



Winter 2023

Course & Session Number	SOWK 363 S03 Winter 2023	Classroom	Online via ZOOM
Course Name	Human Development & Environments		
Dates and Time	Start of Classes: Monday, January 9 End of Classes: Wednesday, April 12 Dates and Time: Wednesdays, 9:00-11:50 am, Zoom sessions, (Jan. 11, 18, 25; Feb. 1, 8, 15; Mar. 1, 8, 15, 22, 29; Apr. 5, 12) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Iris Plain Eagle, RSW MSW	Office Hours	Friday 12:00-1:00 pm
UCalgary E-mail	Iris.plaineagle@ucalgary.ca	UCalgary Phone	(403) 977-4447

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](#).

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

SYLLABUS STATEMENT

Explores the nature of human behaviour and development in diverse environments and contexts (personal, community, social, and environmental) and explores the implications for social work practice and theory

COURSE DESCRIPTION

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

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed 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 propose 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 synchronous Zoom sessions throughout the term (Jan. 11, 18, 25; Feb. 1, 8, 15; Mar. 1, 8, 15, 22, 29; Apr. 5, 12), and each will be recorded.

COURSE LEARNING OUTCOMES

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

1. Students will acquire and demonstrate an understanding of human behavior and development from the biological, psychological, social, and spiritual perspectives.
2. Students will acquire and demonstrate an understanding of human behavior and development as shaped by various cultural, historical, socio-economic, and ecological contexts.
3. Students will develop a critical understanding of the dominant models of human development, the critiques of these dominant western paradigms, the alternative models of human development, and their implications for social work practice.
4. Identify and describe leading models of human development and their application to social work practice with particular focus on ecological models.
5. Discuss human adaptation and resilience within families, groups, organizations and communities over the lifespan.

6. Analyze how various cultural and environmental influences affect the perception and role of developmental norms and the experience of the lifespan.
7. Assess implications of human growth and behaviors for social work practice by looking at both challenges and opportunities presented over the course of life.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Palmer, M., Slinger, H., Collins, J., MacDonald, A., & Bountiful Films Incorporated, production company. (2020). *Angry kids & stressed out parents*. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA51757686380004336

Rathus, S., Rogerson, R., & Berk, L. (2021). *HDEV* (4th Ed.). Nelson.

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

CLASS SCHEDULE

Please note important dates for Winter 2023:

- Start of Term: Tuesday, January 3, 2023
- End of Term: Friday, April 28, 2023
- Fee Deadline: Friday, January 27, 2023
- Alberta Family Day, no classes: Monday, February 20, 2023
- Good Friday, no classes: Friday, April 7, 2023
- Easter Monday, no classes: Monday, April 10, 2023
- Term Break: Sunday, February 19 – Saturday, February 25, 2023

Date	Topic Lecture	Readings/Assignments Due
January 11, 2023	Introduction to the course: course outline expectations, and assignments Lecture: History, Theories, Methods	No reading Due

	Human Behavior & Social Environment, Paradigms	
January 11-17, 2023		Chapter 1 History, Theories, Methods
January 18, 2023	Lecture: Heredity & Prenatal Development Birth & the Newborn Baby Traditional and Alternative Paradigms; Social Work Knowledge for Practice: Tools for Social Workers	
January 18-24, 2023		Chapter 2 Heredity and Prenatal Development Chapter 3: Birth & the Newborn Baby See D2L for Discussion Board Topic Activities for this week will be available in D2L
January 25, 2023	Lecture: Infancy: Physical Development Infancy: Cognitive Development Traditional and Alternative Paradigms; Social Work Knowledge for Practice: Tools for Social Workers	
January 25-31, 2023		Chapter 4: Infancy: Physical Development Chapter 5: Infancy: Cognitive Development See D2L for Discussion Board Topic Activities for this week will be available in D2L
February 1, 2023	Lecture: Infancy: Social & Emotional Development Early Childhood: Physical & Cognitive Development Traditional and Alternative Paradigms; Social Work Knowledge for Practice: Tools for Social Workers	
February 1-7, 2023		Chapter 6: Infancy: Social & Emotional Development

