UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Fall 2019

Course Number:	**SOWK 637 (S01)**	**Classroom: SA124A**
Course Name:	**Human Behaviour in the Environment**	
Day & Time:	**Thursday 1:00-4:00pm**	

Instructor:	Dr. Deinera Exner-Cortens	**Office Hours: By appointment**	
Telephone:	403-220-8871	**Email:**	deinera.exner2@ucalgary.ca

COURSE OUTLINE

Syllabus Statement

Human development and diversity within a social work context.

Course Description

Human development and behavior are interconnected and the purpose of this course is to provide a conceptual framework for understanding human behavior over the life course. This course will focus on developmental theory in a social work context in consideration of the challenges in life that necessitate social work interventions. Several key theoretical frameworks will be integrated into the course, including ecological systems theory, attachment theory and Maslow's hierarchy of human needs. Through examining the nature of human behavior as both relational and contextual from a bio-psycho-social-spiritual perspective, students will engage in learning through class discussions, exercises and assignments that support a developing practice framework.

Learning Objectives

Course Learning Objectives (CLOs)

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 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.
5) Students will recognize key theoretical frameworks in social work that are related to human development, including a consideration of risk, resilience, and trauma.
6) Students will begin to illustrate their own social work framework for practice through exercises in this course, recognizing the role of personal perspectives in professional practice.
7) Students will demonstrate their understanding of life course development in course discussions and presentations.
8) Students will examine the critical nature of diversity and difference from a human ecological perspective as a foundation in social work practice.

Specialization Learning Outcomes (SLOs)

1) Professional identity – Students will take on the identity of a social worker and identify how social work is distinct from other helping professions.
2) Diversity/cultural – Students will critically examine and reflect on the various ways in which their languaging in their practices and in their interactions with other professionals and peers may be interpreted.
3) Social justice – 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.

Program Learning Outcomes (PLOs)

1.1) Develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.
1.2) Acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities.
1.3) Develop an awareness of personal biases and preferences to advance social justice and the social well-being of social work service users.
3.1) Understand their professional role in advancing human rights and responsibilities and social justice in the context of the Canadian society and internationally.
4.1) Recognize diversity and identify how difference acts as a crucial and valuable part of living in a society.
5.3) Apply knowledge of a variety of social work theories and perspectives to critically analyze professional and institutional practices.
6.3) Apply social work knowledge and other ways of knowing (including but not limited to Indigenous knowledge) from other disciplines, to advance professional practice, policy development, research, and service provision.

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.

Course Texts

Required textbook: Greene, R. R., & Schriver, J. M. (2016). *Handbook of human behavior and the social environment: A practice-based approach.* New Brunswick, NJ: 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)

Chapter reading (provided on Desire 2 Learn (D2L) course website): 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): Elder, G. H. (1998). The life course as developmental theory. *Child Development, 69*(1), 1-12.

Article reading (provided on Desire 2 Learn (D2L) course website): 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.

Chapter reading (provided on Desire 2 Learn (D2L) course website): MacDonald, J. (2016). Intersectionality and disability. In J. Robertson & G. Larson (Eds.), *Disability and social change: A progressive Canadian approach* (pp. 136-166). Winnipeg, MB: Fernwood Publishing.

Article reading (provided on Desire 2 Learn (D2L) course website): Hawkins, J. D., Jenson, J. M., Catalano, R. F., Fraser, M. W., Botvin, G. J., Shapiro, V., … The Coalition for Behavioral Health. (2015). *Unleashing the power of prevention* (Working Paper No. 10). Columbia, SC: American Academy of Social Work & Social Welfare.

Chapter reading (provided on Desire 2 Learn (D2L) course website): Bernard, W. T., & Marsman, V. (2010). The association of Black social workers (ABSW): A model of empowerment practice. In S. F. Hick, H. I. Peters, T. Corner, & T. London (Eds.), *Structural social work in action: Examples from practice* (pp. 191-208). Toronto, ON: Canadian Scholars' Press, Inc.

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.

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.

