



Course & Session Number	SOWK 363 S01	Classroom	HNSC 334
Course Name	Human Development & Environments		
Dates and Time	Start of Classes: Wednesday, September 7 th , 2022 End of Classes: Wednesday, December 7 th , 2022 Dates and Time: In-person instruction, Wednesdays 9am - 11:50am Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Carla Bertsch MSW, RSW	Office Hours	As Requested. Please contact the instructor via email.
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OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

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. 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. 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. 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. This course has no pre-requisites or co-requisites.

COURSE LEARNING OUTCOMES

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

1. Identify and describe leading models of human development and their application to social work practice, with particular focus on ecological models.
2. Assess implications of human growth and behaviors for social work practice by looking at both challenges and opportunities presented over the course of life.
3. Compare and contrast major theories on growth and development using Indigenous, feminist, and anti-oppressive critiques.
4. Analyze how various cultural and environmental influences affect the perception and role of developmental norms and the experience of the lifespan.
5. Discuss human adaptation and resilience within families, groups, organizations and communities over the lifespan.
6. Develop a framework for social work practice through critical exploration of the application of models of human development in social work practice and consider personal values and identities with reference to the application of models of human development.

7. Articulate a deeper sense of how to practice social work contextually, relationally, socially, culturally, and environmentally in the light of models of human development.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Books:

Anderson, K. (2011). *Life stages and Native women: Memory, teachings and story medicine*. University of Manitoba Press. Type: Textbook. ISBN: 9780887557262

There is access to the Unlimited-User eBooks through the library.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary/ebooks/detail.action?docID=4828062>

<https://uofmpress.ca/books/detail/life-stages-and-native-women>

Rogers, A. T. (2019). *Human behavior in the social environment* (5th ed.). Routledge. E-books are available from the following vendors; Apps available for Android and Apple devices BookShelf (VitalSource); Amazon Kindle; Kobo; Google Play Books ; iBooks ; ebooks.com

There is access to 3-User licensed eBooks of the 4th edition through the library.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4426394>

Articles:

Amurao, A. (2019). Medical assistance in dying (maid). *Canadian Social Work Review*, 36(2), 143–164. <https://doi.org/10.7202/1068553ar>

Blackstock, C. (2016, October 6). The long history of discrimination against First Nations children. *Policy Options*. Retrieved from <https://policyoptions.irpp.org/magazines/october-2016/the-long-history-of-discrimination-against-first-nations-children/>

Crone, E. A., & Konijn, E. A. (2018). Media use and brain development during adolescence. *Nature Communications*, 9(1). <https://doi.org/10.1038/s41467-018-03126-x>

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

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

Video/Documentary:

Palmer, M. (Director). (2016, January). *Angry Kids Stressed out Parents* [Video file]. Link will be posted on D2L.

https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991028348303404336

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.

RELATIONSHIP TO OTHER COURSES

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

CLASS SCHEDULE		
Date	Class Topic	Course Readings/Assignments
Week 1: September 7, 2022	Introduction to the course outline, assessments, responsibilities, and each other	
Week 2: September 14, 2022	Conceptualizing development, issues & interventions - 1	Rogers (2019) Chapters 2 and 3
Week 3: September 21st, 2022	Conceptualizing development, issues & interventions - 2	Rogers (2019) – Chapters 4 and 5
Week 4: September 28st, 2022	Pregnancy and prenatal issues	Rogers (2019) – Chapter 6

Week 5: October 5th, 2022	Development in infancy and early childhood	Rogers (2019) – Chapter 7 Anderson (2011) Chapter 3
Week 6: October 12th, 2022	Development in middle childhood	Rogers (2019) – Chapter 8 Anderson (2011) Chapter 4 <i>Journal Assignment due October 11th, 2022 following week 5 learnings</i>
Week 7: October 19th, 2022	Development in adolescence and early adulthood	Rogers (2019) – Chapters 9 and 10 Crone, E. A., & Konijn, E. A. (2018) <i>Journal Assignment due October 18th, 2022 following week 6 learnings</i>
Week 8: October 26th, 2022	Policy Implications	Blackstock, C. (2016, October 6) Hopkins & Hill (2008) Amurao, A. (2019)
Week 9: November 2nd, 2022	Development in middle adulthood	Rogers (2019) – Chapter 11 Anderson (2011) Chapter 5
Term Break: November 6-12 th , 2022 No Classes		
Week 10: November 16th, 2022	Development in late adulthood	Rogers (2019) – Chapter 12 Anderson (2011) Chapter 6 <i>Journal Assignment due November 15th following week 9 learnings</i> <i>Video Review Due November 15th, 2022</i>

Week 11: November 23rd, 2022	Death and Dying	Hobart, K. (2008) <i>Journal Assignment due November 22nd, 2022 following week 10 learnings</i>
Week 12: November 30th, 2022	Challenges and opportunities for the social work profession	Rogers (2019) – Chapter 13
Week 13: December 7th, 2022	Wrap up/Course conclusion	<i>Final Reflection Paper Due December 7th, 2022</i>

Important Dates for Fall 2022

- Start of Term: Monday, August 29, 2022
- Labour Day, no classes: Monday, September 5, 2022
- Fee deadline: Friday, September 23, 2022
- National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022
- Thanksgiving Day, no classes: Monday, October 10, 2022
- Term Break, no classes: Sunday-Saturday November 6-12, 2022
- Remembrance Day, no classes: Friday, November 11, 2022
- End of Term: Friday, December 23, 2022
- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

ASSESSMENT COMPONENTS

Assignment 1 (Individual Assignment): Participation

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

Weight: 10%

Due: ongoing throughout course (September 7th – December 7th, 2022)

Assignment Description and Criteria:

Participating in the classes is expected and critical to the functioning of the class as a learning community. 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, professional, and respectful engagement in the learning process.