		Chapter 7: Early Childhood: Physical & Cognitive Development See D2L for Discussion Board Topic Activities for this week will be available in D2L
February 8, 2023	Lecture: Early Childhood: Social and Emotional Development Middle Childhood: Physical and Cognitive Development Traditional and Alternative Paradigms; Social Work Knowledge for Practice: Tools for Social Workers	
February 8-14, 2023		Chapter 8: Early Childhood: Social and Emotional Development Chapter 9: Middle Childhood: Physical and Cognitive Development See D2L for Discussion Board Topic Activities for this week will be available in D2L Assignment 1 Due: February 15, 2023
February 15, 2023	Lecture: Middle Childhood: Social and Emotional Development Adolescence: Physical and Cognitive Development	
February 15-18, 2023		Chapter 10: Middle Childhood: Social and Emotional Development
February 19-25, 2023	Term Break	Term Break
February 26-28, 2023		Chapter 11: Adolescence: Physical and Cognitive Development See D2L for Discussion Board Topic Activities for this week will be available in D2L
March 1, 2023	Lecture: Adolescence: Social and Emotional Development	

	<p>Early Adulthood: Physical and Cognitive Development</p> <p>An Indigenous Worldview: A Reconciliatory Paradigm Shift</p>	
March 1-7, 2023		<p>Chapter 12: Adolescence: Social and Emotional Development</p> <p>Chapter 13: Early Adulthood: Physical and Cognitive Development</p> <p>See D2L for Discussion Board Topic Activities for this week will be available in D2L</p>
March 8, 2023	<p>Lecture:</p> <p>Early Adulthood: Social and Emotional Development</p> <p>Middle Adulthood: Physical and Cognitive Develop</p> <p>An Indigenous Worldview: A Reconciliatory Paradigm Shift</p>	
March 8-14, 2023		<p>Chapter 14: Early Adulthood: Social and Emotional Development</p> <p>Chapter 15: Middle Adulthood: Physical and Cognitive Develop</p> <p>See D2L for Discussion Board Topic Activities for this week will be available in D2L</p> <p>Assignment 2 Due: March 11, 2023</p>
March 15, 2023	<p>Lecture:</p> <p>Middle Adulthood: Social and Emotional Development</p> <p>Late Adulthood: Physical and Cognitive Development</p>	
March 15-21, 2023		<p>Chapter 16: Middle Adulthood: Social and Emotional Development</p> <p>Chapter 17: Late Adulthood: Physical and Cognitive Development</p> <p>See D2L for Discussion Board Topic Activities for this week will be available in D2L</p>

March 22, 2023	Lecture: Late Adulthood: Social and Emotional Development Assignment 3 work	
March 22-28, 2023		Chapter 18: Late Adulthood: Social and Emotional Development See D2L for Discussion Board Topic Activities for this week will be available in D2L
March 29, 2023	Lecture: Life's Final Chapter Assignment 3 work	
March 29-April 4, 2023		Chapter 19: Life's Final Chapter See D2L for Discussion Board Topic Activities for this week will be available in D2L
April 5, 2023	Class Presentations Course Conclusion	Assignment 3 Due: April 5, 2023
April 5-11, 2023		See D2L for Discussion Board Topic Activities for this week will be available in D2L

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.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

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

Assignment 1: Video Review Paper (20%) – Due February 15, 2023 at 11:59 pm MT

Aligned Course Learning Outcomes: 1, 5, 6, 7

Assignment Description:

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

Watch the video, “Angry Kids Stressed out Parents”, the library link is identified in this course outline and in the D2L course site; and provide a 3-4-page brief summary:

- Provide a description/summary of the documentary film.
- Explain what you found interesting.
- Identify and describe the key learnings/take-aways (at least 2) from the documentary.
- Explain how the issues highlighted in the video can be explained by the theoretical perspectives (of human development) studied in the class discussions and lectures.
- Share your thoughts regarding implications for child welfare policy and practice.

Share your thoughts regarding the implications for current and or future social work practice.

Assessment Criteria:

This assignment should be 3-4 pages, double-spaced, not including the title or reference page, double spaced, Arial or Times New Roman 12 font, and ensure all American Psychological Association (APA) formatting is met.

APA 7th edition guidelines must be adhered to with all reference material, crediting of sources, and accurate citing of the literature within the paper that meets all APA guidelines, including use of a reference list. A minimum of six (3) literature sources, books and peer-reviewed articles, will be used for the paper. The student APA recommended paper guidelines must be met. Criteria for grading will also

include APA adherence, application of relevant literature, grammar, professional vocabulary, punctuation, structure, format, organization, and spelling. Assignment Rubric will be posted in the D2L site. Submit the paper using the D2L Drop Box.

Assignment 2: Research Paper (30%) – Due, March 11, 2023 at 11:59 pm MT

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

Assignment Description:

Students will write a Developmental Perspective of Human Behavior Research Paper of a social work practice area of interest. The Developmental Perspective of Human Behavior Research Paper will focus on one of either; environmental, traditional or alternative paradigms, or Indigenous worldview developmental perspectives of human behaviour. This research paper assignment provides students with an opportunity to use a developmental theory learned in the class to analyze and reflect on their personal development. Students will provide an understanding how the developmental theory individually influences their own social work professional practice. This is an opportunity to for students to think, clarify, and explore their ideas about themselves and their work in a professional context within a framework of a developmental theory.

