

Course Number	SOWK 363 S02	Classroom	Online
Course Name	Human Development and Environments		
Day(s) & Time	Zoom sessions Fridays from 9:00am to 11:50am		
Instructor	Judy Shine		
U of C E-mail	judy.shine@ucalgary.ca	Phone	Please contact instructor via email

SYLLABUS STATEMENT

This course explores the nature of human behavior and development in diverse environments and contexts (personal, community, social and environmental) and explores the implications for social work practice and theory.

COURSE DESCRIPTION

The purpose of Human Development and Environments is to provide a basic conceptual framework for creating and organizing knowledge about human behavior across the lifespan as it interacts with various aspects of the larger environment. A series of fundamental theories and theoretical approaches, along with updated research will be introduced. Culture and environment as key influences on the behavioral expression of human development process are stressed in this class through related readings and classroom activities, particularly as they relate to social work assessment and practice. This course also focuses on the relationship between social determinants of health and wellbeing inequities. A set of core theories of human behavior and development will be introduced, and further explore the implication and application in social work practice with clients over the life course.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will:

1. Demonstrate an understanding of the history, focus and methods of the study of human development, while acknowledging the Western context of these theories.
2. Be introduced to leading models of human development and their application to social work practice with particular focus on ecological models.
3. Describe the major biological, psychological, environmental, social, economic and cultural factors influencing growth and behaviors across the lifespan.
4. Explore human adaptation and resilience within families, groups, organizations and communities over the lifespan.
5. Consider how various cultural and environmental influences affect the perception and role of developmental norms and the experience of the lifespan.
6. Consider how the social determinants of health as well as historical, cultural, political and economic factors influence human behavior and perceptions on norms and experience of development.

7. Explore strategies, tools and questions to assess social work problems across the lifespan, through the use of case studies and activities to apply learning to practice.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Rogers, A. T. (2019). *Human behavior in the social environment* (5th ed.). Routledge.

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 a required core course for students in the first professional social work degree program. It is a core course because it contributes to the scientific knowledge base necessary for understanding human growth and behavior in dynamic interaction within variety of environments.

CLASS SCHEDULE

Please note that the dates scheduled for guest speakers are subject to change.

Date	Topic	Readings/Assignments Due
January 15, 2021	Course Introduction Topics: <ul style="list-style-type: none"> • Why does this course matter? • Critical thinking • Social location • Social determinants of health 	Core Readings: Rogers (2019) – Chapter 1 Mikkonen, J. & Raphael, D. (2012)
January 22, 2020	Theoretical Perspectives – Person in the Environment Topics: <ul style="list-style-type: none"> • Micro, Mezzo, Macro • Systems Theory • Ecological Theory • Strengths Perspective • Genograms and Ecomaps 	Core Readings: Rogers (2019) - Chapter 2 Frohlich, K. L., Ross, N., Richmond, C. (2006)
January 29, 2020	Theoretical Perspectives – Biopsychosocial Dimensions Topics:	Core Readings: Rogers (2019)- Chapter 3 Combs-Orme, T. (2013)

	<ul style="list-style-type: none"> • Medical Model • Brain Science • Cognitive development • Psychodynamic theories • Behavioral and Learning Theories 	
February 5, 2020	<p>Theoretical perspectives – Sociocultural Dimensions and Social Change Dimensions</p> <p>Topics:</p> <ul style="list-style-type: none"> • Feminist/ cultural perspectives • Racism, discrimination and oppression • Social change and social action • Truth and Reconciliation 	<p>Core Readings: Rogers (2019) – Chapter 4 and Chapter 5 Blackstock, C. (2016)</p> <p>Guest Speaker: Monique Nutter, Multi – Cultural Health Brokers, Cultural Approaches in practice.</p>
February 12, 2020	<p>Theoretical perspectives – Social Change Dimensions continued and In Class Examination.</p>	<p>Core Readings: Rogers (2019)- Review Chapters 1- 5</p> <p>Guest Speaker: Lianna Chondo MSW RSW, City of Edmonton, Social work in the mezzo and macro</p> <p>IN CLASS EXAMINATION - 10.20am to 11.50am</p>
February 19, 2020	WINTER BREAK – NO CLASS	
February 26, 2020	<p>Pre-Pregnancy and Prenatal Issues</p> <p>Topics:</p> <ul style="list-style-type: none"> • Stages of the life-cycle • Prenatal process, birthing & newborns • Issues for social work at this lifecycle stage. 	<p>Core Readings: Rogers (2019) – Chapter 6: Birch, J., Ruttan, L., Muth, T. and Baydala, L. (2009)</p> <p>Guest Speaker: Barb Davis BSW RSW, Royal Alexandra Hospital, NICU</p>
March 5, 2020	<p>Development in Infancy and Early Childhood</p> <p>Topics:</p>	<p>Core Readings: Rogers (2019)- Chapter 7</p>