Class Schedule

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

DATE	OVERVIEW	REQUIRED READINGS
September 5th	• **Introductions, review course outline, assignments, course schedule and D2L site**. Introduction to the course text and overview. Each student will be asked to briefly introduce themselves to the class and an overview of the course will be provided. We will also create our classroom guidelines. • **Detailed overview of Assignment #1.** Reflection: Human development. • **Introductory lecture.** Role of developmental and structural theory in social work practice: The strengths-based approach.	Chapter 1 – Greene & Schriver Book chapter – Murray & Hick (on D2L)
September 12th	• **Lecture.** Ecological understandings of human behavior in the social environment. • **Activity**	Chapter 2 – Greene & Schriver
September 19th	• **Joint guest lecture.** LGBTQ+ refugees and newcomers (Boban Stojanovic, Centre for Newcomers). • **Discussion.** Individual sections.	*Assignment #1 Due*
September 26th	• **Lecture.** Life course development, ages and stages. • **Detailed overview of Assignment #2.** Discussion leadership. • **Activity**	Article – Elder (on D2L)

October 3rd	• **Lecture.** Developmental theories for social work practice. • **Detailed overview of Assignment #3.** Reflection: Five faces of oppression. • **Activity**	Chapter 4 – Greene & Schriver Article – Simard & Blight (on D2L)
October 10th	• **World Café discussion.** Diversity, (dis)ability and difference. • **Detailed overview of Assignments #4 and #5.** Poster presentation and participation self-reflection.	Chapter 3 – Greene & Schriver Book chapter – Macdonald (on D2L)
October 17th	• **Joint guest lecture.** Pregnancy and loss (Aditi Loveridge). • **Discussion.** Combined sections.	n/a
October 24th	• **Discussion leadership** *(Assignment #2)***.** Human behavior in the social environment: Implications for practice.	Chapters 5, 6, 7, 8 or 9 (*as assigned per discussion leadership*) – Greene & Schriver
October 31st	• **Joint lecture (Exner-Cortens).** Vulnerability, risk and resilience. • **Activity**	Chapter 10 – Greene & Schriver Article – Hawkins et al (available on D2L) – **pages 3-5 and 11-23 only (peruse others as of interest)**
November 7th	• **Joint guest lecture.** Social work and Black Canadians (TBD). • **Discussion.** Combined sections.	Book chapter – Bernard & Marsman (on D2L)
November 14th	**NO CLASS (FALL READING BREAK)**	
November 21st	• **Joint lecture (Johnston-Taylor).** Immigrant youth. • **Activity**	Book Chapter – Este and Ngo (on D2L) Article – Motti-Stefanidi (on D2L) *Assignment #3 Due*
November 28th	• **Joint guest lecture.** Indigenous perspectives (Adrian Wolfleg). • **Discussion.** Individual sections.	n/a
December 5th	• **Virtual poster presentation** *(Assignment #4)*	n/a

Assignments

Note: Students are required to use APA referencing style for all assignments. Standard of writing will be a factor in grading student work. A grading rubric will be provided to students via D2L. There are no exams in this class.

Assignment #	Description	Weight	Due Date
1: Reflection: Human Development	**Overview:** Ages and stages models offer important information for social work practice. However, critique from an anti-oppression lens is also needed, to integrate alternative paradigms within these dominant models of development.	15%	September 19th, 2019

	Step 1) Read <u>one</u> of the following chapters from the book "*Human behavior in the social environment: Perspectives on development and the life course*" (Rogers, 2016 – chapters are available online through the U of C library and a link will be posted on D2L): Pregnancy and Prenatal; Infancy and Early Childhood; Middle Childhood; Adolescence and Early Adulthood; **or** Middle and Late Adulthood. Step 2) Reflect on your chosen chapter by considering the following questions: • Why I am drawn to working with this age group in my social work practice? • What is a piece of new information I learned from this reading, and how will this inform my future practice? • How do concepts of life course development intersect with what I learned in this chapter? • What are some examples of how the information presented in this chapter could be oppressive, and how will I work to avoid this in my own practice? **Format:** This assignment should be two to three pages (written), double-spaced, 12 point Times New Roman font, 1" margins. Further details and rubric will be posted to D2L. Assignment should be submitted via the Dropbox on D2L by 12:30pm on September 19th. **Learning objectives:** Meets CLOs 2, 4, 5, 6, 7; SLO 2; PLOs 1.1, 1.2, 1.3, 6.3.		
2: Discussion Leadership	**Overview:** Students will have the opportunity to lead discussion of one of 7 key social work practice models that incorporate person-in-environment understandings of growth and development. This assignment will be completed as a group (but note that individual student grades will be based on both group and individual effort). On the first day of class, students will be divided into groups of 3-4. Each group will then be responsible for reviewing one of the practice models through the lens of human behavior in the social environment. **Format:** Each presenting group should prepare a 1-page (written) overview of the given practice model, and prepare a 20-25 minute presentation on the model itself, including ~5 minutes for learner questions and discussion. Further details and rubric will be posted to D2L. Assignment (1-page overview and presentation) should be	25%	October 24th, 2019