Assignment 2 (Small Group Assignment): Journal Assignment

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

Weight: 30%

Due: October 11th, and/or October 18th, and/or November 15th, and/or November 22nd, 2022 at 11:59PM MT

Assignment Description: Students will be placed in groups of 3. Each week, following the due dates above, the class will have discussed and thought about the difference in human development from both an Indigenous and Western lens. Students are asked to pick (in their group) which week or life stage interests them most. They will gather as a group, discuss the differences/similarities, and produce a 2 page journal entry about the exchange.

Assessment Criteria: In total, student groups will submit 3 short journal entries. Each student in the group will have the opportunity to lead a group meeting, take notes of the group exchange, draft a 2 page summary of the most poignant points discussed during the exchange, and then submit the journal entry on behalf of the group.

Each journal entry should be 2 pages, double-spaced, 12-point Times New Roman font with 1" margins. The assignment must follow APA (7th edition) guidelines. The assignment should be submitted via Dropbox on D2L by 11:59 pm MT on October 11th, and/or October 18th, and/or November 8th, and/or November 22nd, 2022 (depending on the week/life stage you have chosen to critique). Criteria for the marking will include content, analysis, organization, discussion, and standard of writing.

Assignment 3 (Individual Assignment): Video Review

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

Weight: 30%

Due: November 15th, 2022 at 11:59PM MT

Assignment Description:

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

Watch the video, "Angry Kids Stressed out Parents" and provide a 4 page written response to the content. We will also be viewing it in class. Utilize the following questions and statements to guide your thinking and response:

- 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.
- What impact does environment have on child rearing?
- What impact does environment have on child development?
- How does socio-economic status impact child rearing? Does the federal government's plan for [\\$10 a day: Early Learning and Child Care](#) support the research reported in this video?

- Share your thoughts regarding child/family welfare policies and practice's thinking about the above questions.
- Share your thoughts regarding the implications for current and or future social work practice.

Assessment Criteria: This assignment should be 4 pages, double-spaced, 12-point Times New Roman font with 1" margins. Assignment must follow APA (7th edition) guidelines. The assignment should be submitted via Dropbox on D2L by 11:59 pm MT on November 15th, 2022. Criteria for the marking will include content, analysis, organization, discussion, and standard of writing.

Assignment 4 (Individual Assignment): Final Reflection Paper

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

Weight: 30%

Due: December 7th, 2022 at 11:59PM MT

Assignment Description:

Social work is about integrating different ways of knowing and being into our practice as we aim to reduce harm and oppression. We want to bring this knowledge and experience with us into our practise to best serve those around us. One of the purposes of this final reflection paper is to give you the opportunity to integrate the knowledge you acquired during this course and to think about how that knowledge contributes to your emerging practice model. Consider and outline how developmental stages may be impacted by the intersectionality of sex, gender identity, sexual identity, culture, race, class, language, disability, etc. Then explore the influence of your own sex, gender identity, sexual identity, culture, race, class, language, disability, etc. on your development.

Write a 5-7 page paper guided by the above statements. Consider the following as you construct your response:

- Had you consider the impact of environment on development before this course?
- What are the implications of your new knowledge and the challenges you encountered as a person and as a professional social worker? What challenges might you encounter in the future?
- Identify and describe at least one takeaway message/insight from the required readings, class lectures, and discussions that resonated with you and explain how it will inform your current/future social work practice.

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

Assessment Criteria: This assignment should be 5-7 pages, double-spaced, 12-point Times New Roman font with 1" margins. Assignment must follow APA (7th edition) guidelines. The assignment should be submitted via Dropbox on D2L by 11:59 pm MT on December 7th, 2022. Criteria for the marking will include content, analysis, organization, discussion, and standard of writing.

Criteria for an A- level paper:

- correct APA (7th edition) formatting is used throughout
- word count was within reasonable range

- correct spelling and grammar
- clarity in sentence structures and writing style
- structures the paper makes sense and is easy to follow (introduction, body, conclusion)
- makes thematic connections across learning moments
- integration of class content
- good integration of all additional material and articles as required
- direct quotes with page numbers
- 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. 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.

Criteria for an A level paper:

- All A- criteria have been met and significantly exceeded, and the paper contains original and critical 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.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

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

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

EXPECTATIONS FOR WRITING

Standard of writing will be a factor in grading students work. 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 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. The instructor will round up when applicable. This grading system overrides the grading system in D2L.

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.

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's [Code of Conduct](#).

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).

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. 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. Please refer to the full policy on [Student Accommodations](#).

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](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) 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 and Gender-based 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.

Other Important Information

Please visit the [Registrar's website](#) 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