	<ul style="list-style-type: none"> Babies, toddlers, and early childhood development Theories of attachment across cultures FASD across the lifespan 	<p>Pazderka, H., Desjarlais, B., Makokis, I., MacArthur, C., Steinhauer, S., Hapchyn, C., & Bodor, R. (2014)</p> <p>Guest Speaker: Ladene Keith BSW RSW, FASD Across the Lifespan</p>
March 5-Midnight	REFLECTIVE PAPER DUE	
March 12, 2020	<p>Development in Middle Childhood</p> <p>Topics:</p> <ul style="list-style-type: none"> Middle childhood behaviors Child Maltreatment Adverse Childhood Experiences (ACES) 	<p>Core Readings:</p> <p>Rogers (2019)- Chapter 8</p> <p>Larkin, H., Felitti, V. J., & Anda, R. F. (2014)</p>
March 19, 2020	<p>Development in Adolescence</p> <p>Topics:</p> <ul style="list-style-type: none"> Self and Identity Resilience 	<p>Core Readings:</p> <p>Rogers (2019) - Chapter 9</p> <p>Saewyc, E. M. (2011)</p> <p>Guest Speaker: TBD, Insights into the Indigenous lifecycle.</p>
March 26, 2020	<p>Development in Early and Middle Adulthood</p> <p>Topics:</p> <ul style="list-style-type: none"> Social roles, Sexuality Transition to independence Addictions Mental health Family Violence Retirement 	<p>Core Readings:</p> <p>Rogers (2019)- Chapter 10 and Chapter 11</p> <p>Arnett, J. J. (2001)</p>
March 26-Midnight	D2L ASSIGNMENT DUE	
April 2, 2020	GOOD FRIDAY – NO CLASS	
April 9, 2020	<p>Development in Late Adulthood</p> <p>Topics:</p> <ul style="list-style-type: none"> Aging and human behavior Loss and Grief 	<p>Core Readings:</p> <p>Rogers (2019)- Chapter 12</p> <p>Mei, Z., Fast, J., & Eales, J. (2013)</p> <p>Guest: Bernice Sewell, SAGE Association, Social Work with Seniors.</p>

	<ul style="list-style-type: none"> • Grandparents as parents 	
April 13, 2021 Midnight	PARTICIPATION SELF-ASSESSMENT DUE	
April 16– Midnight	FINAL PAPER DUE	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

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). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

APA 7 format is required for all assignments. All assignments will be submitted via drop box in D2L.

Assignment 1: In Class Exam

This open book exam will cover the theories introduced in the first five classes of the course and will ask the students to apply this learning to a case study.

A short case study will be posted in D2L and students will respond to questions relating to this case. Students will be provided with 90 minutes of class time to complete the case study activity and must submit the assignment to the D2L drop box by 11.50am.

Due Date: February 12, 2021

Weight: 20%

Learning Outcomes: All

Assignment 2: Reflective Writing – Short paper

Students need to choose one of the articles (focusing on human behavior and development theories) from the reading list posted in D2L, and draft a short paper. In this short paper, students are expected to discuss the main content of the selected article, and provide reflection and critique based on the learning in this course, personal experience, and working experience in social work or other helping professions.

A critique refers to critical examination or analysis, not simply negative criticism. The short paper should be 3-5 pages (double spaced, 12 font) APA format, such as headings, in-text citation, and reference list, is required.

A detailed grading rubric will be placed on the D2L site for students for more information.

Due Date: March 5, 2021

Weight: 20%

Learning Outcomes: All

Assignment 3: Discussion Board: Critical reflection on a social issue.

Three separate discussion forums will be posted to D2L on March 12. Each discussion forum will be based on a journal article, documentary film, media posting, or advocacy document related to a contemporary social issue. Students are required to read/ review the content and to respond to one of them by starting a new thread in the forum. Students should consider the content from the course readings and classes and reflect upon various theories and concepts learned. Each comment in the new thread will end with questions being posed to fellow students. Each student is required to respond to two other students' threads. This assignment will be evaluated on the evidence of critical thinking, reflection and integration of course content in the leading of the discussion and responses.

More detailed description, expectations and evaluation can be found in the rubric in D2L.

Due Date: March 26, 2021

Weight: 20%

Learning Outcomes: All

Assignment 4: Final Paper

This paper has two parts.

Part 1: Students need to address their own personal learning in the course and discuss at least three gains from this course that increase their confidence and competency in continuing learning and future practice in social work (2-3 pages).

Part 2: Students will choose one life-cycle stage that we have covered in this course and:

- 1) Discuss the key characteristics of the lifecycle stage and the potential social issues or challenges the individual or family system may face.
- 2) Identify two separate social work approaches through which to view and assess the one of the issues you identified. The student will briefly describe their two chosen approaches, using literature to support their descriptions.
- 3) Describe how you would apply the two chosen approaches in order to complete an assessment specific to this lifecycle stage.
- 4) Provide a comparison of the two approaches and how they would be applied differently or similarly when assessing the issue and the implications this might have for the resulting plan for action.

