



Fall 2024

Course & Session Number	SOWK 637 S02	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	Deena Seaward, RCSW, MSW	Office Hours	As Requested
UCalgary E-mail	Deena.Seaward@ucalgary.ca	UCalgary Phone	By 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

This course explores interactions between biological, psychological, social, socio-political and spiritual aspects of human behaviour and development. Multiple theoretical frameworks will be explored as students consider human behaviour and development in the social environment. The purpose of this course is to provide a social work perspective and conceptual framework for creating and organizing knowledge about human behaviour. Traditional theoretical approaches to behaviour and development are introduced, and updated with current and emerging research. The impact of diversity and oppression on the behavioural expression of human development process will be illuminated.

This course utilizes an 'Absorb-Do-Connect' framework to enhance student learning. Consistent with this framework, students will deepen their understanding of the subject matter through assigned readings, lecture material, class discussions and exercises, group work, and reflective projects. Through completion of graded assignments, students will enhance their critical thinking skills, and develop strategies for applying their knowledge to social work practice.

This course will take place **online** via Zoom and Desire2Learn (D2L). Students are expected to participate in synchronous Zoom sessions as well as asynchronous learning tasks using the D2L learning environment. When unable to participate live due to unavoidable or unforeseen circumstances, please inform the instructor in advance to determine an alternative format for participation (e.g., reviewing recorded lecture, submitting a brief written reflection on D2L, etc.).

This course includes 10 synchronous Zoom sessions scheduled throughout the term:

- September 9th, 16th, and 23rd
- October 7th, 21st, and 28th
- November 4th, 18th, and 25th
- December 2nd

COURSE LEARNING OUTCOMES

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

- 1) Understand human behaviour within an ecological context and explain interactions between biological, psychological, social, socio-political and spiritual aspects of human behaviour and development.
- 2) Understand the history, focus and methods of the study of human behaviour and development.
- 3) Understand diverse models of human development and their role in the history of the social work profession, and analyze how these models of human development intersect with core social work values.
- 4) Understand the strengths and limitations of diverse models of human development.

- 5) Examine the critical nature of diversity, difference, and power from a human ecological perspective as a foundation for social work practice.
- 6) Explore critical perspectives on human behaviour that challenge and critique dominant perspectives (e.g., critical queer theory, trauma theory, theories of culture and White Privilege, Breath of Life theory, multiracial identity theories, etc.).
- 7) Consider current and topical issues of particular relevance to social work practice affecting human behaviour.
- 8) Articulate their unique social work identity with greater depth and identify ways to apply their learning within their emerging practice framework.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Textbook:

Koenig, T., Spano, R., & Thompson, J. (2020). *Human behavior theory for social work practice*. SAGE Publications.

Additional Readings:

Alessi, E. (2014). A framework for incorporating minority stress theory into treatment with sexual minority clients. *Journal of Gay & Lesbian Mental Health, 18*(1), 47-66.

Best Start Resource Centre. (2020). *A child becomes strong: Journeying through each stage of the life cycle*. Health Nexus.

Blackstock, C. (2019). Revisiting the Breath of Life theory. *British Journal of Social Work, 49*, 854-859.

Brookfield, S. (2009). The concept of critical reflection: promises and contractions. *European Journal of Social Work, 12*(3), 293-304.

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.

Ferrer, I., Grenier, A., Brotman, S., & Koehn, S. (2017). Understanding the experiences of racialized older people through an intersectional life course perspective. *Journal of Aging Studies, 41*, 10-17.

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.

Greene, R. R., & Schriver, J. M. (2017). *Handbook of human behavior and the social environment*. Routledge. (*Chapter 1 – Introduction: Theory Informed Social Work Practice, pp. 1-16).

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.

Kimmerer, R. (2013). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants*. Milkweed Editions. (*Chapter – 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.

Lev, A. (2004). *Transgender emergence: Therapeutic guidelines for working with gender-variant people and their families*. Routledge.