	submitted via the Dropbox on D2L by 12:30pm on October 24th. **Learning objectives:** Meets CLOs 5, 6; SLO 1; PLOs 1.1, 3.1.		
3: Reflection: The Five Faces of Oppression	**Overview:** In social work, it is important to make the connection between oneself, lived experience and social location in relation to the issue of oppression, a major factor in human development and social work practice. Step 1) Read the online article: Ozdogu, D. (2009). *Five faces of oppression.* Retrieved from https://mrdevin.files.wordpress.com/2009/06/five-faces-of-oppression.pdf Step 2) Locate yourself within these faces (e.g., race, class, gender, religion, ideology). Some questions to consider include: • Explore experiences of oppression & being the oppressor. • Communicate how these experiences have affected you and your connection to yourself, your family, your community and your environment. • Select concepts such as external and internal colonization and develop an understanding of the relationship between your experiences and concepts of colonization, decolonization, and human development. Please also provide commentary on how your reflection shapes/is related to your emerging identity as a social worker and emerging practice framework. **Format:** This assignment should be two to three pages (written), double-spaced, 12 point Times New Roman font, 1" margins. Further details and rubric will be posted to D2L. Assignment should be submitted via the Dropbox on D2L by 12:30pm on November 21st. **Learning objectives:** Meets CLOs 2, 3, 8; SLOs 1, 2; PLOs 1.2, 4.1.	15%	November 21st, 2019
4: Poster Presentation on Human Behavior in the Social Environment	**Overview:** Students will pick a social issue/problem/behavior of interest (e.g., addictions, mental health) and think about the impact of the behavior through the lens of one or more of the theories/perspectives presented in class. The poster should include a reflective statement on what students learned when completing this project as it pertains to their	35%	December 5th, 2019

	social work identity. The grade breakdown is as follows: poster – 25%; oral presentation – 10%. **Format:** For the poster, Powerpoint format will be used and the instructor needs to approve other approaches. A minimum of 3 non-course readings should also be incorporated into the poster. Further details and rubric will be posted to D2L. Students are not required to print the poster. Assignment should be submitted via the Dropbox on D2L by **11:00am** on December 5th. **Other information:** Students can choose to do this work individually or in pairs (recognizing that a group grade will be assigned if done in pairs). **Learning objectives:** Meets CLOs 1, 4, 5, 6; SLOs 1, 3; PLOs 1.1, 1.3, 5.3, 6.3.		
5: Reflective Participation Evaluation	**Overview:** In this assignment, students will provide a self-evaluation requiring them to reflect more broadly on their participation in this course. **Format:** This course is highly experiential in nature, and student participation is considered essential to individual and class learning. Each student is expected to attend all Thursday afternoon sessions and to be involved in class discussions by sharing experiences and ideas. Students are also expected to support the learning of their peers by encouraging participation, hearing their perspectives and sharing constructive feedback. However, in recognition that active participation looks different for every student, in this self-assessment, you are asked to reflect on your class participation over the course of the semester. **Format:** This self-evaluation should be 1 page (1" margins, 12 point Times New Roman font, single-spaced), and include a suggested grade for participation out of 10, along with justification for this grade (but note the final grade will be assigned by the instructor). Assignment should be submitted via the Dropbox on D2L by 12:30pm on December 12th. **Learning objectives:** Meets CLO 7; PLOs 1.2, 5.3.	10%	December 12th, 2019

Recommended Readings

1) Role of developmental and structural theory in social work practice: The strengths-based approach

Howe, D. (2009). *A brief introduction to social work theory.* New York, NY: Palgrave Macmillan. **(in particular, Chapter 13)**

Olivier, C. (2010). Operationalizing structural theory: Guidelines for practice. In S. F. Hick, H. I. Peters, T. Corner, & T. London (Eds.), *Structural social work in action: Examples from practice* (pp. 26-38). Toronto, ON: Canadian Scholars' Press, Inc.

2) Ecological understandings of human behavior in the social environment

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist, 32*(7), 513-531.

Spencer, M. B. (1997). A phenomenological variant of ecological systems theory (PVEST): A self-organization perspective in context. *Development and Psychopathology, 9*, 817-833.

