



## **LAND ACKNOWLEDGEMENT**

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

## **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](#).

<b>Course &amp; Session Number</b>	SOWK 637 S01	<b>Classroom</b>	Online via Zoom
<b>Course Name</b>	<b>Human Behavior in the Environment</b>		
<b>Dates and Time</b>	Start of Classes: Wednesday September 3, 2025 End of Classes: Wednesday December 3, 2025 Dates and Time: Via Zoom Wednesdays 5:30 p.m. to 8:30 p.m. MST Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Judy Shine, MSW RSW	<b>Office Hours</b>	Upon request
<b>UCalgary E-mail</b>	<a href="mailto:judy.shine@ucalgary.ca">judy.shine@ucalgary.ca</a>	<b>UCalgary Phone</b>	Please contact instructor via email.

#### SYLLABUS STATEMENT

Human development and diversity within a social work context.

#### COURSE DESCRIPTION

The purpose of Human Behavior in the Environment is to provide a basic conceptual framework for creating and organizing knowledge about human behavior across the lifespan as it interacts with various aspects of the larger environment. In this course, you will learn about a series of fundamental theories and theoretical approaches, that are critical to social work practice. Culture and environment as key influences on the behavioral expression of human development are stressed in this class through related readings and classroom activities, particularly as they relate to social work assessment and practice. This course also focuses on the relationship between social determinants of health and wellbeing inequities. A set of core theories of human behavior and development will be introduced and considered critically. The course will explore the implication and application of these theories in social work practice with clients over the life course.

This course will be offered virtually via Zoom and D2L. Students will engage in interactive class discussions regarding case studies, key course concepts, weekly readings and discussion board participation. Guest speakers will supplement the learning experience.

Prerequisite for this course is admission to the MSW program.

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

## COURSE LEARNING OUTCOMES

Upon completion of this course, students will:

1. Demonstrate an understanding of the history, focus and methods of the study of human development from the lens of social work, while acknowledging the Western context of these theories.
2. Be introduced to leading models of human development and their application to social work practice with particular focus on ecological models.
3. Describe the major biological, psychological, environmental, social, economic and cultural factors influencing growth and behaviors across the lifespan.
4. Explore human adaptation and resilience within families, groups, organizations and communities over the lifespan.
5. Consider how various cultural and environmental influences affect the perception and role of developmental norms and the experience of the lifespan.
6. Consider how the social determinants of health as well as historical, cultural, political and economic factors influence human behavior and perceptions on norms and experience of development.
7. Explore strategies, tools and questions to assess social work problems across the lifespan, using case studies and activities to apply learning to practice.

## LEARNING RESOURCES

### REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

Rogers, A. T. (2025). *Human behavior in the social environment* (7th ed.). Routledge.

(Note: Prior editions of this text may be used if more readily available)

### LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. Weekly updates and reminders will be posted on this site.

A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

## RELATIONSHIP TO OTHER COURSES

This course is a foundational course for students in the MSW foundation program and has no prerequisites or co-requisites.

## CLASS SCHEDULE

### Important Dates for Fall 2025

- Start of Term: Monday, August 25
- First Day of Class: Tuesday, September 2
- End of Term: Wednesday, December 24
- Last Day of Class: Friday, December 5
- Fee Deadline: Friday, September 19
- Labour Day, no classes: Monday, September 1
- National Day for Truth and Reconciliation, no classes: Tuesday, September 30
- Thanksgiving Day, no classes: Monday, October 13
- Remembrance Day, no classes: Tuesday, November 11
- Term Break, no classes: Sunday-Saturday, November 9-15

**NOTE: Dates for guest speakers may change. See weekly communication for updates. Class readings are available via Leganto reading list in D2L.**

Week	Topic	Assessment and Due Dates
September 3, 2025	<b>Course Introduction</b> <b>Topics:</b> <ul style="list-style-type: none"> <li>• Review course outline and overview of assignments</li> <li>• Why does this course matter?</li> <li>• Critical thinking and assessment across the lifespan</li> <li>• Social location</li> </ul>	<b>Core Readings:</b> Rogers (2025) – Chapter 1
September 10, 2025	<b>The Person in Environment - a social work lens.</b> <b>Topics:</b> <ul style="list-style-type: none"> <li>• Adopting a Social Work Lens</li> <li>• Social determinants of health</li> <li>• What is happening in blue zones?</li> <li>• Green social work</li> </ul>	<b>Core Readings:</b> Rogers (2025) Chapter 13, pages 431 to 433  Mikkonen, J. & Raphael, D. (2020) <i>Social determinants of health: The Canadian facts</i> . <a href="https://thecanadianfacts.org/The_Canadian_Facts.pdf">https://thecanadianfacts.org/The_Canadian_Facts.pdf</a>