O'Neill, L. Fraser, T., Kitchenham, A., & McDonald, V. (2018). Hidden burdens: A review of intergenerational trauma, historical and complex trauma, implications for indigenous families. *Journal of Child & Adolescent Trauma*, 11(2), 173–186.

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.

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.

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.

Wilson, T. E. (2021). An introduction into the trouble with humanism for social work. In V. Bozalek & B. Pease (Eds.), *Post-anthropocentric social work: Critical posthuman and new materialist perspectives* (1st ed.). (pp. 32-45). Routledge.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains 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).

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
- Term Break, no classes: Sunday, November 10, 2024 to Saturday, November 16, 2024

Date	Topic & Focus	Readings/ Activity/ Class Preparation
September 9 th	<p>Welcome, Introductions, and Course Overview</p> <ul style="list-style-type: none"> • Introductions, course overview, syllabus review, assignment review. 	<p>Required Reading(s):</p> <p>None</p>
September 16 th	<p>Introduction to Human Behaviour in the Social Environment (HBSE)</p> <ul style="list-style-type: none"> • Introduction to HBSE theory, explorations of HBSE’s relevance and implications for social work practice. 	<p>Required Reading(s):</p> <p>Greene, R. R., & Schriver, J. M. (2017). <i>Handbook of human behavior and the social environment</i>. Routledge. (*Chapter 1 – Introduction: Theory Informed Social Work Practice, pp. 1-16).</p> <p>Koenig, T., Spano, R., & Thompson, J. (2020). <i>Human behavior theory for social work practice</i>. SAGE Publications. (*Chapter 1 – Introduction to Theory and Its Application to Social Work Practice, pp. 1-22).</p>
September 23 rd	<p>Human Behaviour in the Social Environment – Contextualizing & Thinking Critically about our ‘Lenses’</p> <ul style="list-style-type: none"> • History of HBSE theory, HBSE and social work core perspectives and values, critique of theories and knowledge of human bio-psycho-social-spiritual development and 	<p>Required Reading(s):</p> <p>Brookfield, S. (2009). The concept of critical reflection: promises and contractions. <i>European Journal of Social Work</i>, 12(3), 293-304.</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.</p>

	implications for social work practice.	Koenig, T., Spano, R., & Thompson, J. (2020). <i>Human behavior theory for social work practice</i> . SAGE Publications. (* Chapters 2 & 3 – Critique of Theory for Use in Social Work Practice & Contextualizing Human Behavior Theory, pp. 23-70).
September 30 th	NO CLASS (National Day for Truth and Reconciliation)	*Please use this week to focus on required readings and asynchronous tasks for this course. ASSIGNMENT #1 DUE Newspaper/Magazine Article Critique
October 7 th	Human Behaviour in the Social Environment – Intersectionality <ul style="list-style-type: none"> Exploring an intersectional approach to understanding human behaviour and development. 	Required Reading(s): Blackstock, C. (2019). Revisiting the Breath of Life theory. <i>British Journal of Social Work, 49</i> , 854-859. 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, 76</i> (4), 814-834. Koenig, T., Spano, R., & Thompson, J. (2020). <i>Human behavior theory for social work practice</i> . SAGE Publications. (* Chapter 11 – Theories of Culture and White Privilege, pp. 311-340) 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, 30</i> (4), 494-500. ASSIGNMENT #2 DUE (*as relevant) Facilitated Peer Discussions

