Fall 2022

Course & Session Number	SOWK 363 - S02 (3400) (fall semester)	Classroom	Room HNSC 336
Course Name	**Human Development and Environments (Seminar) 363**		
Dates and Time	**Start of Classes: Wed Sept 7, 2022** **End of Classes: Wed Dec 7, 2022** **Dates and Time: Wednesdays, 9-11:50 am** **In-person instruction (or on-line, if required for health reasons).**		
Instructor	**Professor Michael (Mishka) Lysack Ph.D., RSW**	Office Hours	**Students may request a meeting with the professor or course TA by contacting the professor or TA by email.**
UCalgary E-mail	**mlysack@ucalgary.ca**	UCalgary Phone	**403-220-7648**

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.

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

The course 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 both 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, class instruction, 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 as course learning outcomes:
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 and theory;
5. Discovery and appreciation of the links between human development and various wisdom traditions and spirituality as well as Indigenous knowledges and wisdom;
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. A deeper and more developed overview on the part of students of their own micro/mezzo/macro model of social work practice, and an understanding as to how to

progressively apply their knowledge and skills in engaging 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: one (1) book for paper #1, and another book (1) for paper #2:

Paper #1:

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

Paper #2:

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

N.B. Copies of both of these 2 books have been ordered through the UofC bookstore so that the books are available for student purchase.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This course is 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 effective social work practice and a deeper professional identity.

This course provides a foundation for other BSW courses, such as:

Social Policy and Social Justice - SOWK 383,

Practice With Individuals in Context - SOWK 303,
Diversity and Oppression Theme Course - SOWK 304,
Practice Skills in Context – SOWK 307, and
Professional Use of Self - SOWK 361.

CLASS SCHEDULE

Important Dates for Fall 2022
- o Start of Term: Monday, August 29, 2022 (Block week courses)
- o End of Term: Friday, December 23, 2022
- o Fee deadline: Friday, September 23, 2022
- o Labour Day, no classes: Monday, September 5, 2022
- o National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022
- o Thanksgiving Day, no classes: Monday, October 10, 2022
- o Remembrance Day, no classes: Friday, November 11, 2022

Sept 7	Review of course outline; scan of student interests; overview of 2 course papers; class structure and processes Cognitive ethology: science of biological and evolutionary inheritance of 3 ethical/behavioural clusters: 1) cooperation, 2) empathy, & 3) justice 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: *A Short History of Progress* (CBC Massey Lectures/book) Overview of micro/mezzo/macro model of SW practice (SW professor Mel Gray); applying knowledge and skills in practice settings and translate learning into practice
Sept 14	Lena Dominelli (Social Work professor) & the emergence of Green SW, including international development UN Sustainable Development Goals (SDGs): addressing sustainable development, alleviating poverty, and addressing the threat of climate change mitigation; climate adaptation 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);

	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.);
	How is Canada doing addressing climate change? How does Canada rank when compared to other countries?
	Research: Canada is currently ranked 60th, down from its position last year regarding Canada's climate performance; Germanwatch, research institute in Bonn, Germany
	UN IPCC report 2018: goal: reduction of CO_2 emissions by 45% from 2010 levels by 2030. Serious timeline re decarbonizing sectors
	Implementing Sustainable Development Goals (SDGs), alleviating poverty, and addressing climate change are all linked: all three are done at once, or we accomplish none
	How scientists are increasingly moving into public policy, bringing science and social science together: Katharine Hayhoe, Catherine Potvin & Sustainable Canada Dialogues, UN IPCC (Intergovernmental Panel on Climate Change) scientists: Schellnhuber, Rockström, Tim Lenton
Sept 21	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;
	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;
	Power of play; child development through play in relationships with more capable peers (Zone of Proximal Development); emotional regulation & behavioural self-control
Sept 28	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 and families in poverty coping with racism

Oct 5	**Challenging/addressing racial oppression, economics, injustice, inequality; effective activism to challenge economic injustice, e.g.: Martin Luther King Jr.**
	childhood development & corporate influence, economic exploitation of children and families; analysis of corporation (Bakan)