	<p><b>Guest:</b> Krysta Fitzgerald, BSW RSW Boyle Street Community Services.</p> <p>Impact of social determinants of health on vulnerable populations.</p>	
September 17, 2025	<p><b>Lenses for Conceptualizing Problems and Interventions: Person in the Environment</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Systems theory</li> <li>• Ecological theory</li> <li>• The strengths perspective</li> <li>• Genograms, ecomaps and other assessment tools.</li> <li>• Intersectionality</li> </ul>	<p><b>Core Readings:</b></p> <p>Rogers (2025) Chapter 2</p> <p>Allan, B. &amp; Smylie, J. (2015) First Peoples, second class treatment: The role of racism in the health and well-being of Indigenous peoples in Canada. The Wellesley Institute. <a href="https://www.wellesleyinstitute.com/wp-content/uploads/2015/02/Summary-First-PeoplesSecond-Class-Treatment-Final.pdf">https://www.wellesleyinstitute.com/wp-content/uploads/2015/02/Summary-First-PeoplesSecond-Class-Treatment-Final.pdf</a></p>
September 24, 2025	<p><b>Lenses for Conceptualizing Problems and Interventions: Biopsychosocial Dimensions</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Medical Model</li> <li>• Epigenetics and brain science.</li> <li>• Cognitive development</li> <li>• Psychodynamic Theories</li> <li>• Behavioral and Learning Theories</li> </ul>	<p><b>Core Readings:</b></p> <p>Rogers (2025) Chapter 3</p> <p>Combs-Orme, T. (2013) Epigenetics and the social work imperative. <i>Social Work</i>, 58(1), 23-30.</p>
September 26, 2025	<p><b>PERSONAL REFLECTION DUE</b></p>	
October 1, 2025	<p><b>Lenses for Conceptualizing Problems and Interventions: Sociocultural Dimensions Social Change Dimensions</b></p> <p><b>Topics:</b></p>	<p><b>Core Readings:</b></p> <p>Rogers (2025) Chapters 4 and 5</p> <p>Blackstock, C. (2019). Revisiting the Breath of Life theory. <i>British Journal of Social Work</i>, 49, 854-859.</p>

	<ul style="list-style-type: none"> <li>• Conflict theory/critical practice theories</li> <li>• Cultural perspectives</li> <li>• Racism, discrimination, and oppression</li> </ul> <p><b>Guests:</b> Monique Nutter and Tigist Dafla, Multi-Cultural Health Brokers. Applying cultural approaches to practice.</p>	
October 8, 2025	<p><b>Stages of the Lifecycle and Pre-Pregnancy and Prenatal Issues</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Stages of the lifecycle.</li> <li>• Prenatal process, birthing &amp; newborns.</li> <li>• Issues for social work at this lifecycle stage.</li> </ul>	<p><b>Core Readings:</b> Rogers (2025) Chapter 6</p> <p>Birch, J., Ruttan, L., Muth, T. and Baydala, L. (2009) Culturally competent care for Aboriginal women giving birth in hospitals. <i>Journal of Aboriginal Health</i>, 4(2), 24-34.</p>
October 15, 2025	<p>Development in Infancy and Early Childhood</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Babies, toddlers, and early childhood development</li> <li>• Theories of attachment across cultures</li> <li>• A critical lens on attachment</li> </ul> <p><b>Guest:</b> Dawn Anderson, BSW RSW. The Indigenous lifecycle.</p>	<p><b>Core Readings:</b> Rogers (2025) Chapter 7</p> <p>Choate, P. W., CrazyBull, B., Lindstrom, D., &amp; 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>

October 17, 2025	<b>DISCUSSION BOARD ASSIGNMENT: Initial post due.</b>	
October 22, 2025	<p>Development in Middle Childhood</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Middle childhood behaviors</li> <li>• Adverse Childhood Experiences (ACES)</li> <li>• Child Maltreatment</li> </ul> <p><b>Guest:</b> Ladene Keith, BSW RSW Social work and FASD across the lifespan.</p>	<p><b>Core Readings:</b> Rogers (2025) Chapter 8</p> <p>Carranza, M. E. (2022). Child welfare services: Its ontology of colonial difference. <i>Child Welfare, 100</i>(2).</p>
October 24, 2025	<b>DISCUSSION BOARD ASSIGNMENT: Response to student peers due.</b>	
October 29, 2025	<p>Development in Adolescence</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Self and Identity</li> <li>• Suicide and risk factors</li> <li>• Exploring resilience.</li> </ul>	<p><b>Core Readings:</b> Rogers (2025) Chapter 9</p> <p>Saewyc, E. M. (2011) Research on adolescent sexual orientation: Development, health disparities, stigma, and resilience. <i>Journal of Research on Adolescence, 21</i>(1), 256-272.</p>
November 5, 2025	<p>Development in Early Adulthood</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Transition to independence</li> <li>• Becoming a parent</li> <li>• Mental health</li> <li>• Addictions</li> </ul>	<p><b>Core Readings:</b> Rogers (2025) Chapter 10</p> <p>Silverio, S. A., &amp; Soulsby, L. K. (2020). Turning that shawl into a cape: older never married women in their own words—the ‘Spinster’, the ‘Singletons’, and the ‘Superheroes’. <i>Critical Discourse Studies, 17</i>(2), 211-228</p>
November 12, 2025	<b>NO CLASS - FALL BREAK</b>	
November 19, 2025	<p>Development in Middle Adulthood</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Family Violence</li> </ul>	<p><b>Core Readings:</b> Rogers (2025) Chapter 10</p> <p>Lachman, M.E., Teshale, S. &amp; Agrigoroaei, S. (2015) Midlife as a pivotal period in the life</p>