The Developmental Perspectives of Human Behavior research paper is to include the following content:

- Discuss individual interest in the topic area chosen and how it connects to one’s own social work practice.
- Identify the research questions of the research process;
- Report the research findings
- Demonstrate social work critical thinking, analysis, and professional assessment of the research findings

Provide an evaluation of the research findings; and identify any gaps within your social work professional understanding for practice interest are that remain with the outcome of your knowledge development.

Assessment Criteria:

The Developmental Perspectives of Human Behavior research paper will be eight pages (8) in length, not including the title or reference page, double spaced, Arial or times new roman 12 font, and ensure all American Psychological Association (APA) formatting is met. The student APA recommended paper guidelines must be met. Research sources from the literature for this research paper will be within the last 10 years (dating back from 2021).

APA 7th edition guidelines must be adhered to with all reference material, crediting of sources, and accurate citing of the literature within the paper that meets all APA guidelines, including use of a reference list. A minimum of six (6) literature sources, books and peer-reviewed articles, will be used for the research paper. Criteria for grading will also include APA adherence, application of relevant

literature, grammar, professional vocabulary, punctuation, structure, format, organization, and spelling. Assignment Rubric will be posted in the D2L site. Submit the research paper using the D2L Drop Box.

Assignment 3: Group Presentation (35%) – Due April 5, 2023 at 11:59 pm MT

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

Assignment Description:

Students in a group of (2) will develop a professional research presentation on a human developmental stage and include equity, diversity, inclusion, or reconciliation perspectives. The presentation assignment requires research of a human developmental stage and the social work approaches appropriate for a social worker to address environmental factors that interfere with optimal individual development. Students will present their research to the class. Presenters will prepare a minimum of two (2) questions focusing on their research findings for promoting discussion with the class. The presentation length is fifteen minutes (15) including in this time discussion and questions with the class.

Assessment Criteria:

The recommended media for the assignment is Powerpoint. The Instructor will assign groups. APA guidelines must be adhered to with all reference material, crediting of sources, and accurate citing of the literature within the presentation that meets all APA guidelines, including use of a reference list. A minimum of five (5) literature sources, books and peer-reviewed articles, will be used for the research presentation. Criteria for grading will also include APA adherence, application of relevant literature, grammar, professional vocabulary, punctuation, structure, format, organization, spelling, participation, and presentation skills. APA citations will be included for all graphics, website links, and videos included in the Powerpoint slide. Assignment Rubric will be posted in the D2L site. The presentation power point will be posted to the D2L drop box. Student's will post their presentation to the D2L discussion board prior to their designated presentation date and time for classmates to access as a reference for questions and discussion.

Assignment 4: Activities (15%) – Due as indicated in the weekly D2L activity schedule at 11:59 pm MT

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

Assignment Description:

These assigned activities will vary in type and may include such learning as reflections, research, readings, video analysis, discussions and other assigned activities. Each activity will contribute to the overall course learning. It is also expected that all students will appreciate and respect diverse perspectives as they are shared in the activity discussions and will treat each other with the utmost respect and dignity.

Assessment Criteria:

Discussion forum postings should be timely, offer high quality contributions and be well thought out. Responses are also expected and will be relevant to the discussion. All activity discussions and

responses will include reference materials that are clearly cited with a reference list in APA 7th edition style. Assignment Rubric will be posted in the D2L site. Submit activities to the D2L course Discussion board and according to the assigned activity instructions

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

All assignments are to be handed in at or before the date and time as specified in the course outline.

It is the student's responsibilities to request an extension from the instructor should you require more time and offer an alternate due date and time for the instructor's consideration.

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 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

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

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

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95 - 100
A	4.0	Excellent performance	95 – 100
A-	3.7	Approaching excellent performance	90 – 94
B+	3.3	Exceeding good performance	85 – 89
B	3.0	Good performance	80 – 84
B-	2.7	Approaching good performance	75 – 79
C+	2.3	Exceeding satisfactory performance	70 – 74
C	2.0	Satisfactory performance	65 – 69
C-	1.7	Approaching satisfactory performance	60 – 64
D+	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject	55 – 59
D	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject	50 – 54
F	0.0	Failure. Did not meet course requirements	Below 50
CG		Credit Granted	
CR		Completed Requirements	

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

Additional suggested readings recommended for this course will be provided in the D2L course site.

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