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| Course & Session Number | SOWK 363 S01 | Classroom | HNSE 334 |
| Course Name | Human Development and Environments | | |
| Dates and Time | Start of Classes: Tuesday September 5 th , 2023 End of Classes: Wednesday December 6 th , 2023 Dates and Time: In-person instruction, Wednesdays 9 am – 11:50 am Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ . | | |
| Instructor | Jason Stein, MSW, RSW | Office Hours | As requested, please contact instructor via email |
| UCalgary E-mail | jason.stein@ucalgary.ca | UCalgary Phone | N/A |

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.

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

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](#).

SYLLABUS STATEMENT

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

COURSE DESCRIPTION

The purpose of Human Development and Environments is to provide a basic conceptual framework for creating and organizing knowledge about human behavior across the lifespan as it interacts with various aspects of the larger environment. The course focuses on the dimensions and nature of human development in a variety of environments as both relational and contextual. The course will explore dominant and alternative paradigms in the study of human development. A series of fundamental theories and theoretical approaches, along with updated research will be introduced. Culture and environment as key influences on the behavioral expression of human development process are stressed in this class through related readings and classroom activities, particularly as they relate to social work assessment and practice. This course also focuses on the relationship between social determinants of health and inequities in wellbeing. A set of core theories of human behavior and development will be introduced, and critiqued as we further explore implications and applications in social work practice with diverse clients over the life course. The class will include the use of videos, and lecture and discussion formats, as well as reflection exercises and practices, role-plays, case reviews from clinical practice settings, and practice exercises. This course has no pre-requisites or co-requisites. This is an in-person class, there is no online component.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will:

1. Demonstrate an understanding of leading models of human development, while acknowledging the Western context of these theories.
2. Assess implications of human growth and behaviours for social work practice by looking at both challenges and opportunities presented over the lifespan.
3. Develop a deeper sense of how to practice social work within the context of biology, psychology, environment, social, economic, and cultural factors.
4. Consider how the various biological, cultural, and environmental influences affect the perception and role of developmental norms.
5. Compare and contrast major theories on growth and development in the context of anti-oppressive critiques.

6. Critically explore the application of models of human development in the context of personal history, values, and identity as a way of recognizing personal views and potential biases.
7. Explore strategies, tools, and questions to assess social work problems across the lifespan, through the use of case studies and activities to apply theoretical learning to practice.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Book:

Rogers, A. T. (2019). *Human behavior in the social environment* (5th ed.). Routledge.

E-books are available from the following vendors; Apps available for Android and Apple devices BookShelf (VitalSource); Amazon Kindle; Kobo; Google Play Books; iBooks; ebooks.com

There is access to 3-User licensed eBooks of the 4th edition through the library.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4426394>

Video/Documentary:

Palmer, M. (Director). (2016, January). Angry Kids Stressed out Parents [Video file]. Link will be posted on D2L. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA51757686380004336

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

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

CLASS SCHEDULE

Important Dates for Fall 2023

- Start of Term: Monday, August 28, 2023
- First Day of Class: Tuesday, September 5, 2023
- End of Term: Friday, December 22, 2023
- Last Day of Class: Wednesday, December 6, 2023
- Fee Deadline: Friday, September 22, 2023
- Labour Day, no classes: Monday, September 4, 2023
- National Day for Truth and Reconciliation, no classes: Saturday, September 30, 2023
- Thanksgiving Day, no classes: Monday, October 9, 2023
- Remembrance Day, no classes: Saturday, November 11, 2023 (observed Monday, November 13)

| CLASS SCHEDULE | | |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Date | Class Topic & Focus | Course Readings/Assignments |
| Week 1: September 6, 2023 | Course introduction: Course outline review, introductions, and the shared learning environment. Introduction to social work theory and practice; getting in touch with your values & world view. | Rogers (2019) Chapter 1 |
| Week 2: September 13, 2023 | Conceptualizing development, issues & interventions - 1 Theoretical Lens: person in environment & biopsychosocial dimensions | Rogers (2019) Chapters 2 and 3 |
| Week 3: September 20, 2023 | Conceptualizing development, issues & interventions – 2 Theoretical Lens: sociocultural and social change dimensions. | Rogers (2019) – Chapters 4 and 5 |
| Week 4: September 27, 2023 | Pregnancy and prenatal issues Case Study review; linking theory to practice. | Rogers (2019) – Chapter 6 |
| Week 5: October 4, 2023 | Development in infancy and early childhood Linking theory to practice | Rogers (2019) – Chapter 7 |
| Week 6: October 11, 2023 | Development in middle childhood Guest Speaker | Rogers (2019) – Chapter 8 Assignment #1 - Video Review & Critique due October 11th, 2023 |
| Week 7: October 18, 2023 | Development in adolescence Linking theory to practice. | Rogers (2019) – Chapter 9 |

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| Week 8: October 25, 2023 | Development in early adulthood Linking theory to practice. | Rogers (2019) – Chapter 10 |
| Week 9: November 1, 2023 | Development in middle adulthood Linking theory to practice. | Rogers (2019) – Chapter 11 |
| Week 10: November 8 15, 2023 | Development in late adulthood Linking theory to practice. | Rogers (2019) – Chapter 12 <i>Assignment #2 – Reflection Paper Due</i> |
| Week 11: November 15 th , 2023 <u>NO CLASS</u> | NO CLASS – FALL TERM BREAK NOVEMBER 12th- 18th, 2023 | No Reading |
| Week 12: November 22, 2023 | Looking forward: challenges and opportunities in social work practice Identifying your social work stance | Rogers (2019)- Chapter 13 |
| Week 13: November 29, 2023 | Group Presentations - Order of presentations located on D2L. | Group Presentations – No Reading <i>Assignment #3 – Group Project and Presentation Due</i> |
| Week 14: December 6 th , 2023 | Group Presentations - Order of presentations located on D2L. Wrap up and course conclusion | Group Presentations - No Reading <i>Assignment #3 – Group Project and Presentation Due</i> |

