UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Winter 2022

Course & Session Number	SOWK 363 S02	Classroom	Online
Course Name	Human Development and the Environments		
Day(s) & Time	Zoom sessions Friday afternoons 1:00 p.m. - 3:50 p.m.		
Instructor	Jane Slessor	Office Hours	By appointment
UCalgary E-mail	Jane.slessor1@ucalgary.ca	UCalgary Phone	Email preferred

EQUITY, DIVERSITY, INCLUSION, RECONCILIATION AND ANTI-RACISM

The Faculty of Social Work (FSW) is committed to anti-racist social work education and practice and to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge the historic and ongoing effects of racism, systemic inequities and compounded disadvantages due to the intersection of social locations, particularly for members of racialized, Indigenous, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, and cultural barriers to their education. We recognize, honour, and integrate diverse perspectives, experiences, and strengths into our work. See the faculty's Statement on Anti-Black and Anti-Asian Racism, the work of the faculty's Anti-Black Racism Task Force, and the university's Indigenous strategy.

SYLLABUS STATEMENT

This 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 theory and practice.

COURSE DESCRIPTION

The purpose of this class is to provide a basic conceptual framework for creating and organizing knowledge about human development across the lifespan as it interacts with various aspects of the larger environment. 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. A set of core fundamental theories of

human behavior and development will be introduced, including the social determinants of health, and the implication and application in social work practice with clients over the life course will be explored.

COURSE LEARNING OUTCOMES

Upon completion of this course, the course will assist and facilitate each student to develop the following:

1. An understanding of the dominant models of human development, including the social determinants of health, the critiques of these dominant western paradigms, and alternative models of human development.
2. Familiarity of the key developments in the understanding of human development in various socio-economic, psychological, cultural, historical, economic, and climate/ environmental contexts.
3. An understanding of the major biological, psychological, environmental, social, economic, cultural, and spiritual factors influencing development and behaviors across the lifespan.
4. An exploration of human adaptation, resilience, and resistance in individuals, families, groups, organizations, and communities over the lifespan.
5. An understanding of how various cultural and environmental influences affect the perception and role of developmental norms and the experience of the lifespan.
6. A practical set of strategies, tools, and questions to assess social work problems across the lifespan using case studies and activities that apply learning to practice.
7. An emerging framework for social work practice through critical exploration of the application of models of human development in social work practice and personal and professional values.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Text:
Rogers, A.T. (2019). *Human behaviour in the social environment: Perspectives on development and the life course (5th ed.).* Routledge: Taylor & Francis Group.

Readings:
Absalon, K. (2010). Indigenous wholistic theory: A knowledge set for practice. *First Peoples Child & Family Review, 5*(2), 74-87. https://www-erudit-org.ezproxy.lib.ucalgary.ca/fr/revues/fpcfr/

Choate, P.W. (2019). The call to decolonise: Social work's challenge for working with Indigenous Peoples. *British Journal of Social Work, 49*, 1081-1099. https://academic-oup-com.ezproxy.lib.ucalgary.ca/bjsw/article-lookup/doi/10.1093/bjsw/bcz011

Czyzewski, K. (2011). Colonialism as a broader social determinant of health. *The International Indigenous Policy Journal, 2*(1), 1-14. https://www.proquest.com/docview/1400225527?accountid=9838&pq-origsite=primo

Greenwood, M.L. & de Leeuw, S.N. (2012). Social determinants of health and the future well-being of Aboriginal children in Canada. *Paediatric Child Health, 17*(7), 381-384. https://academic-oup-com.ezproxy.lib.ucalgary.ca/pch/article/17/7/381/2647024

Hankivisky, O. & Christoffersen, A. (2008). Intersectionality and the determinants of health: A Canadian perspective. *Critical Public Health, 18*(3), 271-283. http://dx.doi.org/10.1080/09581590802294296

Lines, L.A., Yellowknives Dene First Nation Wellness Division & Jardine, C.G. (2019). Connection to the land as a youth-identifies social determinant of Indigenous Peoples' health. *BMC Public Health, 19,* 1-13. https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-018-6383-8

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. https://www-erudit-org.ezproxy.lib.ucalgary.ca/fr/revues/fpcfr/

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.Students are asked **not to record** classes on Zoom to protect the privacy of both students and the instructor.

RELATIONSHIP TO OTHER COURSES

This course is a required 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 behaviour in dynamic interaction within a variety of environments. It is also important as it helps integrate one's own personal development with the growing knowledge base from this and other courses.