	<ul style="list-style-type: none"> <li>Retirement</li> <li>Loss and Grief</li> </ul> <p><b>Guest:</b> Lincoln Nanaquawetung, BSW RSW Exploring Men and Family Violence from a social work lens.</p>	<p>course: Balancing growth and decline at the crossroads of youth and old age. <i>International Journal of Behavioral Development</i>, 39(1), 20-31.</p>
November 26, 2025	<p>Development in Late Adulthood</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>Aging and human behavior</li> <li>Ageing in place</li> <li>Grandparents as parents</li> </ul> <p><b>Guest:</b> TBD</p>	<p><b>Core Readings:</b></p> <p>Rogers (2025) Chapter 12 Mei, Z., Fast, J., &amp; Eales, J. (2013)</p> <p>Ferrer, I., Grenier, A., Brotman, S., &amp; 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>
December 3, 2025	Wrap Up and Key Learnings	No required readings.
November 28, 2025	<b>FINAL ASSIGNMENT DUE</b>	
December 5, 2025.	<b>SELF-ASSESSMENT DUE</b>	

#### ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

##### INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email. I will strive to respond to emails sent via your @ucalgary emails within 48 hours excluding weekends and statutory holidays.

##### GUIDELINES FOR PROFESSIONAL COMMUNICATION

You are expected to practice professional communication in all interactions with the instructor and your peers. Please use your UCalgary email for all school-related communications. Your email should start with a proper greeting (e.g. Dear/ Good Day), address the instructor by name, and include a sign-off (e.g. Sincerely/ Best regards) and your name.

##### 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.

### **RECORDINGS OF ONLINE CLASSES (By Students)**

Recording of lectures unless permission is granted is 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: Personal Reflection (25%)**

Aligned Course Learning Outcomes: 1, 2, 5, 6.

#### Assignment Description:

Students will reflect on the question below and complete an audio or video response.

*When assessing human development across the lifespan, my assessment will be strongly impacted by:*

1. *My social location*
2. *The theory/theories I choose to use.*
3. *My cultural lens*
4. *My values and biases*
5. *My stage of the lifecycle*

*What will have the greatest impact? Choose **one** of the above to explore and share your rationale.*

#### Assessment Criteria:

Use the text and at minimum two additional sources to support your argument and rationale. Your response must be a minimum of 4 minutes and a maximum of 5 minutes in duration. Evidence of critical thinking and reflection is required. See Rubric on D2L for additional details.

Due Date: September 26, 2025, 11:59 p.m. Submit via Dropbox in D2L.

### **Assignment 2: Discussion Board: Critical reflection on a social issue (25%)**

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

#### Assignment Description:

Three separate discussion forums will be posted to D2L on October 10. Each discussion forum will be based on a journal article, documentary film, media posting, or advocacy document related to a contemporary social issue. Students are required to read/review the content and to respond to one of them by starting a new thread in the forum. Students should consider the content from the course

readings and classes and reflect upon various theories and concepts learned. Each comment in the new thread will end with questions being posed to fellow students. Each student is required to respond to two other students' threads.

Assessment Criteria: This assignment will be evaluated on the evidence of critical thinking, reflection, and integration of course content in the leading of the discussion and responses. More detailed description, expectations and evaluation can be found in the rubric in D2L.

**Due Date:** October 17, 2025, 11:59 p.m.: Initial post due. October 24, 2025, 11:59 p.m.: Two responses to student peers are due in this date.

### **Assignment 3: Final Paper (35%)**

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

#### Assignment Description:

This paper has two parts:

**Part 1:** Students will address their personal learning in the course by discussing at least three gains from this course, and describing how they will apply this learning in future social work practice (maximum 2 pages).