Oct 12	Social/environmental determinants of health; Toxic Trespass: **Health injustice, toxic pollution and children; Indigenous communities e.g., Indigenous nation in Sarnia, Ontario**. Determinants of child development and health (child health, toxic trespass) **Paper #1 Due (TBC)**
Oct 19	Parenting children with behavioural challenges and adolescents; policy context: SW practices of intervention, education, support, policy influencing **Racism and poverty as social determinant of health in human development**: follow-up discussion on Dunedin study and relevance for SW practice
Oct 26	Economic equality, human development & social justice; Introduction to Economics: Oikonomia vs. chrematistics; neo-liberalism & social economy (ordo-liberalism) as an economic/social alternative. Karl Polanyi, economist; David Korten; Joseph Stiglitz; Indigenous economics Slide-deck on just economics & Polanyi
Nov 2	**Indigenous communities: issues of racism and environmental injustice**, science, economics, and ethics: Impact of fossil fuel industry & climate change on Indigenous land, water, communities: Eriel Deranger **Cindy Blackstock: The long history of discrimination against First Nations children;** **Thomas King: history of racism in Canada** **3 Key Leaders in sustainable and just development and renewable energy economy in Indigenous Communities**: Melina Laboucan-Massimo on solar in Indigenous communities; 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 Introduction to Narrative Therapy 1: Externalizing conversations
Nov 9	TERM BREAK - NO CLASS
Nov 16	**Anti-oppressive SW** in time of environmental & climate crisis; Lena Dominelli: Opportunities for social workers 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)**: policy research & social work practice; research resources of PIA for increasing effective SW practice Introduction to Narrative Therapy 2: Re-authoring conversations

Nov 23	**case study: abolition of slavery movement**; movement for challenging racial oppression and racial injustice, macro change, and spiritual/ethical resources Mindfulness in SW practice, advocacy, activism, mobilizing communities for social change Resilience in climate crisis and trauma: Dr. Mary Pipher, psychologist and social activist: the personal and the activist Introduction to Narrative Therapy 3: Re-membering conversations
Nov 30	Narratives, human development, and basic clinical practices of narrative therapy; the justice and politics of narrative therapy; **building partnerships with key allies, Indigenous communities** Introduction to Narrative Therapy 4: Definitional Ceremonies & Outsider Witnesses; Therapeutic documents
Dec 7	Last Class **Paper #2 due (TBC) on Monday Dec 12** Reflection exercises on key learning moments in course and their impact of the developing SW practice and understanding by students of SW; review of course; class review

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES (if the class is scheduled to be on line/Zoom)

If Zoom is required for the class, students are expected to participate actively in all Zoom sessions. If a student is unable to attend a Zoom session, students are asked to contact their professor/instructor to arrange an activity for the missed session as their learning experience.

Students are asked to be prepared to join the class in a quiet space that will allow students to be present and engaged in Zoom sessions. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

REGARDING 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.

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.
- 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 12 (TBC: to be confirmed by professor & 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 psychology, sustainable development, climate change and adaptation, Indigenous history and knowledges, economics, social context, and meaning making/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

Class learning moments: For their paper, in addition to discussing the <u>3 key learning moments from their book selection</u>, students are also asked to briefly discuss their 3<u> additional key learning moments from classes and class discussions</u> (for a <u>total of 6 learning moments for the paper</u>) 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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<u>**Assessment Method 2: Paper #2**</u>

Due date: Monday December 12 (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 an 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

<u>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</u>

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:

- o   What were the key learning moments or "sparkling moments" as you were reading the articles/chapters?
- o   What effect did these moments have on you as a person and as a developing professional?
- o   What are some of the ideas that you found to be the most helpful in these articles?
- o   What difference could these ideas make in how you "see" or perceive your work?
- o   What are some of the related practices that you find the most appealing?
- o   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 3 learning moments from class material for a total of 6 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 3 (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.

Micro/mezzo/macro model of SW practice

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?

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

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, regardless of whether the course is in person or on-line. 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

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- All assignments are to be submitted **in Word format only** in electronic form and sent by email to either the professor (Mishka) or the marker/TA for the course. Students will be instructed in class as to which person students are asked to send their papers.
- Students must keep an original copy being archived by the student; this is a paperless course.
- 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.
- 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 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 must be agreed to by the professor in writing by email in order for the extension to be valid*.
- Students must submit all papers by their respective deadlines.
- ***The instructor/professor 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 .

The University of Calgary also offers workshops and webinars on enhancing one's writing skills. Students are encouraged to check out the variety and subject areas of workshops and webinars focused on enhancing student's writing skills.

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. 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