



<b>Course &amp; Session Number</b>	<b>SOWK 637 S02</b>	<b>Classroom</b>	Online
<b>Course Name</b>	Human Behavior in the Environment		
<b>Dates and Time</b>	Start of Classes: September 7, 2022 End of Classes: December 7, 2022 Dates and Time: Zoom sessions every Wednesday from 6:30 PM-8:30PM (No class November 9, 2022) ZOOM direct link below: <a href="https://ucalgary.zoom.us/j/91970964860?pwd=MEVRdmlScmFJMxB4NHJlN3hsWktJQT09">https://ucalgary.zoom.us/j/91970964860?pwd=MEVRdmlScmFJMxB4NHJlN3hsWktJQT09</a> Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Donna Bell, MSW, RSW	<b>Office Hours</b>	Wednesdays 8:30 PM to 9:30 PM
<b>UCalgary E-mail</b>	<a href="mailto:donna.bell1@ucalgary.ca">donna.bell1@ucalgary.ca</a>	<b>UCalgary Phone</b>	<b>Use email</b>

**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

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

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

Human Development and diversity within a social work context.

## COURSE DESCRIPTION

Human development and behaviour are interconnected, and the purpose of this course is to provide a conceptual framework for understanding human behaviour over the lifespan. This course will focus on developmental theory in a social work context in consideration of life challenges that require social work interventions.

Through examining the nature of human behaviour as both relational and contextual from a biopsychosocial, cultural, spiritual, and environmental lens. The learner will engage in learning through online class discussions, experiential learning exercises, critical reading and assignments that will support a developing professional practice framework.

Pre- Requisite: Admission into the MSW Program

Teaching Modality: Online

This course will take place **Online** via Desire2Learn (D2L) and Zoom. To be successful in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow up online discussion).

There will be 13 Wednesday synchronous Zoom sessions throughout the term (September 7,14,21, 28, October 5,12,19,26, November 2,16,23,30 and December 7. Classes start on Mountain Daylight Time 6:30 PM to 8:30 PM.

## COURSE LEARNING OUTCOMES

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

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

## LEARNING RESOURCES

### **REQUIRED TEXTBOOKS AND/OR READINGS**

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

**Required:** Truth and Reconciliation Commission of Canada, United Nations., University of Manitoba., Truth and Reconciliation Commission of Canada., Truth and Reconciliation Commission of Canada., & United Nations. (2015). Truth & reconciliation: Calls to action.

**Required:** United Nations. (2011). United Nations Declaration on the Rights of Indigenous Peoples.

## Chapter Reading

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

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

Elder, G. H. (1998). The life course as developmental theory. *Child Development*, 69(1), 1-12.  
<https://srcd-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1111/j.1467-8624.1998.tb06128.x>

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

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

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

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

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

## Additional Required Materials (available via D2L):

Ahmed, S. (2006). *Queer Phenomenology*. Duke University Press. [Chapter 2: Sexual Orientation; pp. 65 – 108]

Choate, P. W., CrazyBull, B., Lindstrom, D., & Lindstrom, G. (2020). Where do we go from here?: Ongoing colonialism from Attachment Theory. *Aotearoa New Zealand Social Work*, 32(1), 32-44.

Dominelli, L. (2013). *Green social work*. John Wiley and Sons. [Chapter 5; pp. 84-104]

Dyer, H. (2017). Queer futurity and childhood innocence: Beyond the injury of development. *Global Studies of Childhood*, 7(3), 290-302.

Kimmerer, R. (2013). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants*. Milkweed editions. [Ch: In the Footsteps of Nanabozho: Becoming Indigenous to Place; pp. 205-215]

Mouratidis, K. (2021). Urban planning and quality of life: A review of pathways linking the built environment to subjective well-being. *Cities*, 115, 103229.

Noble, C. (2020). Ecofeminism to feminist materialism: Implications for Anthropocene feminist social work. In V. Bozalek and B. Pease (Eds.), *Post-Anthropocentric Social Work* (pp. 95-107). Routledge

Picq, M. L., & Tikuna, J. (2019). Indigenous sexualities: Resisting conquest and translation. *Sexuality and Translation in world politics*, 57.

Simard, E., & Blight, S. (2011). Developing a culturally restorative approach to Aboriginal child and youth development: Transitions to adulthood. *First Peoples Child & Family Review*, 6(1), 28-55.

Sousa, C. A., Kemp, S. P., & El-Zuhairi, M. (2019). Place as a Social Determinant of Health: Narratives of Trauma and Homeland among Palestinian Women. *The British Journal of Social Work*, 49(4), 963-982.

