



<b>Course &amp; Session Number</b>	<b>SOWK 363 S04</b>	<b>Classroom</b>	<b>Online via ZOOM</b>
<b>Course Name</b>	<b>Human Development &amp; Environments</b>		
<b>Day(s) &amp; Time</b>	<b>Tuesday 9:00 - 11:50 am</b>		
<b>Instructor</b>	Iris Plain Eagle		
<b>U of C E-mail</b>	<a href="mailto:iris.plaineagle@ucalgary.ca">iris.plaineagle@ucalgary.ca</a>	<b>U of C Phone</b>	(403) 332- 4036

#### **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 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. Students will acquire and demonstrate an understanding of human behavior and development from the biological, psychological, social, and spiritual perspectives.
2. Students will acquire and demonstrate an understanding of human behavior and development as shaped by various cultural, historical, socio-economic, and ecological contexts.
3. Students will develop a critical understanding of the dominant models of human development, the critiques of these dominant western paradigms, the alternative models of human development, and their implications for social work practice.
4. Identify and describe leading models of human development and their application to social work practice with particular focus on ecological models.
5. Discuss human adaptation and resilience within families, groups, organizations and communities over the lifespan.
6. Analyze how various cultural and environmental influences affect the perception and role of developmental norms and the experience of the lifespan.
7. Assess implications of human growth and behaviors for social work practice by looking at both challenges and opportunities presented over the course of life.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

Palmer, M., Slinger, H., Collins, J., MacDonald, A., & Bountiful Films Incorporated, production company. (2020). *Angry kids & stressed out parents*. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG\\_ALMA51757686380004336](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA51757686380004336)

Rathus, S., Rogerson, R., & Berk, L. (2021). *HDEV* (4<sup>th</sup> Ed.). Nelson.

### LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains recommended 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 foundational course for students enrolled in the BSW program. This course has no pre-requisites or co-requisites.

## CLASS SCHEDULE

Please note important dates for Fall 2021

- Block Week: Monday, August 30 to Friday, September 3, 2021
- Labour Day, Monday, September 6, 2021
- Start of Classes: Tuesday, September 7, 2021
- National Day of Truth and Reconciliation: Thursday, September 30, 2021 (no classes)
- Thanksgiving Day: Monday, October 11, 2021
- Remembrance Day: Thursday, November 11, 2021
- Term Break: No classes from Sunday, November 7 to Saturday, November 13, 2021
- Last Day of Classes: Thursday, December 9, 2021
- End of Term: Friday, December 24, 2021
- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

Date	Topic	Readings/Assignments Due
September 7, 2021	Introduction to the course: course outline expectations, and assignments  Zoom Lecture: History, Theories, Methods Human Behavior & Social Environment, Paradigms	No reading due
September 8-13 , 2021		Chapter 1 History, Theories, Methods
September 14, 2021	Zoom Lecture:  Heredity & Prenatal Development Birth & the Newborn Baby Traditional and Alternative Paradigms; Social Work Knowledge for Practice: Tools for Social Workers	
September 15-20 , 2021		Chapter 2 Heredity and Prenatal Development Chapter 3: Birth & the Newborn Baby  See D2L for Discussion Board Topic Activities for this week will be available in D2L
September 21, 2021	Zoom Lecture:  Infancy: Physical Development Infancy: Cognitive Development	

	Traditional and Alternative Paradigms; Social Work Knowledge for Practice: Tools for Social Workers	
September 22-27, 2021		Chapter 4: Infancy: Physical Development Chapter 5: Infancy: Cognitive Development  See D2L for Discussion Board Topic Activities for this week will be available in D2L
September 28, 2021	Zoom Lecture: Infancy: Social & Emotional Development Early Childhood: Physical & Cognitive Development  Traditional and Alternative Paradigms; Social Work Knowledge for Practice: Tools for Social Workers	
September 29-October 4, 2021		Chapter 6: Infancy: Social & Emotional Development Chapter 7: Early Childhood: Physical & Cognitive Development  See D2L for Discussion Board Topic Activities for this week will be available in D2L
September 30, 2021	National Day of Truth & Reconciliation	No Classes
October 5, 2021	Zoom Lecture: Early Childhood: Social and Emotional Development Middle Childhood: Physical and Cognitive Development  Traditional and Alternative Paradigms; Social Work Knowledge for Practice: Tools for Social Workers	
October 6-11, 2021		Chapter 8: Early Childhood: Social and Emotional Development Chapter 9: Middle Childhood: Physical and Cognitive Development

