



Course & Session Number	SOWK 637 S01	Classroom	Online
Course Name	Human Behaviour in the Environment		
Dates and Time	Start of Classes: September 3, 2024 End of Classes: December 6, 2024 Dates and Time: Online, Mondays 1:00pm – 3:50pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Kaltrina Kusari, PhD, RSW	Office Hours	As Requested
UCalgary E-mail	Kaltrina.kusari@ucalgary.ca	UCalgary Phone	Please use e-mail

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](#), our [Statement on Anti-Black Racism](#) and the work of the faculty’s [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), 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

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.

Towards these aims we will explore a series of fundamental theories and theoretical approaches towards human development, integrating research and critical theory. We will also unpack the relationship between social determinants of health, oppression, and inequities in wellbeing. Diversity, culture, and environment as key influences on the behavioral expression of human development process will be illuminated through course materials, activities, assignments and ongoing discussion and reflection.

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 10 Zoom sessions.

COURSE LEARNING OUTCOMES

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

- 1) Explain human behavior and development from the biological, psychological, social/emotional and spiritual perspectives in consideration of the human life course.
- 2) Analyze human behavior and development as shaped by cultural, historical, socio-economic, and ecological perspectives from a social work lens.
- 3) Question and critique the history of colonization and its enduring impact on Indigenous peoples and communities.
- 4) Recognize justice issues in society and in everyday environments and learn to speak to these issues in actionable ways directed toward reflection and change.
- 5) Identify dominant models of human development and alternate paradigms of understanding human development in context and environment, including a human rights and social justice perspective, and apply these models to their emerging practice framework.

- 6) Recognize key theoretical frameworks in social work that are related to human development, including a consideration of risk, resilience, and trauma.
- 7) Illustrate their own social work framework for practice, recognize the influence of personal perspectives and develop an understanding of the distinct nature of the social work profession through exercises in this course.
- 8) Examine the critical nature of diversity, difference, and power from a human ecological perspective as a foundation in social work practice.

LEARNING RESOURCES

NOTE: there is no required text for this course. All readings are listed below (and in the schedule) and are linked on the D2L site.

- Abela, A., Vella, S., & Piscopo, S. (2020). *Couple relationships in a global context: Understanding love and intimacy across cultures*. Springer.
- Adamsons, K., Few-Demo, A.L., Proulx, C., & Roy, K. (2022). *Sourcebook of Family Theories and Methodologies: A Dynamic Approach*. Springer International Publishing.
- Blackstock, C. (2011). The emergence of the breath of life theory. *Journal of Social Work Values and Ethics*, 8(1), 1-16.
- Bozalek, V., & Pease, B. (Eds.). (2020). *Post-Anthropocentric Social Work: Critical Posthuman and New Materialist Perspectives* (1st ed.). Routledge. <https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780429329982>
- Choate, P. W., CrazyBull, B., Lindstrom, D., & Lindstrom, G. (2020). Where do we go from here?: Ongoing colonialism from Attachment Theory. *Aotearoa New Zealand Social Work*, 32(1), 32-44.
- Erickson, C. L. (2018). *Environmental justice as social work practice*. Oxford University Press
- Fenton, J. (2021). The “Undeserving” Narrative in Child and Family Social Work and How It Is Perpetuated by “Progressive Neoliberalism”: Ideas for Social Work Education. *Societies*, 11(4). <https://doi.org/10.3390/soc11040123>
- Ferrer, I., Grenier, A., Brotman, S., & Koehn, S. (2017, Apr). Understanding the experiences of racialized older people through an intersectional life course perspective. *Journal of Aging Studies*, 41, 10-17. <https://doi.org/10.1016/j.jaging.2017.02.001>
- Finn, J. L., Nybell, L. M., & Shook, J. J. (2013). Place, power, and possibility: Remaking social work with children and youth. *Children and Youth Services Review*, 35(8), 1159-1165. <https://doi.org/10.1016/j.childyouth.2013.04.002>
- Greene, R. G. (2017). *Human Behaviour Theory and Social Work Practice*. Routledge
- Greene, R. R., & Schriver, J. M. (2016). *Handbook of human behavior and the social environment: A practice-based approach*. Transaction Publishers.