CLASS SCHEDULE

Week #/ Date of Class	Topic	Required Readings
Week 1: Jan. 14, 2022	• Introductions • Review Course Outline • Review Assignments and Rubrics Review Basic Concepts • Theory • Generalist Practice • Problem-Solving Model • Assessment	Rogers (2019) - Ch.1

Week 2: Jan. 21, 2022	Review of Lenses for Conceptualizing Problems and Interventions • Person in Environment Perspectives • Biopsychosocial Approaches	Rogers (2019) - Ch.2 & Ch.3
Week 3: Jan. 28, 2022	Review of Lenses for Conceptualizing Problems and Interventions • Sociocultural Dimensions • Social Change Dimensions	Rogers (2019) - Ch.4 & Ch.5
Week 4: February 4, 2022	Social Determinants of Health Applying Social Work Lenses in Assessment	Czyzewski (2011) Greenwood & de Leeuw (2012) Hankivansky & Christofferson (2008)
Week 5: February 11, 2022	Midterm	
Week 6: February 18, 2022	Indigenous Perspectives on Development • *Guest Speaker: Ruthann Linklater* *D2L Discussion Topic Introductions start*	Absalon (2010) Choate (2019)
Week 7: February 25, 2022	Term Break – no class	
February 27, 2022	*Paper Proposal Due (by 11:59 p.m.)*	N/A
Week 8: March 5, 2022	Pregnancy and Pre-natal Issues Development in Infancy and Early Childhood *D2L Discussion Topic Introductions continue*	Rogers (2019) - Ch. 6 & Ch. 7
Week 9: March 11, 2022	Development in Middle Childhood *D2L Discussion Topic Introductions continue*	Lines et al. (2019) Rogers (2019) - Ch. 8
Week 10: March 18, 2022	Development in Adolescence	Rogers (2019) Ch. 9 Simard & Blight (2011)

	• *Guest Speaker: Eating Disorder Support Network of Alberta)* *D2L Discussion Topic Introductions continue*	
Week 11: March 25, 2022	Development in Early Adulthood Development in Middle Adulthood • *Guest speaker: Michelle Holubisky from City of Edmonton (Intimate Partner Violence)* *D2L Discussion Topic Introductions continue*	Rogers (2019) - Ch.10 & Ch. 11
March 27, 2022	Last day for D2L discussions!	N/A
Week 12: April 1, 2022	Development in Late Adulthood • *Guest speaker: Eric Storey* *D2L Discussion Topic Introductions finish*	Rogers (2019) - Ch. 12
Week 13: April 8, 2022	Looking forward: challenges and opportunities for social work Complex social issues Evaluation of participation Evaluation of course	Rogers (2019) - Chapter 13
April 10, 2022	*Final Paper Due (by midnight)*	

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. 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

Students are asked **not to record** classes on Zoom to protect the privacy of both students and the professor. The instructor will not record any online Zoom class sessions.

ASSESSMENT COMPONENTS

Assignment 1: Midterm Exam (20 %) - February 11, 2022

This open book, "in class" exam will cover the content introduced in the first four classes of the course. A case study will be provided to students. Students will respond to short answer questions regarding the application of various social work models to the case study. Students will be provided the exam "in class" on February 11 and will have 90 minutes to complete it. The completed exam will be submitted to Dropbox at the end of the allotted time.

If a student, due to an emergency or illness, is unable to write the exam at the allotted time, arrangements will be made on a case-by-case basis to complete the exam at another time. Students should email the instructor as soon as it becomes apparent that they will not be able to attend to allow time for rescheduling.

Aligned with course learning outcomes #1, 2, 3, 5, 6, 7

Assignment 2: Paper Proposal (15%) - due February 27, 2022, by 11:59 p.m.

Students will prepare a 750-1000 word proposal that will inform their final paper (see Assignment 4 for more information). The proposal will include:

- An introduction and description of their topic, issue, or area of interest.
- A brief introduction and description of the two social models they are using to assess their topic.
- A brief introduction of two peer reviewed articles that they will be using for their final paper, including a brief annotation of each article.

APA 7 format is required.

A detailed grading rubric will be placed on the D2L site for students for more information.
Students will submit completed proposals to Dropbox.

Aligned with course learning outcomes #1, 2, 3, 4, 5, 6, 7.

Assignment 3: D2L Introductions & Discussions – Total of 20 %

Part 1 (During Zoom Synchronous Sessions): Introduce Discussion Topic (10 %) – due dates will vary and will be assigned first day of class

Students will sign up for one section of the Rogers (2019) text in the first class. On their predetermined date, they will briefly (10 minutes *maximum*) present a topic they find, a) from their assigned section of the text, and b) that is of particular interest or relevance for their own social work practice, for subsequent discussion on D2L.