**Part 2:** Students will choose one life-cycle stage that we have covered in this course and:

- Create a fictional case study of a service user. Describe and discuss the stage of their development and the key characteristics of the lifecycle stage this individual and their family system are at.
- Briefly describe one social issue or challenge the individual and/ or their family system may face related to human development over the lifespan.
- Include key messages from academic literature related to this lifecycle stage, the social issue you chose and its impact.
- Identify one person in environment approach/ theory through which to view and assess the issue and its impacts. Briefly describe the chosen approach, using literature to support your descriptions.
- Describe how you would apply the chosen approach to complete an assessment specific to this lifecycle stage. (For example; what questions would you ask? what information would you need to know?)
- Discuss the value of using a person in environment approach and how this approach will impact the resulting plan for action. What would have been missed if a person in environment approach was not taken? (4-5 pages maximum)

#### Assessment Criteria:

This final paper should be at least 5 pages, but no more than 7 pages in total (double space, 12 font). APA format, such as headings, in-text citation, and reference list are required. This assignment must include at least 5 references. A detailed grading rubric will be placed on the D2L site for students for more information.

Due date: November 28, 2025, 11:59 p.m.

#### **Assignment 4: Course Participation – Self Assessment (15%)**

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

##### Assignment Description:

Students will complete a self-assessment of their participation on the template provided, which will include a reflection on areas of strength and areas for improvement.

Assessment Criteria: Students are expected to participate in class through regular attendance, critically analyzing the readings, sharing experiences and ideas in the small group break-out sessions, asking meaningful questions, responding to issues raised by their peers, engaging in large group and small group discussions and in the discussion board. Students will be respectful of others and contribute to a safe and inclusive learning experience. Active involvement in class activities and discussion is required in this course to facilitate the learning not only of theoretical and applied material, but also to engage in a transformative learning process.

When, due to certain circumstances such as a family emergency or medical issue, students will not be able to attend class, please contact the instructor prior to the class time.

A detailed grading rubric for this self-assessment will be placed on the D2L site for students for more information.

Due Date: December 5, 2025, 11:59 p.m.

#### **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

##### **ATTENDANCE AND COURSE ENGAGEMENT 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.

Please email the instructor prior to class if you will be absent. Students are expected to read the assigned readings for each class even if they are absent from class, and to review the PowerPoint posted on D2L.

##### **GRADING CONVENTIONS USED IN THIS COURSE**

Grades assigned for each assignment will be rounded to 2 decimal points if necessary and all grades will be added and rounded at the end of term to determine the final grade for the course. Students must meet or exceed the lower threshold of the percentage range indicated for each grade point category to achieve the corresponding letter grade for the course.

##### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments 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.

### **MISSED OR LATE ASSIGNMENTS**

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Contact the instructor at least 24 hours prior to the assignment due date if you require an extension due to extenuating circumstances.

If you do not contact the instructor to request an extension prior to the assignment due date, the assignment will be considered late, and you may be penalized with a grade reduction. If you do not have an approved extension in advance of the due date, your grade will be reduced by one letter grade for every 2 days the assignment is overdue (for example, an A will be reduced to an A-). There is a 7-day maximum limit by which students who have not requested an extension can submit their assignments. No assignments will be accepted after the 7-day limit.

### **EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing skills. Please see the rubrics provided for each assignment for details. 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 7<sup>th</sup> edition format. If you need writing support, please connect with the [Student Success Centre](#).

### **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.

### **USE OF ARTIFICIAL INTELLIGENCE TOOLS**

In this course, you are expected to complete and draw upon the required readings, learning activities, and additional research to complete the assignments. If you intend to use artificial intelligence tools as learning aids or to help produce assignments, please discuss with your instructor in advance. You are ultimately accountable for the work you submit. Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, how the results from the AI were incorporated into the submitted work, what you did to verify the AI generated results, what you did to extend your work beyond the AI generated contents and your critical reflection on ethical use of AI tools. Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to Academic Misconduct procedures.

## **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 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. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> 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. <b>Note:</b> 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 EXPERIENCE FEEDBACK

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. They 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. Students are welcome to discuss the process and content of the course at any time with the instructor. They are expected to provide comments that are consistent with the [University of Calgary Code of Conduct](#), the [Alberta College of Social Work Standards of Practice \(2023\)](#) and the [Canadian Association of Social Workers Code of Ethics \(2024\)](#).

## ADDITIONAL SUGGESTED READINGS

The readings included in this course outline are accessible via the Leganto reading list in D2L.

## UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

### Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's [Code of Conduct](#). They 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 behaviours in class, including evaluations of teaching and learning, that are consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2024) and the [Alberta College of Social Work Standards of Practice](#) (2023).

### 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

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course 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