- Greenfield, M., & Darwin, Z. (2021). Trans and non-binary pregnancy, traumatic birth, and perinatal mental health: a scoping review. *International Journal of Transgender Health*, 22(1-2), 203–216. <https://doi.org/10.1080/26895269.2020.1841057>
- Heberle, A. E., Obus, E. A., & Gray, S. A. (2020). An intersectional perspective on the intergenerational transmission of trauma and state-perpetrated violence. *Journal of Social Issues*, 76(4), 814-834.
- Jackson Levin, N., Kattari, S. K., Piellusch, E. K., & Watson, E. (2020). "We Just Take Care of Each Other": Navigating 'Chosen Family' in the Context of Health, Illness, and the Mutual Provision of Care amongst Queer and Transgender Young Adults. *International Journal of Environmental Research and Public Health*, 17(19). <https://doi.org/10.3390/ijerph17197346>
- Kagitcibasi, C. (2017). *Family, Self, and Human Development Across Cultures: Theory and Applications* (1st ed.). Routledge. <https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315205281>
- Kerr, J., Rosenberg, D., & Frank, L. (2012). The role of the built environment in healthy aging: community design, physical activity, and health among older adults. *Journal of Planning Literature*, 27(1), 43-60.
- Kimmerer, R. (2013). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants*. Milkweed editions. [Ch: In the Footsteps of Nanabozho: Becoming Indigenous to Place; pp. 205-215]
- Lapalme, J., Haines-Saah, R., & Frohlich, K. L. (2019). More than a buzzword: how intersectionality can advance social inequalities in health research. *Critical Public Health*, 30(4), 494-500. <https://doi.org/10.1080/09581596.2019.1584271>
- Lewis, J. P., & Heinonen, T. (eds). (2023). *Social Aspects of Aging in Indigenous Communities*. Oxford Academic. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/oso/9780197677216.001.0001>
- Mintz, S. (2017). Why history matters: Placing infant and child development in historical perspective. *European Journal of Developmental Psychology*, 14(6), 647-658. <https://doi.org/10.1080/17405629.2016.1242403>
- Picq, M. L., & Tikuna, J. (2019). Indigenous sexualities: Resisting conquest and translation. *Sexuality and Translation in world politics*, 57.
- Ramage, K., Bell, M., Zaretsky, L., Lee, L., & Milaney, K. (2021). Is the Right to Housing Being Realized in Canada? Learning from the Experiences of Tenants in Affordable Housing Units in a Large Canadian City. *Societies*, 11(2), 53.
- Searle, J., Goldberg, L., Aston, M., & Burrow, S. (2017). Accessing new understandings of trauma-informed care with queer birthing women in a rural context. *Journal of Clinical Nursing*, 26(21-22), 3576–3587. <https://doi.org/10.1111/jocn.13727>
- Silverio, S. A., & Soulsby, L. K. (2020). Turning that shawl into a cape: older never married women in their own words—the 'Spinsters', the 'Singletons', and the 'Superheroes'. *Critical Discourse Studies*, 17(2), 211-228.
- 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.

- Soja, E. (2011). *Seeking Spatial Justice*. University of Minnesota Press. [Chapter 3: Building a Spatial Theory of Justice]
- Sousa, C. A., Kemp, S. P., & El-Zuhairi, M. (2019). Place as a Social Determinant of Health: Narratives of Trauma and Homeland among Palestinian Women. *The British Journal of Social Work, 49*(4), 963-982.
- Stern, J. A., Barbarin, O., & Cassidy, J. (2022). Working toward anti-racist perspectives in attachment theory, research, and practice. *Attachment & Human Development, 24*(3), 392-422. <https://doi.org/10.1080/14616734.2021.1976933>
- Sutton, S. & Kemp, S. (2011). Place: A Site of Collective and Personal Transformation. In S. Sutton & S. Kemp (Eds.), *The Paradox of Urban Space: Inequality and Transformation in Marginalized Communities* (pp. 113-134). Palgrave Macmillan.
- TallBear, K. (2011). Why interspecies thinking needs indigenous standpoints. *Cultural Anthropology, 24*, 1-8.
- Umberson, D., Pudrovska, T., & Reczek, C. (2010). *Parenthood, childlessness, and well-being: A life course perspective*. *Journal of marriage and family, 72*(3), 612-629.
- Velez, C. M., Machado-Escudero, Y., Gilliam, C., & Sloan, L. (2022). Environmental Reproductive Justice and Social Work Praxis. *Smith College Studies in Social Work, 92*(3), 200–217. <https://doi.org/10.1080/00377317.2022.2123426>

