%) total. The portfolio should showcase your best efforts.</p> <p>Specifically, for each submission, you will produce a document that:</p> <ul style="list-style-type: none"> • Describes two course discussion learning outcomes (as identified above) where you feel your knowledge and/or skills were furthered through your discussion participation (you will be able to select the learning outcomes that fit best for you) • Provide evidence to support how your knowledge or skills were furthered for each chosen learning outcome <ul style="list-style-type: none"> ○ This can be drawn from your original discussion posts, as well as your responses and dialogue with fellow learners • Use the American Psychological Association (APA) 7 for both formatting and referencing. • Write using academic language; first person may be used sparingly, if necessary. Headings should be used to divide and organization the various sections of your paper. • Length: A maximum of 2 pages. The title and reference pages are not included in your total page count. • Spacing: double line spacing. 	assignment t)
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	<ul style="list-style-type: none">• References: In-text citations should appear throughout your paper and a list of references should appear at the end of your paper. APA style should be used for both in-text citations and your list of references. <p>In short, you will assemble a reflective ‘portfolio’ of your discussion engagement activities that is submitted for grading to the instructor.</p> <p>After week 12 you will be provided with a final mark out of 15 for your individual reflections summarizing your learning through group discussions, and a mark out of 5 for your group approach to discussions. In total, these activities will contribute 20% of your final grade in the course.</p> <p>Instructions: Students are expected to post early. There will be discussion prompts and questions posted in each discussion board. Original posts should be thoughtful and directly relate to the questions posted and the discussion prompt. Be sure to include citations using APA 7. You will have two weeks to explore each topic. Contributions to the discussions need to be written in academic style and language. Both initial and follow-up posts should be roughly one paragraph in length while follow-up posts may be somewhat shorter depending on the discussion. Posts made in response to fellow learners should further the discussion and provide opportunities for additional engagement in the course content, rather than focus solely on ‘I agree’ or ‘well said’ types of statements.</p> <p>Groups are expected to work collaboratively and in a manner that supports engagement opportunities for all members. Dialogue should be respectful, supportive, and collegial, with the aim of exchanging a variety of thoughts and ideas. It is expected that group members will share a variety of viewpoints, and there isn’t a requirement for groups to necessarily agree on the questions and responses. Ensuring that your contributions are supported by evidence and that you engage respectfully in collaborative discussion will result in the most interesting and enriching discussions. Please share what you are comfortable with personally and your responses should draw on course materials to further each discussion board. It is crucial that you post your original comment as early as possible in the discussion period to help get the dialogue going and keep the conversation flowing.</p> <p>A couple of resources on online discussions will be posted in the D2L site regarding effective participation in online discussions.</p>		
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	<p>The class will work together through the course material through asynchronous online discussions. Course materials will also be supplemented by Zoom sessions. Participation in the Zoom sessions and online discussions is a key part of the learning in this course. As such, participation in the learning community is being graded. For any required Zoom session missed, the student will be required to review the recording of the Zoom session and submit a 1-2-page reflection paper within 5 days from the date of the required Zoom session that was missed. A grading rubric is posted in D2L.</p> <p>Meets CLOs 2, 4, 5, 6, 7; SLO 2; PLOs 1.1, 1.2, 1.3, 6.3.</p>		
<p>Assignment 2 Reflection Paper</p>	<p>The COVID-19 pandemic has brought life as we knew it to a halt and required everyone to suddenly live differently. The impact on people at different stages of their life course (Elder, 1998) is profound. Consider the impact on children, adolescents, young adults, adults and seniors. What are the implications of the pandemic in relation to child and adolescent development and the impact on families, communities and nations? It has never been more evident that we are global citizens and deeply connected.</p> <p>The President of the Canadian Association of Social Workers states:</p> <p style="padding-left: 40px;"><i>We know that regardless of immediate or potential risk, social workers in Canada are working across all social sectors to safely address immediate public health concerns and protection. We are also addressing the compounding mental, psychological and emotional consequences that our families, communities, and our nation are experiencing at this time of uncertainty. Jan Christianson-Wood, March 17, 2020</i></p> <p>Social workers have always been on the front lines of human crisis and will continue to be. The CASW asks the question, what are the ways in which social workers can support our communities and people to be less vulnerable. Drawing on personal reflection and current research you are asked to address the following questions from the perspective of a professional social worker.</p> <p>What are some of the key issues facing Canadians today in relation to the pandemic? What is the impact on you personally (Personal)? What is the impact on you professionally (Professional)? What is the impact more broadly on our communities and society (Political)? Intersectionality is defined as the “complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism)</p>	<p>50%</p>	<p>Due between October 30 – November 7, 2020 (0.5% reduction per day for late assignment)</p>