3) The life course perspective, ages and stages

Baltes, P. (1987). Theoretical propositions of life-span developmental psychology: On the dynamics between growth and decline. *Developmental Psychology, 23*(5), 611-626.

Hobart, K. (2008). Death and dying and the social work role. *Journal of Gerontological Social Work, 36*(3), 181-192.

Rogers, A. (2016). *Human behavior in the social environment: Perspectives on development and the life course.* New York, NY: Routledge. **(available online through the U of C library)**

4) Developmental theories for social work practice

Graham, M. (2011). Changing paradigms and conditions of childhood: Implications for the social professions and social work. *British Journal of Social Work, 41*(8), 1532-1547.

Walker, J., & Crawford, K. (2014). *Social work & human development* (4th ed.). London, UK: SAGE. **(in particular, Chapters 3, 4, 5, 6 and 7)**

5) Human behavior in the social environment: Implications for practice

Coates, J., Gray, M., & Hetherington, T. (2006). An 'ecospiritual' perspective: Finally, a place for Indigenous approaches. *The British Journal of Social Work, 36*(3), 381-399.

Lysack, M. (2010). Practices and skills for building social and ecological resiliency with individuals and communities. In S. F. Hick, H. I. Peters, T. Corner, & T. London (Eds.), *Structural social work in action: Examples from practice* (pp. 211-228). Toronto, ON: Canadian Scholars' Press, Inc.

6) Diversity, (dis)ability and difference

Beard, R., Knauss, J., & Moyer, D. (2009). Managing disability and enjoying life: How we reframe dementia through personal narratives. *Journal of Aging Studies, 23*(4), 227-235

Brown, M., Richard, B. K., & Wichman, L. (2010). The promise and relevance of structural social work and practice with queer people and communities. In S. F. Hick, H. I. Peters, T. Corner, & T. London (Eds.), *Structural social work in action: Examples from practice* (pp. 157-172). Toronto, ON: Canadian Scholars' Press, Inc.

MacDonald, J. E., & Friars, G. (2010). Structural social work from a (dis)ability perspective. In S. F. Hick, H. I. Peters, T. Corner, & T. London (Eds.), *Structural social work in action: Examples from practice* (pp. 138-156). Toronto, ON: Canadian Scholars' Press, Inc.

Padavic, I., & Butterfield, J. (2011). Mothers, fathers, and 'mathers': Negotiating a lesbian co-parental identity. *Gender & Society, 25*(2), 176-196.

Wexler, L. M., DiFluvio, G., & Burke, T. K. (2009). Resilience and marginalized youth: Making a case for personal and collective meaning-making as part of resilience research in public health. *Social Science & Medicine, 69*(4), 565-570.

7) Vulnerability, risk and resilience

Cronley, C., & Evans, R. (2017). Studies of resilience among youth experiencing homelessness: A systematic review. *Journal of Human Behavior in the Social Environment, 27*(4), 291-310.

Feehan, R., Boettcher, M., & Quinn, K. S. (2010). The societal context of child sexual abuse. In S. F. Hick, H. I. Peters, T. Corner, & T. London (Eds.), *Structural social work in action: Examples from practice* (pp. 61-76). Toronto, ON: Canadian Scholars' Press, Inc.

Fleming, J., & Ledogar, R. J. (2008). Resilience, an evolving concept: A review of the literature relevant to Aboriginal research. *Pimatisiwin, 6*(2), 7-23.

Hopkins, P., & Hill, M. (2008). Pre-flight experiences and migration stories: The accounts of unaccompanied asylum- seeking children. *Children's Geographies, 6*(3), 257-268.

Kotrla, K., & Martin, S. (2009). FASD: A social worker's guide for prevention and intervention. *Social Work in Mental Health, 7*(5), 494-507.

Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist, 56*(3), 227-238.

McEwen, B. S., & Seeman, T. (1999). Protective and damaging effects of mediators of stress: Elaborating and testing the concepts of allostatis and allostatic load. *Annals of the New York Academy of Sciences, 896,* 30-47.

Perry, B., & Pollard, R. (1998). Homeostasis, stress, trauma, and adaptation: A neurodevelopmental view of childhood trauma. *Child and Adolescent Psychiatric Clinics of North America, 7*(1), 33-51.

Rutter, M. (1987). Psychosocial resilience and protective mechanisms. *American Journal of Orthopsychiatry, 57*(3), 316-331.