October 14 th	NO CLASS (Thanksgiving Day)	*Please use this week to focus on required readings and asynchronous tasks for this course.
October 21 st	Human Behaviour in the Social Environment – Critical, Systems and Environmental Theories <ul style="list-style-type: none"> Exploring critical, systems, and environmental theories to understanding human behaviour and development. 	Required Reading(s): Koenig, T., Spano, R., & Thompson, J. (2020). <i>Human behavior theory for social work practice</i> . SAGE Publications. (* Chapters 4, 6 & 7 – Critical Theories, Systems Theories & Environmental and Ecological Theory in Social Work, pp. 71-99, 135-207). 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. ASSIGNMENT #2 DUE (*as relevant) Facilitated Peer Discussions
October 28 th	Human Behaviour in the Social Environment – Psychodynamic, Symbolic Interactionism, Behaviour/Cognitive Theories <ul style="list-style-type: none"> Exploring psychodynamic, symbolic interactionism, and behaviour/cognitive theories to understanding human behaviour and development. 	Required Reading(s): 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. Koenig, T., Spano, R., & Thompson, J. (2020). <i>Human behavior theory for social work practice</i> . SAGE Publications. (* Chapters 5, 9 & 10 – Psychodynamic Theory, Symbolic Interactionism, & Behavior Theory, the Cognitive Turn, and the Influence of Mindfulness, pp. 101-131, 255-309). 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. ASSIGNMENT #2 DUE (*as relevant) Facilitated Peer Discussions

November 4 th	<p>Human Behaviour in the Social Environment – Life Span Theories</p> <ul style="list-style-type: none"> Exploring life span theories to understanding human behaviour and development. 	<p>Required Reading(s):</p> <p>Best Start Resource Centre. (2020). <i>A child becomes strong: Journeying through each stage of the life cycle</i>. Health Nexus.</p> <p>Ferrer, I., Grenier, A., Brotman, S., & Koehn, S. (2017). Understanding the experiences of racialized older people through an intersectional life course perspective. <i>Journal of Aging Studies</i>, 41, 10-17.</p> <p>Koenig, T., Spano, R., & Thompson, J. (2020). <i>Human behavior theory for social work practice</i>. SAGE Publications. (*Chapter 8 – Life Span Theories, Family Life Course Perspectives, and Historical Trauma, pp. 213-249).</p> <p>ASSIGNMENT #2 DUE (*as relevant) Facilitated Peer Discussions</p>
November 11 th	<p>NO CLASS (Remembrance Day / Term Break)</p>	
November 18 th	<p>Human Behaviour in the Social Environment – Empowerment/Strength Perspective and Cognitive and Moral Development Theories</p> <ul style="list-style-type: none"> Exploring empowerment theory and cognitive and moral development theories to understanding human behaviour and development. 	<p>Required Reading(s):</p> <p>Koenig, T., Spano, R., & Thompson, J. (2020). <i>Human behavior theory for social work practice</i>. SAGE Publications. (*Chapters 12 & 13 – Empowerment Theory and the Strengths Perspective & Cognitive and Moral Development Theories, pp. 343-407).</p> <p>ASSIGNMENT #2 DUE (*as relevant) Facilitated Peer Discussions</p>
November 25 th	<p>Human Behaviour in the Social Environment – Special Topics</p> <ul style="list-style-type: none"> Exploring the influence of gender, sexual orientation, race, place, 	<p>Required Reading(s):</p> <p>Alessi, E. (2014). A framework for incorporating minority stress theory into treatment with sexual minority</p>

	and space on human development.	<p>clients. <i>Journal of Gay & Lesbian Mental Health</i>, 18(1), 47-66.</p> <p>Kimmerer, R. (2013). <i>Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants</i>. Milkweed Editions. (*Chapter – In the Footsteps of Nanabozho: Becoming Indigenous to Place, pp. 205-215).</p> <p>Lev, A. (2004). <i>Transgender emergence: Therapeutic guidelines for working with gender-variant people and their families</i>. Routledge.</p> <p>O’Neill, L. Fraser, T., Kitchenham, A., & McDonald, V. (2018). Hidden burdens: A review of intergenerational trauma, historical and complex trauma, implications for indigenous families. <i>Journal of Child & Adolescent Trauma</i>, 11(2), 173–186.</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>
December 2 nd	Human Behaviour in the Social Environment – Future Considerations, Closing & Final Reflections	<p><u>Required Reading(s):</u></p> <p>Wilson, T. E. (2021). An introduction into the trouble with humanism for social work. In V. Bozalek & B. Pease (Eds.), <i>Post-anthropocentric social work: Critical posthuman and new materialist perspectives</i> (1st ed.). (pp. 32-45). Routledge.</p> <p>ASSIGNMENT #3 DUE Group Project: PowerPoint Presentation on Human Behavior in the Social Environment</p>
December 9 th	NO CLASS	<p>ASSIGNMENT #4 DUE Final Video Integrative Reflection</p>