	<p>combine, overlap or intersection especially in the experiences of marginalized individuals or groups” https://www.merriamwebster.com/dictionary/intersectionality and is attributed to the work of Dr. Kimberlé Crenshaw. Intersectionality offers a critical framework that invites reflection on the way in which disparities contribute to disadvantages.</p> <p>From a social work lens describe the ways in which intersectionality can contribute to a deeper understanding of the challenges for diverse populations. Identify two key social work theories and explain how they are helpful in responding to the COVID-19 pandemic as social workers. What are the particular risks for marginalized populations? Identify at least two marginalized populations and reflect on this construct. Identify at least two critical biopsychosocial experiences associated with the pandemic that has affected members of our community. What is the role of resiliency? Consider the impact of theories of loss and grief in your reflection. Social media has had a major impact on the COVID-19 response – what are the risks and benefits of social media in this time? Please include one social media link in your assignment that is important to you. What does it mean to be a global citizen in light of the pandemic? Finally, identify your self-care and resiliency plan for coping with the pandemic.</p> <p>Format: For this assignment you will be expected to use APA 7 and cite a minimum of ten academic references. A detailed overview of this assignment will take place in the first class.</p>		
<p>Assignment 3 Virtual Poster Showcase Or Arts Based Project on Critical Social Issue or Human Problem</p>	<p>Professional Poster Presentation Critical Elements for Poster or Arts Based Project Students must pick a critical social issue or complex human problem of interest and display this in a poster or arts based medium. You must be able to provide a description of why the topic you chose is important and why we should care about this issue in social work. You can choose to work individually or as a pair. You must identify your poster or arts based project plan by October 1, 2020 to the instructor and post this in a forum to be provided on D2L). Poster parameters require the identification of the social problem and the who, what, where, when and why of the problem. You must include reference to at least one major developmental theory and one key social work theory and examine the issue from a social work lens. What do you have to say about this issue that you want others to know about? Why is this an important issue for social work? What can you do to respond to this issue as social workers? What can you do to bring about change as an individual on a social work path? Two examples of theories include Howard Gardner’s Theory of</p>	<p>30%</p>	<p>Due to be posted by November 29, 2020 or earlier (0.5% reduction per day for late assignment)</p>

	<p>Multiple Intelligences or Maslow’s Hierarchy of Needs amongst many others as noted in your course textbook. Please include a relevant aspect of the Canadian Association of Social Work Code of Ethics (CASW Code of Ethics) within your poster. You must provide at least five references to current research and a reference to your course text – 6 references in total are required as a minimum.</p> <p>An open discussion forum is going to be set up and all posters or arts-based projects need to be posted by November 29, 2020. Please note, everyone will get to view each other’s submissions.</p> <p>Each student will briefly showcase and describe their posting in the Zoom session and identify one key learning in this assignment (3-5 minutes at last class).</p> <p>Some class time will be provided to work on this assignment.</p> <p>Format: Posters can be created in PowerPoint or other relevant programs. Arts based projects should be photographed so they can be uploaded and posted online.</p>		
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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 provided with an opportunity for a make-up assignment for one Zoom Session.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments 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

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructors. In order to receive an extension, students must contact the instructors by email prior to the assignment due date. Assignments submitted after the deadline may be penalized with a grade reduction. The late submission penalty for assignments is 0.5 marks per day late (including weekends and holidays).

EXPECTATIONS FOR WRITING

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. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

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

GRADING

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

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

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

Student

COURSE EVALUATION

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

A list of additional readings is posted on a separate document in the D2L site.

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**