Ungar, M. (2004). The social construction of resilience. In M. Ungar, *Nurturing hidden resilience in troubled youth* (pp. 3-35). Toronto, ON: University of Toronto Press.

Ungar, M., Ghazinour, M., & Richter, J. (2013). Annual research review: What is resilience within the social ecology of human development? *Journal of Child Psychology and Psychiatry, 54*(4), 348-366.

Vanderplat, M. (2016). Activating the sociological imagination to explore the boundaries of resilience research and practice. *School Psychology International, 37*(2), 189-203.

8) Indigenous perspectives

Baskin, C. (2016). *Strong helpers' teachings: The value of Indigenous knowledges in the helping professions* (2nd ed.). Toronto, ON: Canadian Scholars' Press, Inc.

De Leeuw, S. (2009). 'If anything is to be done with the Indian, we must catch him very young': Colonial constructions of Aboriginal children and the geographies of Indian residential schooling in British Columbia, Canada. *Children's Geographies, 7*(2), 123-140.

Fellner, K. (2017). *Returning to our medicines: Decolonizing and Indigenizing approaches to trauma and health* [Video file]. Retrieved from https://www.youtube.com/watch?v=uLeFpf0btfc

Pazderka, H., Desjarlais, B., Makokis, L., MacArthur, C., Steinhauer, S., Hapchyn, C., & Bodor, R. (2014). Nitsiyihkâson: The brain science behind Cree teachings of early childhood attachment. *First Peoples Child & Family Review, 9*(1), 53-65.

Truth and Reconciliation Commission (TRC) of Canada. *TRC final report.* Retrieved from http://www.trc.ca/websites/trcinstitution/index.php?p=890

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 will be used.

Grade	Grade Point	Description	Percentage
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. **Note**: The grade point value (3.0) associated with this grade is the minimum acceptable **average** 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. **Note**: 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.

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-2.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, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): https://casw-acts.ca/en/Code-of-Ethics and the Alberta College of Social Work Standards of Practice (2013): https://acsw.in1touch.org/uploaded/web/website/DRAFT%20ACSW%20Standards%20of%20Practice%20Bill%2021%20Implementation%2002282019.pdf

Students are expected to ensure they are both familiar with, and comply with these standards.

Research Ethics
"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she 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."

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Writing Expectations
It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar http://www.ucalgary.ca/pubs/calendar/current/k-2.html

All social work students are expected to review the Academic Integrity Module before beginning their program: https://connect.ucalgary.ca/p8lgb1nucdh/

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: http://ucalgary.ca/ssc/graduatestudent

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Supports for Mental Health and Wellness
The UCalgary Student Wellness Centre https://www.ucalgary.ca/wellness-services is an on-campus student wellness centre offering a variety of medical services, mental health services, and drop in spaces and programs. The Centre is located on the third floor of MacEwan Student Centre (MSC 370).

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed.
For more information visit the Campus Mental Health Strategy website https://ucalgary.ca/mentalhealth/

The UCalgary Student Wellness Centre provides mental health support and education to University of Calgary students Monday to Friday from 9:00a.m. to 4:30p.m. Call 403-210-9355 to make an appointment, or use drop-in appointment times (weekdays at 10:00am and 2:00pm). Afterhours support is also available by calling 403.210.9355.

Students can also call the Alberta wide, 24/7 Mental Health Help Line 1-877-303-2642 (toll free within Alberta) for confidential, anonymous service; crisis intervention; information about mental health programs and services; and referrals to other agencies if needed.

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

Technology
Students must use their ucalgary email address as the preferred email for university communications. Cell phones must be turned off in class unless otherwise arranged with the instructor.

Student Representatives
The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com). The Student Ombudsman's Office can be reached at http://www.ucalgary.ca/ombuds/ for assistance with any academic and non-academic misconduct concerns.

FOIP Act
The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

Academic Accommodations
It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course. If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services http://www.ucalgary.ca/access/ (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to Jessica Ayala, the Faculty of Social Work's Associate Dean (Teaching & Learning) jayala@ucalgary.ca.

Appeals
If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process of the Faculty of Graduate Studies Calendar.

Building Evacuations
When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Werklund School of Education Building. Wait there until you have received clearance from the Emergency

Wardens to re-enter the building. You are encouraged to download the UofC Emergency App: http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

SAFEWALK (403) 220-5333
Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.