



Course & Session Number	SOWK 363 S01 (71342)	Classroom	In person in SA 124A or on-line (Zoom).
Course Name	Human Development and Environments		
Day(s) & Time	Weds 9 am-11:50 am In person (or Zoom) classes on: Sept 8, 15, 22, 29; Oct 6, 13, 20, 27; Nov 3, 17, 24; Dec 1, 8, 2021		
Instructor	Professor Michael (Mishka) Lysack Ph.D, RSW		
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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:

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

COURSE LEARNING OUTCOMES

Upon completion of this course, 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. Discovery and appreciation of 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. An overview of their own micro/mezzo/macro model of social work 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

Students are asked to read **two (2) books** from this list,

- a) **one (1) book for paper #1**, and **another book (1) for paper #2**

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

Dominelli, L. (2012). *Green social work: From environmental crises to environmental justice*. Polity Press. ISBN-10: 0745654010 ISBN-13: 978-0745654010

Mate, G. (2010). *In the realm of hungry ghosts: Close encounters with addiction*. North Atlantic Books. ISBN-10: 155643880X; ISBN-13: 978-1556438806

King, T. (2012). *The inconvenient Indian: A curious account of Native People in North America*. Doubleday Canada ISBN: 9780385664226

Shaheen-Hussain, S. & Blackstock, C. (2020). *Fighting for a hand to hold: Confronting medical colonialism against Indigenous Children in Canada*. McGill-Queen's University Press. ISBN-10: 0228003601 ISBN-13: 978-0228003601

Safina, C. (2015). *Beyond words: What animals think and feel*. Henry Holt and Company. ISBN: 978-0805098884

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

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

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

Postman, N. (1994). *The disappearance of childhood*. Random House.
ISBN-10: 0679751661 ISBN-13: 978-0679751663

Louv, R. (2005). *Last child in the woods*. Algonquin Press.
ISBN-10: 156512605X ISBN-13: 978-156512605

All students are also required to read this short book (52 pages of a small book):

Oreskes, N. & Conway, E. (2014). *The collapse of Western civilization: A view from the future*. Columbia University Press. ISBN: 978-0231169547

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 on Zoom 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 these important dates for Fall 2021:

- Block Week: Monday – Friday, August 30 – September 3, 2021
- Labour Day, Monday, September 6, 2021
- Start of Classes: Tuesday, September 7, 2021
- Thanksgiving Day: Monday, October 11, 2021
- Remembrance Day: Thursday, November 11, 2021
- Term Break, no classes: Sunday – Saturday, November 7-13, 2021
- End of Term: Friday, December 24, 2021

- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

Sept 8	<p>Review of course outline; scan of student interests; 2 papers; class structure and processes</p> <p>Cognitive ethology: science of biological and evolutionary inheritance of 3 ethical/behavioural clusters: 1) cooperation, 2) empathy & 3) justice</p> <p>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: <i>A Short History of Progress</i> (CBC Massey Lectures/book)</p> <p>Overview of micro/mezzo/macro model of SW practice (Mel Gray); applying knowledge and skills in practice settings and translate learning into practice context</p>
Sept 15	<p>Lena Dominelli & Green SW</p> <p>UN Sustainable Development Goals (SDGs): addressing sustainable development, alleviating poverty, and addressing the threat of climate change mitigation; climate adaptation</p> <p>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);</p> <p>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.);</p> <p>UN IPCC report 2018: goal: reduction of CO2 emissions by 45% from 2010 levels by 2030. Serious time line re decarbonizing sectors</p> <p>Implementing Sustainable Development Goals (SDGs), alleviating poverty, and addressing climate change are all linked: all three are done at once, or we accomplish none</p> <p>How scientists are increasingly moving into public policy, bringing science and social science together: Catherine Potvin & Sustainable Canada Dialogues, Schellnhuber, Rockstrom, Rogelj</p>
Sept 22	<p>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;</p>

	<p>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;</p> <p>Power of play; child development through play in relationships with more capable peers (Zone of Proximal Development); emotional regulation & behavioural self-control</p>
Sept 29	<p>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</p>