		See D2L for Discussion Board Topic Activities for this week will be available in D2L
October 12, 2021	Zoom Lecture: Middle Childhood: Social and Emotional Development Adolescence: Physical and Cognitive Development	
October 13-18, 2021		Chapter 10: Middle Childhood: Social and Emotional Development Chapter 11: Adolescence: Physical and Cognitive Development  See D2L for Discussion Board Topic Activities for this week will be available in D2L  Assignment 1 Due: October 17, 2021
October 19, 2021	Zoom Lecture: Adolescence: Social and Emotional Development Early Adulthood: Physical and Cognitive Development  An Indigenous Worldview: A Reconciliatory Paradigm Shift	
October 20-25, 2021		Chapter 12: Adolescence: Social and Emotional Development Chapter 13: Early Adulthood: Physical and Cognitive Development  See D2L for Discussion Board Topic Activities for this week will be available in D2L
October 26, 2021	Zoom Lecture: Early Adulthood: Social and Emotional Development Middle Adulthood: Physical and Cognitive Develop  An Indigenous Worldview: A Reconciliatory Paradigm Shift	
October 27- November 1, 2021		Chapter 14: Early Adulthood: Social and Emotional Development Chapter 15: Middle Adulthood: Physical and Cognitive Develop

		See D2L for Discussion Board Topic Activities for this week will be available in D2L
November 2, 2021	Zoom Lecture:  Middle Adulthood: Social and Emotional Development Late Adulthood: Physical and Cognitive Development	
November 3-15, 2021		Chapter 16: Middle Adulthood: Social and Emotional Development Chapter 17: Late Adulthood: Physical and Cognitive Development  See D2L for Discussion Board Topic Activities for this week will be available in D2L  Assignment 2 Due: November 15, 2021
November 7-13, 2021	Term Break	No classes
November 16, 2021	Zoom Lecture:  Late Adulthood: Social and Emotional Development  Assignment 3 work	
November 17-22, 2021		Chapter 18: Late Adulthood: Social and Emotional Development  See D2L for Discussion Board Topic Activities for this week will be available in D2L
November 23, 2021	Zoom Lecture:  Life's Final Chapter  Assignment 3 work	
November 24-29, 2021		Chapter 19: Life's Final Chapter  See D2L for Discussion Board Topic Activities for this week will be available in D2L
		Assignment 3 Due: November 29, 2021

November 30, 2021	Class Presentations Zoom	
December 1-6, 2021		See D2L for Discussion Board Topic Activities for this week will be available in D2L
December 7, 2021	Class Presentations Zoom  Zoom Lecture: Course Conclusion	
December 8-9, 2021		See D2L for Discussion Board Topic Activities for this week will be available in D2L
December 9, 2021	Last Day of Classes	

## **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**

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) 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.

### **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**

### **Assignment 1: Video Review Paper (20%) – Due October 17, 2021 at 11:59 pm MT**

Aligned Course Learning Outcomes: 1, 5, 6, 7

#### Assignment 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”, the library link is identified in this course outline and in the D2L course site; and provide a 3-4-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.

#### Assessment Criteria:

This assignment should be 3-4 pages, double-spaced, not including the title or reference page, double spaced, Arial or Times New Roman 12 font, and ensure all American Psychological Association (APA) formatting is met.

APA 7<sup>th</sup> edition guidelines must be adhered to with all reference material, crediting of sources, and accurate citing of the literature within the paper that meets all APA guidelines, including use of a reference list. A minimum of six (3) literature sources, books and peer-reviewed articles, will be used for the paper. The student APA recommended paper guidelines must be met. Criteria for grading will also include APA adherence, application of relevant literature, grammar, professional vocabulary, punctuation, structure, format, organization, and spelling. Assignment Rubric will be posted in the D2L site. Submit the paper using the D2L Drop Box.