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

CLASS SCHEDULE

Important Dates for Winter 2024

- Start of Term: Monday, August 26, 2024
- First Day of Class: Tuesday, September 3, 2024
- End of Term: Tuesday, December 24, 2024
- Last Day of Class: Friday, December 6, 2024
- Fee Deadline: Friday, September 20, 2024
- Labour Day, no classes: Monday, September 2, 2024

- [National Day for Truth and Reconciliation](#), no classes: Monday, September 30, 2024
- Thanksgiving Day, no classes: Monday, October 14, 2024
- [Remembrance Day](#), no classes: Monday, November 11, 2024

Date	Topic & Focus	Readings/ Activity/ Class Preparation
Sept. 9	<p>Introduction to Human Behavior & Development Introductions, course outline review, assignment review</p> <p>Overview of human behaviour and ecological perspectives</p>	<p>Greene & Schriver (2016): Ch. 2 Green, R. (2017): Ch.2</p>
Sept. 16	<p>Human Behaviour & Social Environments – intersectionality Taking an intersectional approach to understanding human behaviour and development</p> <p>How does identity (including power, privilege, marginalization) influence human behaviour?</p> <p>How do social environments influence identity and human behaviour?</p>	<p>Blackstock, C. (2011). The emergence of the breath of life theory. <i>Journal of Social Work Values and Ethics</i>, 8(1), 1-16.</p> <p>Fenton, J. (2021). The “Undeserving” Narrative in Child and Family Social Work and How It Is Perpetuated by “Progressive Neoliberalism”: Ideas for Social Work Education. <i>Societies</i>, 11(4). https://doi.org/10.3390/soc11040123</p> <p>Lapalme, J., Haines-Saah, R., & Frohlich, K. L. (2019). More than a buzzword: how intersectionality can advance social inequalities in health research. <i>Critical Public Health</i>, 30(4), 494-500. https://doi.org/10.1080/09581596.2019.1584271</p>
Sept. 23	<p>Human Behaviour & Social Environments – culture How does identity (including power, privilege, marginalization) influence human behaviour?</p> <p>How does culture influence development?</p> <p>How do social environments influence identity and human behaviour?</p>	<p>Kagitcibasi, C. (2017): Ch. 2</p> <p>Simard, E., & Blight, S. (2011). Developing a culturally restorative approach to Aboriginal child and youth development: Transitions to adulthood. <i>First Peoples Child & Family Review</i>, 6(1), 28-55.</p> <p>Stern, J. A., Barbarin, O., & Cassidy, J. (2022). Working toward anti-racist perspectives in attachment theory, research, and practice. <i>Attachment & Human Development</i>, 24(3), 392-422. https://doi.org/10.1080/14616734.2021.1976933</p>
September 30	<p>NO CLASS (Truth and Reconciliation Day)</p>	<p>Greene & Schriver (2016): Ch. 4</p>