Sutton, S. & Kemp, S. (2011). Place: A Site of Collective and Personal Transformation. In S. Sutton & S. Kemp (Eds.), *The Paradox of Urban Space: Inequality and Transformation in Marginalized Communities* (pp. 113-134). Palgrave Macmillan.

TallBear, K. (2011). Why interspecies thinking needs indigenous standpoints. *Cultural Anthropology*, 24, 1-8.

Unist'ot'en. (2020). *Invasion* (Video). Retrieved from <https://unistoten.camp/media/invasion/>

**PLEASE NOTE: The instructor may provide you a specific article to read during the course. Additional links are posted in the D2L for students to review. For example, a guest speaker may have a suggestion of a reading.**

### **LEARNING TECHNOLOGIES AND REQUIREMENT**

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

### **RELATIONSHIP TO OTHER COURSES**

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

## CLASS SCHEDULE

### Important Dates for Fall 2022

- Start of Term: Monday, August 29, 2022
- End of Term: Friday, December 23, 2022
- Fee deadline: Friday, September 23, 2022
- Labour Day, no classes: Monday, September 5, 2022
- National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022
- Thanksgiving Day, no classes: Monday, October 10, 2022
- Remembrance Day, no classes: Friday, November 11, 2022

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

DATE	TOPIC	REQUIRED READINGS & ASSIGNMENTS DUE
WEEK 1- ZOOM 6:30 PM to 8:30 PM September 7 – FIRST CLASS	<p>Introductions, review course outline, assignments, course schedule and D2L site.</p> <p>Introduction to the course text and overview. Each student is required to introduce themselves to the class using the required format in the DB</p> <p>An overview of the course will be provided. We will also create our classroom guidelines.</p> <p>Detailed overview of Assignments.</p> <p>Introductory lecture.</p> <p>Theory Informed Social Work Practice</p>	<p>Chapter 1 –Greene &amp; Schriver</p> <p>Book chapter – Murray &amp; Hick (on D2L)</p> <p><b>Required Reading</b> <b>Review assigned links in course</b></p> <p>Global Definition of Social Work <a href="https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/">https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/</a></p> <p>Chapter 5 – Green &amp; Schriver</p> <ul style="list-style-type: none"> <li>• Complete personal Ecomap (template provided in D2L) to share in your group</li> <li>• 4 levels of assessment on p. 107</li> </ul>
WEEK 2- ZOOM 6:30 PM-8:30 PM September 14	<p>Course Lecture. Ecological understandings of human behavior in the social environment.</p> <p>Social work Identity</p>	<p><b>Required Reading</b> <b>Review assigned links in course</b></p>

	<p>-Activity Human Needs Exercise Define social work constructs, frameworks, lens and theory</p> <p>Ecological Base</p>	<p>Young, I. M. (2014). Five faces of oppression. <i>Rethinking power</i>, 174-95.</p> <p>Elder article on D2L Chapter 2 - Greene &amp; Schriver</p> <p>Complete the Quizlet independently: <a href="https://quizlet.com/282610551/iris-young-five-faces-of-oppression-flash-cards/">https://quizlet.com/282610551/iris-young-five-faces-of-oppression-flash-cards/</a></p> <p><b>Discussion Board Introductions AND 2 peer responses Due at 11:59 PM</b></p>
<p>WEEK 3- ZOOM 6:30 PM to 8:30 PM September 21</p>	<p>Course Lecture. Ethical Challenges for Social Workers during COVID-19</p>	<p><b>Required Reading</b> Ethical Challenges for Social Workers During COVID-19: A Global Perspective <a href="https://www.ifsw.org/ethical-challenges-for-social-workers-during-covid-19-a-global-perspective/">https://www.ifsw.org/ethical-challenges-for-social-workers-during-covid-19-a-global-perspective/</a></p>
<p>WEEK 4- ZOOM 6:30 PM to 8:30 PM September 28</p>	<p>Dr. Deborah Foster, RSW Trauma Therapist and Educator Sexuality, Women's Studies and Health Studies</p> <p>Developmental Theories &amp; Social Work practices with families</p>	<p><b>Required Reading</b> Chapters 4 and 6- Green &amp; Schriver</p> <p>Ahmed, S. pp.65-108</p> <p>Dyer, H. (2017). Queer futurity and childhood innocence: Beyond the injury of development. <i>Global Studies of Childhood</i> 7(3), 290-302</p> <p>Picq &amp; Tikuna p.57</p> <p>Lazer, M. Audio podcast episode December 2020</p> <p>Sousa, Kemp, El-Zuhairi journal pp. 963-982</p>