## **Assignment 2: Research Paper (30%) – Due, November 15, 2021 at 11:59 pm MT**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 7

### Assignment Description:

Students will write a Developmental Perspective of Human Behavior Research Paper of a social work practice area of interest. The Developmental Perspective of Human Behavior Research Paper will focus on one of either; environmental, traditional or alternative paradigms, or Indigenous worldview developmental perspectives of human behaviour. This research paper assignment provides students with an opportunity to use a developmental theory learned in the class to analyze and reflect on their personal development. Students will provide an understanding how the developmental theory individually influences their own social work professional practice. This is an opportunity to for students to think, clarify, and explore their ideas about themselves and their work in a professional context within a framework of a developmental theory.

The Developmental Perspectives of Human Behavior research paper is to include the following content:

- Discuss individual interest in the topic area chosen and how it connects to one's own social work practice.
- Identify the research questions of the research process;
- Report the research findings
- Demonstrate social work critical thinking, analysis, and professional assessment of the research findings

Provide an evaluation of the research findings; and identify any gaps within your social work professional understanding for practice interest are that remain with the outcome of your knowledge development.

### Assessment Criteria:

The Developmental Perspectives of Human Behavior research paper will be eight pages (8) in length, not including the title or reference page, double spaced, Arial or times new roman 12 font, and ensure all American Psychological Association (APA) formatting is met. The student APA recommended paper guidelines must be met. Research sources from the literature for this research paper will be within the last 10 years (dating back from 2021).

APA 7<sup>th</sup> edition guidelines must be adhered to with all reference material, crediting of sources, and accurate citing of the literature within the paper that meets all APA guidelines, including use of a reference list. A minimum of six (6) literature sources, books and peer-reviewed articles, will be used for the research paper. Criteria for grading will also include APA adherence, application of relevant literature, grammar, professional vocabulary, punctuation, structure, format, organization, and spelling. Assignment Rubric will be posted in the D2L site. Submit the research paper using the D2L Drop Box.

### **Assignment 3: Presentation (35%) – Due November 29, 2021 at 11:59 pm MT**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6

#### Assignment Description:

Students will develop a professional research presentation on a human developmental stage and include equity, diversity, inclusion, or reconciliation perspectives. The presentation assignment requires research of a human developmental stage and the social work approaches appropriate for a social worker to address environmental factors that interfere with optimal individual development. Students will present their research to the class. Presenters will prepare a minimum of two (2) questions focusing on their research findings for promoting discussion with the class. The presentation length is fifteen minutes (15) including time for discussion and questions with the class.

#### Assessment Criteria:

The recommended media for the assignment is Powerpoint. APA guidelines must be adhered to with all reference material, crediting of sources, and accurate citing of the literature within the presentation that meets all APA guidelines, including use of a reference list. A minimum of five (5) literature sources, books and peer-reviewed articles, will be used for the research presentation. Criteria for grading will also include APA adherence, application of relevant literature, grammar, professional vocabulary, punctuation, structure, format, organization, spelling, participation, and presentation skills. APA citations will be included for all graphics, website links, and videos included in the Powerpoint slide. Assignment Rubric will be posted in the D2L site. The presentation power point will be posted to the D2L drop box. Students will post their presentation to the D2L discussion board prior to their designated presentation date and time for classmates to access as a reference for questions and discussion.

### **Assignment 4: Activities (15%) – Due as indicated in the weekly D2L activity schedule at 11:59 pm MT**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

#### Assignment Description:

These assigned activities will vary in type and may include such learning as reflections, research, readings, video analysis, discussions and other assigned activities. Each activity will contribute to the overall course learning. It is also expected that all students will appreciate and respect diverse perspectives as they are shared in the activity discussions and will treat each other with the utmost respect and dignity.

#### Assessment Criteria:

Discussion forum postings should be timely, offer high quality contributions and be well thought out. Responses are also expected and will be relevant to the discussion. All activity discussions and responses will include reference materials that are clearly cited with a reference list in APA 7<sup>th</sup> edition style. Assignment Rubric will be posted in the D2L site. Submit activities to the D2L course Discussion board and according to the assigned activity instructions

## **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.

### **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 by 11:59pm 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**

All assignments are to be handed in at or before the date and time as specified in the course outline.

It is the student's responsibilities to request an extension from the instructor should you require more time and offer an alternate due date and time for the instructor's consideration.

### **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 7<sup>th</sup> 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 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 suggested readings recommended for this course will be provided in the D2L course 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/](http://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