This section will be 3-4 pages.

This final paper should be at least 5 pages, but no more than 7 pages in total (double space, 12 fonts). APA format, such as headings, in-text citation, and reference list, is required. This assignment must include at least 5 references.

A detailed grading rubric will be placed on the D2L site for students for more information.

Due date: April 16, 2021

Weight: 30%

Learning Outcomes: All

Assignment 5: Course Participation – Self Assessment

Students will complete a self-assessment of their participation. Students are expected to participate in the on-line classes through regular attendance, critically analyzing the readings, sharing experiences and ideas in the small group break-out sessions, asking meaningful questions, responding to issues raised by their peers and engaging in large group and small group discussions. Students will be respectful of others and contribute to a safe and inclusive learning experience. Active involvement in class activities and discussion is required in this course in order to facilitate the learning not only of theoretical and applied material but also to engage in a transformative learning process.

When, due to certain circumstances such as family emergency or medical issue, students will not be able to attend the on-line class, please contact instructor prior to the class time.

A detailed grading rubric for this self-assessment will be placed on the D2L site for students for more information.

Due Date: April 12, 2021

Weight: 10%

Learning Outcomes: All

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

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

Please email the instructor prior to class if you will be absent.

Students are expected to read the assigned readings for each class.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through the dropbox in D2L. Assignments may be submitted in Word or PDF format. 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.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Please see the rubrics provided for each assignment for details. 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 format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>.

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

WITHDRAWAL

No refunds for withdrawal from **winter courses** after January 21, 2021. The last day to add or swap winter session courses is January 22, 2021. The last day to withdraw with permission from courses is 4:00 p.m. on April 15, 2021. The Undergraduate Academic Schedule for 2020-2021 can be viewed at <https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html> . The online version of the academic schedule supersedes the information on this course outline.

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

The readings below are the core readings, identified in the class schedule. A more comprehensive reading list will be provided and posted on D2L. Students can review the reading list on D2L and read articles that may be of interest or relevant to them. This extended reading list will be used to select an article for Assignment 2.

- Arnett, J. J. (2001). Conceptions of the transition to adulthood: Perspectives from adolescence through midlife. *Journal of Adult Development*, 8(2), 133-143.
- Birch, J., Ruttan, L., Muth, T. and Baydala, L. (2009). Culturally competent care for Aboriginal women giving birth in hospitals. *Journal of Aboriginal Health*, 4(2), 24-34.
- Blackstock, C. (2016) Toward the full and proper implementation of Jordan's Principle: An elusive goal to date. *Paediatrics Child Health*, 21(5), 245-246.
- Combs-Orme, T. (2013). Epigenetics and the social work imperative. *Social Work*, 58(1), 23-30.
- Frohlich, K. L., Ross, N., Richmond, C. (2006). Health disparities in Canada today: Some evidence and a theoretical framework. *Health Policy*, 79, 132-143.
- Larkin, H., Felitti, V. J., & Anda, R. F. (2014). Social work and adverse childhood experiences research: Implications for practice and health policy. *Social Work in Public Health*, 29(1), 1-16.
- Mei, Z., Fast, J., & Eales, J. (2013). *Gifts of a lifetime: The contributions of older Canadians*.
<http://www.mysage.ca/public/download/documents/4754>
- Mikkonen, J. & Raphael, D. (2012). *Social determinants of health: The Canadian facts*.
<http://www.thecanadianfacts.org/>
- Pazderka, H., Desjarlais, B., Makokis, I., MacArthur, C., Steinhauer, S., Hapchyn, C., & Bodor, R. (2014) Nitsiyikkason: The brain science behind Cree teachings of early childhood attachment. *First Peoples Child and Family Review, Interdisciplinary Journal*, 9(1), 53-65.
<https://fpcfr.com/index.php/FPCFR/article/view/194/217>
- Saewyc, E. M. (2011). Research on adolescent sexual orientation: Development, health disparities, stigma, and resilience. *Journal of Research on Adolescence*, 21(1), 256-272.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

SAFEWALK

Safewalk provides a safe and reliable alternative to walking alone at nights around and on the U of A Campus located at 0-22 SUB, phone (780) 492 5563 or 4-WALK-ME. In addition to the UofA's Safewalk Program, security personnel at Enterprise Square will provide an escort from the main lobby between 6:00 pm and 11:00 pm any day that the building is open. Arrangements to be accompanied can be made at the security desk opposite to the elevators on the main floor at the time the escort is required; reservation ahead of time is not possible. Security will escort you within a two- block radius of Enterprise Square.

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points (Calgary)**
- **Safewalk (Calgary)**