	<p>Instead of class, review D2L content during the week:</p> <p>Development Across the Lifespan: Ages & Stages</p> <p>Childhood and adolescence</p> <p>Overview of developmental theories of childhood and adolescence</p> <p>Contextualizing development across cultures and critically engaging with intersectionality as it relates to child and adolescent development</p>	<p>Dyer, H. (2017). Queer futurity and childhood innocence: Beyond the injury of development. <i>Global Studies of Childhood</i>, 7(3), 290-302.</p> <p>Mintz, S. (2017). Why history matters: Placing infant and child development in historical perspective. <i>European Journal of Developmental Psychology</i>, 14(6), 647-658. https://doi.org/10.1080/17405629.2016.1242403</p> <p>Choate, P. W., CrazyBull, B., Lindstrom, D., & Lindstrom, G. (2020). Where do we go from here?: Ongoing colonialism from Attachment Theory. <i>Aotearoa New Zealand Social Work</i>, 32(1), 32-44.</p> <p>Finn, J. L., Nybell, L. M., & Shook, J. J. (2013). Place, power, and possibility: Remaking social work with children and youth. <i>Children and Youth Services Review</i>, 35(8), 1159-1165. https://doi.org/10.1016/j.childyouth.2013.04.002</p>
Oct. 7	<p>Development Across the Lifespan: Ages & Stages</p> <p>Adulthood and aging</p> <p>Overview of developmental theories of adulthood and aging</p> <p>Contextualizing development across cultures and critically engaging with intersectionality as it relates to adulthood and aging</p>	<p>Ferrer, I., Grenier, A., Brotman, S., & Koehn, S. (2017, Apr). Understanding the experiences of racialized older people through an intersectional life course perspective. <i>Journal of Aging Studies</i>, 41, 10-17. https://doi.org/10.1016/j.jaging.2017.02.001</p> <p>Kerr, J., Rosenberg, D., & Frank, L. (2012). The role of the built environment in healthy aging: community design, physical activity, and health among older adults. <i>Journal of Planning Literature</i>, 27(1), 43-60.</p> <p>Silverio, S. A., & Soulsby, L. K. (2020). Turning that shawl into a cape: older never married women in their own words—the ‘Spinsters’, the ‘Singletons’, and the ‘Superheroes’. <i>Critical Discourse Studies</i>, 17(2), 211-228.</p> <p>Abela, A., Vella, S., & Piscopo, S. (2020). <i>Couple relationships in a global context: Understanding love and intimacy across cultures</i>. Springer. Ch. 11</p>

<p>October 14th</p>	<p>NO CLASS</p> <p><i>Instead of class, review D2L content during the week</i></p> <p>Development Across the Lifespan: Ages & Stages</p> <p>Death and dying</p>	<p>Thanksgiving Day</p> <p>Fulton, A. (2012). Dealing with Client Death and Dying: A Letter to Social Work Practicum Students. <i>Reflections (Long Beach, Calif.)</i>, 18(2), 69–76.</p> <p>Lee, H. (2022.) Death, Dying, and Bereavement Around the World: Theories, Varied Views, and Customs, <i>Journal of Gerontological Social Work</i>, 65:8, 904-907, DOI: 10.1080/01634372.2022.2084195</p> <p>Lewis, J. P., & Heinonen, T. (eds). (2023). Chapters 1 & 8</p>
<p>Oct. 21</p>	<p>Human Behaviour & Human Sexuality</p> <p>Sexuality and expanding our lens of human behaviour, development, and environments: integrating LGBTQ2S+ approaches</p>	<p>Picq, M. L., & Tikuna, J. (2019). Indigenous sexualities: Resisting conquest and translation. <i>Sexuality and Translation in world politics</i>, 57.</p> <p>Adamsons, K., Few-Demo, A.L., Proulx, C., & Roy, K. (2022). Sourcebook of Family Theories and Methodologies: A Dynamic Approach. Springer International Publishing. Pages: 459-476 (Queer Theory)</p> <p>Jackson Levin, N., Kattari, S. K., Piellusch, E. K., & Watson, E. (2020). "We Just Take Care of Each Other": Navigating 'Chosen Family' in the Context of Health, Illness, and the Mutual Provision of Care amongst Queer and Transgender Young Adults. <i>International Journal of Environmental Research and Public Health</i>, 17(19). https://doi.org/10.3390/ijerph17197346</p> <p>Sitter, K. C., Burke, A. C., Ladhani, S., & Mallay, N. (2019). Supporting positive sexual health for persons with developmental disabilities: Stories about the right to love. <i>British Journal of Learning Disabilities</i>, 47(4), 255–263. https://doi.org/10.1111/bld.12287</p> <p>Optional:</p> <p>Searle, J., Goldberg, L., Aston, M., & Burrow, S. (2017). Accessing new understandings of trauma-informed care with queer birthing women in a rural context. <i>Journal of Clinical</i></p>