<p>WEEK 5-ZOOM 6:30 PM to 8:30 PM October 5</p>	<p>Billie- Jo Grant Masters of Religious Education Indigenous Consultant</p> <p>Métis Memories of Residential School mural project</p> <p>Engaging Diversity &amp; Difference in practice</p>	<p><b>Required Reading</b> Chapter 3- Greene &amp; Schriver</p> <p>Chaote,P.W., Crazybull, B., Lindstrom, D., &amp; Lindstrom, G. (2020). Where do we go from here?: Ongoing colonialism from Attachment Theory. Aotearoa New Zealand Social Work, 32 (1), 32-44.</p>
<p>WEEK 6-ZOOM 6:30 PM to 8:30 PM October 12</p>	<p>Course Lecture: Sarita Dighe- Bramwell, PMP Management Consultant &amp; Former Senior Manager: Child Intervention</p> <p>BIPOC experiences of working within human service organizations with mandated and voluntary clients.</p>	<p><b>Required Reading:</b></p> <p>Chapter 8 Greene &amp; Schriver</p>
<p>WEEK 7- ZOOM 6:30 PM to 8:30 PM October 19</p>	<p>Course Lecture. Social work theory. Life course theory and developmental issues. -- -Activity Reflection: Five faces of oppression.</p> <p>Risk and Resilience</p>	<p><b>Required Reading</b> <b>Review assigned links in course</b></p> <p>Article – Simard &amp; Blight (on D2L)</p> <p>Chapter 10 –Greene &amp; Schriver Tables 10.1 &amp; 10.2 Review other chapters of interest Readings to be posted in D2L site</p>
<p>WEEK 8-ZOOM 6:30 PM to 8:30 PM October 26</p>	<p>Course Lecture: Indigenous Perspectives</p> <p>Social Work practices with individuals, families and groups</p>	<p><b>Required Reading</b> <b>Review assigned links in course</b> <b>Required Reading</b> First Peoples Child &amp; Family Review (specific link provided in course website)</p> <p>Umberson, Pudrovskaya and Reczek article.</p>



		<p>Silverio &amp; Soulsby article.</p> <p>Kimmerer, R. article</p> <p>Tallbear, K. pp 1-8</p> <p>Unist’ot’en 24, 1-8</p> <p>Chapters 5, 6 &amp; 7 - Greene &amp; Schriver</p> <p><b>Assignment 2 Due at 11:59 PM</b></p>
<p>WEEK 9-ZOOM 6:30 PM to 8:30 PM November 2</p>	<p>Class Lecture Topic:</p> <p>Alberta College of Social Workers Ethics and Standards of Practice</p>	<p>ACSW Standards of Practice Case Scenarios will be presented</p>
<p>WEEK 10- November 9- <b>TERM</b> <b>BREAK</b> No classes:</p>	<ul style="list-style-type: none"> <li>• Term Break</li> </ul>	<p>Sunday – Saturday, November 6-12, 2022</p>
<p>WEEK 11- ZOOM 6:30 PM to 8:30 PM November 16</p>	<p>Class Lecture: Climate Change: Pathways to Sustainability</p>	<p><b>Required Readings:</b></p> <p>Dominelli, L. Chapter 5; pp. 84-104</p> <p>Mouratidis, K. <i>Cities</i>, 115, 103229</p> <p>Noble, C. pp. 95-107</p>
<p>WEEK 12- ZOOM 6:30 PM to 8:30 PM November 23</p>	<p>Class Lecture: Aisha Oboh (MSW, RSW) Executive Director of Crystal Lily Home &amp; Board Executive Member: Standing Up for Peruvian Children Society (NGO)</p> <p>BIPOC Experiences of Social Work practice with Community</p>	<p><b>Required Reading</b></p> <p>Chapter 9- Greene &amp; Schriver</p> <p>Sutton &amp; Kemp pp 113-134</p> <p><b>ALL (2 of 5 options) Discussion Board submission Due at 11:59 PM</b></p>

	Social Work practice with communities	
WEEK 13- ZOOM 6:30 PM to 8:30 PM November 30	Class Lecture: Yngreed F�evrier, BSW, RSW Case Manager in Health  Grace Mwerma, BSW, RSW Polyglot Case Manager in Health  Francophone and polyglot BIPOC experiences navigating human service settings.	<b>Required Reading</b> Chapter 3- Greene & Schriver  <b>Assignment 3 Due at 11:59 PM</b>
WEEK 14-ZOOM 6:30 PM to 8:30 PM December 7- LAST DAY of class	Bringing it all together. Open class reflections and discussions	Active participation in the ZOOM class

Zoom classes reflect 26 hours of lecture time and the remainder 13 hours will be observed through reading articles, watching videos and utilizing the discussion boards.