Students will generate a compelling question for discussion related to their chosen topic. Students will demonstrate through their choice of question that they have a critical understanding of their topic, the stage of development it is relevant for, and the social work theories most suitable for viewing and assessing the topic. Questions presented in class will be added to the appropriate D2L forum *on the same day the student presents their topic for discussion!*

Part 2 (On D2L): D2L Discussion (10 %) – last day for responses/discussions: March 27, 2022, by 11:59 p.m.

Students will additionally be expected to respond to, and engage in discussion with, a minimum of 2 other D2L threads started by their classmates. Responses should be respectful, thoughtful, additive, and helpful, and demonstrate a critical understanding of both the issues presented and the social work approaches utilized to understand them. Responses will be between 250-500 words. APA 7 format is not required for this assignment.

A detailed grading rubric is available on the D2L site for students for more information.

Aligned with course learning outcomes #1, 2, 3, 4, 5, 6, 7.

Assignment 4: Case Study Paper (30%) - due April 10, 2022, by 11:59 p.m.

Students will prepare a 1750-2000 word paper exploring the issue introduced in Assignment 2 through the use of a case study they will create. The issue will be

- one that social workers may experience in their work with individuals, families or communities;
- related to human development over the life span; and,
- either identified by Rogers (2019) in the text and/or of particular interest to the student.

The student will present a short case study to demonstrate their ability to utilize theory to assess the issue their service user is facing. In the case study paper, the student will complete the following elements:

- Identify their fictional service user, their stage of development, some of the main characteristics of that stage of development, and other relevant information about the service user that may impact the issue;
- Briefly describe the chosen issue the service user is facing, including how the issue can impact service users;
- Include some of the key messages that academic literature states about the issue and its impacts;
- Identify two separate social work approaches through which to view and assess the issue. The student will select their two approaches from two of the following: Person in Environment (Rogers, 2019, Chapter 2), Biopsychosocial Dimensions (Rogers, 2019, Chapter 3), Sociocultural Dimensions (Rogers, 2019, Chapter 4), and Social Change Dimensions (Rogers, 2019, Chapter 5). The student will briefly describe their two chosen approaches, using literature to support their descriptions;
- Describe how they would apply their two chosen approaches in order to assess the issue. (E.g. What questions would they ask? What information would they need to know?);
- 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; and,

- A personal reflection regarding the two approaches (Did one "fit" better for the student? Did the approaches complement each other? Will one approach lead to a more comprehensive assessment? Were there challenges associated with the chosen approaches and/or with integrating them?)

Students may reuse limited content from Assignment 2 where appropriate. This assignment must include at least five academic, peer-reviewed references in addition to the Rogers (2019) text.

APA 7 format is required.

A detailed grading rubric is available on the D2L site for students for more information.
Student will submit completed papers to Dropbox.

Aligned with course learning outcome #1, 2, 3, 4, 5, 6, 7.

Assignment 5: Participatory activities (15%) - Due throughout the term

Students are expected to attend and participate in class synchronous sessions by critically analyzing and sharing experiences, asking meaningful questions, engaging in courteous listening skills, responding to questions and issues raised by their peers and guest speakers, offering feedback, sharing insights from the readings, and engaging in small and large group discussion. Additionally, students will be asked to participate in on-line participatory activities as part of the course. Participation marks will be determined based on overall participation. More information, and a detailed rubric will be provided on D2L.

Aligned with course learning outcome #1, 2, 3, 4, 5, 6, 7.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS
Because of the **participatory nature** of this class, attendance and punctuality for synchronous Zoom sessions are expected. **Please connect via email with the instructor ahead of class if you are unable to attend class, will be late, or required to leave early. Make up assignments can be given.** Students are encouraged to see this participation assignment as a way to practice and deepen their abilities to use their voice and honour the voices of others they will journey with as social workers. Students' active participation in thoughtful; small and large group discussions will be evaluated along with their class attendance in assessing the class participation final grade.

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 and assignments submitted after the deadline may be penalized with a grade reduction. **Please email the instructor PRIOR to the assignment due date if you expect that you will need an extension.**

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 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 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 and through anonymous formative feedback directly to the instructor. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Additional readings can be access through the Reading List tool (Leganto) on D2L.

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 https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf

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

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

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy https://www.ucalgary.ca/pubs/calendar/current/k.html.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

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

SEXUAL AND GENDER-BASED VIOLENCE POLICY

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

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:
- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- UA Counselling & Clinical Services (Edmonton)
- UA ACCESS Open Minds (Edmonton)