		<p><i>Nursing</i>, 26(21-22), 3576–3587. https://doi.org/10.1111/jocn.13727</p> <p>Greenfield, M., & Darwin, Z. (2021). Trans and non-binary pregnancy, traumatic birth, and perinatal mental health: a scoping review. <i>International Journal of Transgender Health</i>, 22(1-2), 203–216. https://doi.org/10.1080/26895269.2020.1841057</p> <p>Abela, A., Vella, S., & Piscopo, S. (2020). <i>Couple relationships in a global context: Understanding love and intimacy across cultures</i>. Springer. Ch. 10</p>
Oct. 28	<p>Relationships, & Families</p> <p>The evolution of partnerships: Dating, marriage, children, childlessness</p>	<p>Umberson, D., Pudrovska, T., & Reczek, C. (2010). Parenthood, childlessness, and well-being: A life course perspective. <i>Journal of marriage and family</i>, 72(3), 612-629.</p> <p>Adamsons, K., Few-Demo, A.L., Proulx, C., & Roy, K. (2022). <i>Sourcebook of Family Theories and Methodologies: A Dynamic Approach</i>. Springer International Publishing. Pages: 453-458</p> <p>Abela, A., Vella, S., & Piscopo, S. (2020). <i>Couple relationships in a global context: Understanding love and intimacy across cultures</i>. Springer. Ch. 1 OR 13</p>
Nov. 4	<p>Space & Place</p> <p>How do space and place impact human development? What are the influences of the built environment?</p>	<p>TallBear, K. (2011). Why interspecies thinking needs indigenous standpoints. <i>Cultural Anthropology</i>, 24, 1-8.</p> <p>Sousa, C. A., Kemp, S. P., & El-Zuhairi, M. (2019). Place as a Social Determinant of Health: Narratives of Trauma and Homeland among Palestinian Women. <i>The British Journal of Social Work</i>, 49(4), 963-982.</p> <p>Sutton, S. & Kemp, S. (2011). Place: A Site of Collective and Personal Transformation. In S. Sutton & S. Kemp (Eds.), <i>The Paradox of Urban Space: Inequality and Transformation in Marginalized Communities</i> (pp. 113-134). Palgrave Macmillan.</p>

		<p>Bell, K. (2020). A philosophy of social work beyond the Anthropocene. In V. Bozalek and B. Pease (Eds.), <i>Post-Anthropocentric Social Work</i> (pp. 58-67). Routledge.</p> <p>Choose one of the following: Heberle, A. E., Obus, E. A., & Gray, S. A. (2020). An intersectional perspective on the intergenerational transmission of trauma and state-perpetrated violence. <i>Journal of Social Issues</i>, 76(4), 814-834.</p> <p>Soja, E. (2011). <i>Seeking Spatial Justice</i>. University of Minnesota Press. [Chapter 3: Building a Spatial Theory of Justice]</p> <p>Kerr, J., Rosenberg, D., & Frank, L. (2012). The role of the built environment in healthy aging: community design, physical activity, and health among older adults. <i>Journal of Planning Literature</i>, 27(1), 43-60.</p> <p>Ramage, K., Bell, M., Zaretsky, L., Lee, L., & Milaney, K. (2021). Is the Right to Housing Being Realized in Canada? Learning from the Experiences of Tenants in Affordable Housing Units in a Large Canadian City. <i>Societies</i>, 11(2), 53.</p> <p>Kimmerer, R. (2013). <i>Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants</i>. Milkweed editions. [Ch: In the Footsteps of Nanabozho: Becoming Indigenous to Place; pp. 205-215]</p>
November 11 th	NO CLASS	Remembrance Day
Nov. 18	<p>Climate & Environmental Justice</p> <p>Looking at climate change and the impact on human development</p> <p>Marginalization and equity in relation to climate change and environmental justice</p>	<p>Erickson, C. L. (2018). <i>Environmental justice as social work practice</i>. Oxford University Press. Ch. 1 & 2</p> <p>Velez, C. M., Machado-Escudero, Y., Gilliam, C., & Sloan, L. (2022). Environmental Reproductive Justice and Social Work Praxis. <i>Smith College Studies in Social Work</i>, 92(3), 200–217. https://doi.org/10.1080/00377317.2022.2123426</p>

		Noble, C. (2020). Ecofeminism to feminist materialism: Implications for Anthropocene feminist social work. In V. Bozalek and B. Pease (Eds.), <i>Post-Anthropocentric Social Work</i> (pp. 95-107). Routledge Optional: Erickson, C. L. (2018). <i>Environmental justice as social work practice</i> . Oxford University Press. Ch. 3
Nov. 25 th	Final integration – sharing posters/infographics	none
Dec. 2	Final integration – sharing posters/infographics	none

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **When possible, it is desirable for students to have their cameras turned on.** You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