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. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera 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

1) Newspaper/Magazine Article Critique

Total Weight: 20%

Due Date: Monday, September 20th, 2024

This assigned is inspired by an activity described by the authors of the required textbook (see Koenig, Spano, and Thompson, 2020, p. 66).

Students will identify an article in a newspaper or magazine that describes individual, family or group behaviour. Students will write a short critique that addresses the following set of questions:

- 1) How is the person, family, or small group behaviour described? How are their behaviours characterized (e.g., Positive or negative? Healthy or unhealthy? Normal or Deviant? Adaptive or in need of intervention?)?

- 2) What assumptions are being made about the behaviour? Does the description focus on individual attributes or deficits? Personal choice or free will? Or, does the description focus on structural issues and/or environmental forces? Adopt an ecological perspective?
- 3) Does the description and/or analysis of the behaviour fit with other explanations that you have heard? Specifically, does it fit with dominant explanations of the behaviour? Or, was the description and/or analysis of the behaviour novel to you? Does it represent an alternative explanation of the behaviour?
- 4) What changes and/or interventions are suggested by this description and/or analysis? What/who is the proposed or suggested 'target' of these changes/interventions?
- 5) If accepted at face value, how might the description and/or analysis of the behaviour shape social work practice in this situation? In what ways do you support and/or oppose these forms of knowledge and the practices they inform?

Length/Citation Requirements: Maximum of 5 pages (excluding title page and reference page(s)), doubled-spaced, Times New Roman, 12-point font, 1" margins. No citations are required; however, students must appropriately cite if/when including direct quotations and/or summaries of secondary sources. If references are included, they should adhere to APA (7th ed.) formatting.

Due Date and Submission Method: Critiques are due by 11:59pm on Monday, September 30th, 2024. Students should submit their written critiques in Word or PDF format via D2L Dropbox.

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

Aligned Course Learning Outcome: 1, 4, 7, 8

2) Facilitated Peer Discussions

Total Weight: 20%

Due Date: Due in-class on assigned facilitation date (October 7th, October 21st, October 28th, November 4th, or November 18th).

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 the 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.

Length/Citation Requirements: Students will submit the questions they generated, a brief summary (300-500 words) of the facilitated discussion, and the reference for their supplementary resource.

Due Date and Submission Method: Submissions are due by 11:59pm on the date of the assigned facilitation and will be submitted via D2L.

Special Note: Groups will be based on random assignment and posted to D2L at the start of the course. Students will be provided the opportunity to use scheduled class time to engage with their group during required Zoom classes. Students are strongly encouraged to self-organize at the onset of the course and identify plans to collectively complete this assignment, including collaborating to determine each group members' respective due date.

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

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

3) Group Project: PowerPoint Presentation on Human Behavior in the Social Environment

Total Weight: 35%

Due Date: Monday, December 2nd, 2024

Students will pick a social issue/problem/behaviour of interest (e.g., addictions, mental health, homelessness, intimate partner violence, medical assistance in dying, reproductive justice, child abuse/neglect, racism, newcomer challenges, etc.). In assigned groups of 4-5, students will explore their identified area of social work interest through the lens of 1 to 2 theories/perspectives on human behaviour and development covered in the course (e.g., critical theory, psychodynamic theory, systems theory, Breath of Life, minority stress theory, etc.).