Oct 6	<p>Economics, injustice, inequality, and racial oppression; Martin Luther King Jr.</p> <p>childhood development & corporate influence, economic exploitation of children and families; analysis of corporation (Bakan)</p>
Oct 13	<p>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)</p> <p><u>Paper #1 Due (TBC)</u></p>
Oct 20	<p>Parenting children with behavioural challenges and adolescents; policy context: SW practices of intervention, education, support, policy influencing</p> <p>Racism and poverty as social determinant of health in human development: follow-up discussion (Dunedin study).</p>
Oct 27	<p>Economic equality, human development & social justice;</p> <p>economics: Oikonomia & chrematistics; neo-liberalism & social economy (ordo-liberalism). Karl Polanyi, economist; David Korten; Joseph Stiglitz; Indigenous economics</p> <p>Slide-deck on just economics & Polanyi</p>
Nov 3	<p>Indigenous communities: issues, science, economics, and ethics: Impact of fossil fuel industry & climate change on Indigenous land, water, communities: Eriel Deranger</p> <p>Cindy Blackstock: The long history of discrimination against First Nations children;</p> <p>Thomas King: history of racism in Canada</p> <p>3 Key Leaders in sustainable and just development and renewable energy economy in Indigenous Communities: Melina Laboucan-Massimo on solar in Indigenous communities</p>

	Chief Gordon Planes: T'Sou'ke Nation on Vancouver Island Eriel Deranger: Indigenous Opposition to unsustainable development regarding health & environmental impacts of pollution, both in Alberta & Canada
Nov 10	NO CLASS
Nov 17	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 24	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
Dec 1	Narratives, human development, and clinical practices of narrative therapy; the justice and politics of narrative therapy; building partnerships with key allies, Indigenous communities <u>Paper #2 due (TBC)</u>
Dec 8	Last Class Reflection exercises on key learning moments in course; review of course; class review

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, cultural barriers to their education. We recognize, honour and integrate into our work diverse

perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES (if classes are on-line)

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 for your best learning experiences.

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.

ZOOM RECORDINGS OF ONLINE CLASSES

Students are asked not to record any classes to protect the privacy of both students and the professor. The instructor will not record any online Zoom class sessions.

ASSESSMENT COMPONENTS

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.
- Students are asked not to read 2 books on the same topic or area: example: 2 books on Indigenous Development, or 2 books on health care & development. Instead, students are asked to read in 2 different areas.
- In order to maximize learning opportunities, students 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 13 (TBC by instructor and class) by 11:59 pm

Portion of mark: 45%

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 **human development through different lens of analysis**, highlighting specific features of human development through different lenses and areas explored in classes, such as sustainable development, climate change and adaptation, 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 human development through **different lens of analysis**, with students highlighting the development of specific BSW Program Learning Outcomes, especially PLO's 1-4 (see page 2 of course outline).

An additional objective of this paper is 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 elsewhere 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

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 **3 additional key learning moments from class discussions or class resources** (for a total of 6 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.

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Assessment Method 2: Paper #2

Due date: December 1 (TBC) by 11:59pm

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 PLOs 5-7 (see page 2).

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

In addition to 3 key learning moments from their book selection, students are also asked to briefly discuss their 3 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 6 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:

- What were the key learning moments or "sparkling moments" as you were reading the articles/chapters?
- What effect did these moments have on you as a person and as a developing professional?
- What are some of the ideas that you found to be the most helpful in these articles?
- What difference could these ideas make in how you "see" or perceive your work?
- What are some of the related practices that you find the most appealing?
- 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 be 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, F., Weston, T. & Cepeda, N. (2013) Laptop multitasking hinders classroom learning for both users and nearby peers." *Computers and Education*, 62, 24-31.; and
- 2) Barsade, S.G. (2002). The ripple effect: Emotional contagion and its influence on group behaviour." *Administrative Science Quarterly*, 47,(4), 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 teleconferencing 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. 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 7th edition 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 average 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.

ADDITIONAL SUGGESTED READINGS

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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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://ucalgary.ca/legal-services/sites/default/files/teams/1/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 AND GENDER-BASED 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

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