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. Students will be advised before the instructor initiates a recording of a Zoom session

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assignment 1: Facilitated peer discussions (25%) – Due in class on assigned facilitation date

Aligned Course Learning Outcomes: 1,2,3,4,5,6,7,8

Assignment Description: To facilitate meaningful discussion and engagement, students will be assigned to small discussion groups (4-5 students) and each student will facilitate a group discussion on the readings/topic of the day. Each student will facilitate one discussion which will involve:

- Pre-reading of the assigned readings for that week.
- Identifying 5 questions to guide the small group discussion. Your questions should be thought-provoking and promote critical reflection and reflexivity.
- Guiding a small group discussion in a meaningful way that encourages participation of all group member and engages multiple perspectives.
- Sharing one supplementary resource (journal article, news story, YouTube video etc.) to help expand and deepen understandings of the topic.
- Submitting the questions you created, brief summary (300-500 words) of the facilitated discussion, reference for the supplementary resource (submitted on D2L after the discussion)

Assessment Criteria: Detailed above; Grading criteria will be discussed in class with a rubric provided on D2L.

Assignment 2: Human Development Selected Topic Proposal, Paper, & Poster/Infographic (Total 75%)

Aligned Course Learning Outcomes: 1,2,3,4,5,6,7,8

Assignment Description: Students will choose a topic of interest related to human development and the themes discussed in this course. This assignment is split into three parts: a proposal with annotated bibliography, the final paper, and a poster/infographic (all described below).

2A: Proposal & Brief Annotated Bibliography (15%)—Due October 1 by 11:59PM

Assignment Description: Students will prepare a brief paper proposal which will include:

- A brief (300-500 words) description of the topic of interest/research question, purpose, significance, and relevance to social work practice
- An annotated bibliography of 5 scholarly resources relevant to the topic. An annotated bibliography is a list of references that goes beyond just identifying the source to also include information such as a summary, a critique/analysis of the resource, and applicability of the information. Each annotation should be 300-400 words.

Assessment Criteria: Students will be assessed based on the above criteria. Criteria will be reviewed in class. A detailed rubric will be provided on D2L. Examples of annotated bibliographies will be shared in class.

2B: Integrative Research Paper (35%)—Due November 18 by 11:59PM

Assignment Description: Students will prepare an integrative research paper on their selected topic. Students are expected to go above simply summarizing and describing the available literature or research on a topic. The purpose is to create a comprehensive representation of your understanding of

a topic, such as what has already been done or what has been found/what is missing, as well as why this is important. Students are expected to:

- Clearly define their topic of interest.
- Provide a clear and comprehensive description of the available literature and the relevance/importance of such.
- Clearly describe the relevance/importance to social work practice.
- Critically reflect on the selected topic and literature available; reflect on how issues of power, diversity, racism, decolonization, and intersectionality are addressed or not addressed.

Assessment Criteria: Students will be assessed based on the above criteria. Criteria will be reviewed in class. A detailed rubric will be provided on D2L. Paper should be 6-8 double-spaced pages (not including references), Times New Roman 12pt font and references should follow APA guidelines.

2C: Poster/Infographic (25%) Due November 25th and December 2nd in class

Assignment Description: After completing parts A and B of the assignment, students will take what they have learned and create an academic poster or infographic to share with the class. Students should include the most important and relevant information as well as its relevance to social work practice. All infographics/posters must be submitted on D2L by November 25th. Half of the students will present their infographics to the class on November 25th and the other half on December 2nd. The slots will be randomly assigned. Each student will have 10 minutes to share what they learned with their peers and will engage in small group discussions of each students work.

Assessment Criteria: Students will be assessed based on clarity and quality of poster/infographic. Criteria will be reviewed in class. A detailed rubric will be provided on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

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

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Submission instructions for each assignment are individually outlined. For assignments with a DropBox, assignments may be submitted in Word format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59 p.m. 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. Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day – including weekends and holidays). Students may request for additional time, prior to the due date, to complete the assignment. There is a

7-day maximum limit by which to accept late assignments for students who have not requested for an extension. No assignments will be accepted after the 7-day limit.

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 [Graduate 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	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. 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 of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward 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
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university’s curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

Students are welcome to discuss the process and content of the course at any time with the instructor.

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
- Emergency Evacuation/ Assembly Points
- Safewalk