Each group will develop a PowerPoint presentation that:

- 1) Introduces their identified social issue/problem/behaviour and presents current research on the social issue/problem/behaviour. This research should explore and identify etiological factors associated with the social issue/problem/behaviour (e.g., mental health disorders, institutional racism, lack of social supports and/or resources, insufficient parenting skills, communication problems, intergenerational trauma, etc.).
- 2) Identifies and explores 1-2 theories/perspectives congruent with the identified etiological factors associated with the social issue/problem/behaviour (e.g., exploring critical theory as a means of addressing institutional racism). Students should provide a brief overview of the theory/theories they select, and the focus should be on clearly articulating/describing the relationship between their identified area of interest and the theory/theories for human behaviour they selected.
- 3) Presents a brief case study that 'brings their theory to life'. Focus should be on identifying between 3-5 social work practice considerations that reflect the selected theory/theories (i.e., assessment and/or intervention strategies)
- 4) Articulates the strengths and limitations of the theory/theories they selected to social work practice as it *specifically* pertains to their area of practice interest. This should include reflection on the identified etiological factors associated with the social issue/problem/behaviour (e.g., How holistic/encompassing were the theories that were selected? Did the theories fail to address important etiological factors? How consistent were these theories with social work values/ethics? What sources of knowledge did these theories support? Were any sources of knowledge omitted from the analysis?)

Contributions of all group members should be reflected in the PowerPoint Presentation.

In addition to developing a PowerPoint presentation, each group will also prepare and submit a formatted reference list that includes a minimum of 10 peer-reviewed sources.

Length/Citation Requirements: Presentations should be between 20-30 slides (i.e., approximately 5-6 slides per student). Groups must utilize a minimum of 10 peer-reviewed sources. The PowerPoint presentation and accompanying reference list should adhere to APA (7th ed.) formatting.

Due Date and Submission Method: Each group will post their presentation to the designated D2L discussion thread by 11:59pm on Monday, December 2nd, 2024. Each group will also submit a formatted reference list via Dropbox by 11:59pm on Monday, December 2nd, 2024.

Special Note: Groups will be based on random assignment and posted to D2L at the start of the course. Students will be provided the opportunity to use scheduled class time to engage with their group during required Zoom classes. Students are strongly encouraged to self-organize at the onset of the course and identify plans to collectively complete this assignment.

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

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

4) **Final Video Integrative Reflection**

Total Weight: 25%

Due Date: Monday, December 9th, 2024

In this assignment, students will address their own personal learning in the course and discuss at least three gains from this course that increase their confidence and competency in their future social work practice.

Submissions will include attention to the student's most significant personal learnings, perceptions about their strengths and areas for future development, goals for future development, and their ideas about applying their learnings to their future social work practice.

Length/Citation Requirements: This assignment must be submitted in video format. Examples: Zoom recording, private YouTube video, PowerPoint presentation with embedded audio, etc. Video reflections can be a maximum of 10 minutes and must include a minimum of 8 peer-reviewed references. ***If you do not utilize a visual presentation (i.e., PowerPoint, Canva, etc.) in your video submission, you must also submit a separate, written reference list alongside your submission. If you utilize a visual presentation, please ensure that a written reference list is included in your visual presentation.* The accompanying reference list should adhere to APA (7th ed.) formatting.

Due Date and Submission Method: Submissions are due by 11:59pm on Monday, December 9th, 2024 and will be submitted via D2L Dropbox.

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

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

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.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Submission instructions for each assignment are individually outlined. For assignments with a Dropbox, 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 11:59 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 only be accepted in exceptional circumstances and at the discretion of the instructor. Contact the instructor *prior* to the assignment due date if you require an extension due to extenuating circumstances.

The total possible grade of an assignment will be reduced by 10% for each day/partial day (including weekend days) the assignment is handed in beyond the due time or beyond a negotiated extension date. Assignments may NOT be resubmitted for a higher grade.

EXPECTATIONS FOR WRITING

All written 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