#### **ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

##### **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. 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.

##### **ZOOM RECORDINGS OF ONLINE CLASSES**

The instructor will 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 – D2L Discussion Boards**

**Weight: 40%**

**Due Dates: 1. Introduction Discussion Board Due September 14, 2022 at 11:59 PM.**

**2. Two Discussion Boards Due November 23, 2022 at 11:59 PM**

**Meets Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9**

**Note: In addition to the Required Introduction Discussion Board, there will be 5 Discussion Board Topic opportunities, please choose ONLY 2 to complete:**

Remember, the course discussion boards are a required component of this online course as well as attendance at Zoom sessions. You are expected to **complete a main posting and at least 2 response postings to your peers**. Broadly the topics include Diverse Populations in Canada; Indigenous concerns in Canada and the Child Welfare System; Black Lives Matter; COVID 19 Pandemic and Social Work; and Social Work Identity. Students are expected to respond in depth to each other's postings. The discussions are designed to elicit dialogue on issues relevant to social work practice and knowledge.

Expectations for the discussion learning outcomes include:

- Demonstrate working knowledge of key social work theories
- Challenge assumptions about social work through evidence-based knowledge
- Use different means to communicate in an academically rigorous manner how social work principles can be applied
- Articulate the importance of social work theory, concepts, language and knowledge in understanding human behavior and the environment.

**Assessment Criteria:** You can refer to assessment rubrics that will be provided in\_class/posted on D2L

### **Assignment 2 – United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and Reconciliation Assignment**

**Weight: 40%**

**Due Date: October 26, 2022 at 11:59 PM via Dropbox**

**Meets Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9**

This assignment requires you to read and reflect on the required booklets:

**Required 1:** United Nations. (2011). United Nations Declaration on the Rights of Indigenous Peoples

**Required 2:** Truth and Reconciliation Commission of Canada, United Nations., University of Manitoba., Truth and Reconciliation Commission of Canada., Truth and Reconciliation Commission of Canada., & United Nations. (2015). Truth & reconciliation: Calls to action.

**Required 1** booklet has a preamble to how this document came to be. It also includes a joint statement for implementation. The sum of the entire document outlines 46 Articles.

**Required 2** booklet speaks to reconciliation and the 92 actions required for a pathway to reconciliation with a third section dedicated to the United Nations Declaration on the Rights of Indigenous Peoples (se

For this assignment, utilizing the backdrop of the booklets, as it pertains to the 46 Articles and the 92 actions pick **two from each booklet** that resonate with you. Ensure you describe how these link to your learning to improve supports and services for Indigenous people:

- In detail explain how these resonate for you (what specifically about them appealed to you), then;
- In detail explain how these relate to your current or future state of your professional identity, then:
- What steps or measures will you use to hold yourself accountable to maintaining your professional identity as it relates to the **four** (2 Articles and 2 Actions) you chose for this assignment.

**Length/Citation Requirements:** Maximum of 6 pages (excluding title page and reference page(s), double spaced, Times New Roman, 12-point font, 1" margins. Use the American Psychological Association (APA) (7<sup>th</sup> ed.) for both formatting and referencing.

**Assessment Criteria:** Use Word file submission not PDF via Dropbox with saving the file in this fashion- Assignment 2, last name, first name. You can refer to assessment rubrics that will be provided in class/posted on D2L

### **Assignment 3 – Final Reflective Paper Assignment**

**Weight: 20%**

**Due Date: November 30, 2022 at 11:59 PM**

**Meets Course Learning Outcomes:** 1,2, 3, 4, 5, 6, 7, 8, 9

This assignment requires you to submit a final reflection paper that includes:

- A reflective paper on what the student learned through the course as it pertains to building their practice framework that respects the diversity of human growth and development in diverse

contexts. This may include a reflection on primary theories of interest, lectures, course assignments and the totality of the discussion board submissions.

- **Length/Citation Requirements:** Maximum of 4 pages (excluding title page and reference page(s), double spaced, Times New Roman, 12-point font, 1" margins. Use the American Psychological Association (APA) (7<sup>th</sup> ed.) for both formatting and referencing.

**Assessment Criteria:** Use Word file submission not PDF via Dropbox with saving the file in this fashion- Assignment 3, last name, first name. You can refer to assessment rubrics that will be provided in class/posted on D2L

## **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 in class and online discussions. These are part of the participation grade, as outlined in the assessment components section above. Students are provided with an opportunity for a make-up assignment for one Zoom Session.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due before midnight on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

### **LATE ASSIGNMENTS**

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. In order to receive an extension, students must contact the instructors by email 72 hours prior to the assignment due date. Assignments submitted after the deadline may be penalized with a grade reduction. The late submission penalty for assignments is 1 mark per day late (including weekends and holidays).

### **EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 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 [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used.

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

C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

**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**

Suggested readings for the course will be provided to students in D2L in order to manage the length of this course outline.

**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