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during**

class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

ASSESSMENT COMPONENTS

Assignment 1 (Individual Assignment): Video Review & Critique

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

Weight: 30%

Due: October 11th, 2023, at 11:59PM MT

Assignment Description:

This Video examines early intervention programs used in Canada for at risk children. For this assignment, students will explore the significance of early intervention in early childhood development. Watch the video, “Angry Kids Stressed out Parents” and provide a written critique (1200 words) to the content. This paper is part personal reflection and critical (scholarly). Your opinions and stance should be evident throughout the paper along with evidence from the literature to support your position(s). A minimum of 4 academic references are required to support your work (1 can be the course text). Utilize the following questions and statements to guide your thinking and responses:

- Explain how the issues highlighted in the video can be explained by the theoretical perspectives (of human development) studied in the readings, class discussions and lectures.
- What impact(s) does environment have on child rearing?
- What impact(s) does environment have on child development?
- How does socio-economic status impact child rearing?
- Share your personal thoughts and insights regarding the implications for your current and/or future social work practice.

Assessment Criteria: This assignment should be double-spaced, 12-point Times New Roman font with 1” margins. The target word count is 1200; the expected range is 1100-1300 words. Papers below or above the range will have marks deducted. Assignment must follow APA (7th edition) guidelines. The assignment should be submitted via Dropbox on D2L by 11:59 pm MT on October 11th, 2023. Criteria for grading is provided on D2L (rubric section).

Assignment 2 (Individual Assignment): Reflection Paper

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

Weight: 30%

Due: November 8st, 2023 at 11:59PM MT

Assignment Description:

Social work is about integrating different ways of knowing and being into our practice as we aim to reduce harm and oppression. We want to bring this knowledge and experience with us into our practice to best serve those around us. One of the purposes of this reflection paper is to give you the opportunity to integrate the knowledge you are acquiring in this course and to think about how that knowledge contributes to your emerging practice model. Consider and outline how developmental stages may be impacted by the intersectionality of sex, gender identity, sexual identity, culture, race, class, language, disability, etc. Then explore the influence of your own sex, gender identity, sexual identity, culture, race, class, language, disability, etc. on your development.

Write a 1000-word paper guided by the above statements (expected range is 900-1100 words for full marks). Consider the following as you construct your response:

- Examine your own history and upbringing in prenatal, early childhood, middle childhood, and adolescence. How did your own environment influence your development? Your beliefs? Your values? Your biases?
- How might your history impact your current and/or future social work practice? (Speak to the strengths and challenges).
- Consider how what you have learned in this class might impact the future you? As a professional social worker? Personally?

It is strongly recommended that students keep a weekly log/journal of their activities in this course to assist in the preparation of their self-reflection assignment.

Assessment Criteria: This assignment should be 1000 words, double-spaced, 12-point Times New Roman font with 1" margins. Assignment must follow APA (7th edition) guidelines. The assignment should be submitted via Dropbox on D2L by 11:59 pm MT on November 8th, 2022. Criteria for the marking is provided on D2L (rubric section). Academic references are not required for this paper. However, if student choose to use citations, a separate reference page is required that is not included in the work count.

Criteria for an A- level paper:

- Correct APA (7th edition) formatting is used throughout.
- Word count was within the specified range.
- Correct spelling and grammar.
- Clarity in sentence structures and writing style.
- Paper is structured, logical and is easy to follow (introduction, body, conclusion).
- Makes thematic connections across learning moments.
- Integration of class content.
- Good integration of all additional material and articles as required.
- Active and explicit first-person person voice (I, me), including emotional and personal responses to learning moments where appropriate.
- Integration of social work practice, experiences, values, theories, etc.
in the reflection section, explores how insights from learning moments can be translated into SW practice, both a) in the specific SW practice of the student, and b) in the field of SW generally.

Assignment 3 (Group Assignment): Case Review Presentation

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

Weight: 30%

Due: November 29th and December 6th, 2023 – Presentations are live, in class between 9:00am-11:50am.

Assignment Description: Students will be placed in groups of 5 or 6. Each group will have a case based on a client scenario as the foundation of the project, this will be provided by the instructor. Using PowerPoint, students will submit a 15-20 slide presentation that addresses the case and speaks to key behaviours of note. Student will explore and address possible linkages of behaviours and the influences from the environment. At least 5 academic references are required to support your work. Following the presentation, presenters will follow up with at least 3 reflective questions for the class to consider. The leaders can encourage full class participation or break the groups into smaller discussion groups that then share their discussion with the full class. The total time for the presentation and reflective question/answer is 45 minutes.

Assessment Criteria:

The assignment should be submitted via Dropbox on D2L by 11:59 pm on the day of the group presentation. An additional assignment write up with more details and examples will be posted on D2L. Criteria for the marking will be provided on D2L (rubric section).

Assignment 4: (Individual Assignment): Engagement & Participation Self - Assessment

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

Weight: 10%

Due: December 8th, 2023, at 11:59PM MT

Assignment Description and Criteria:

Participating in the classes is expected and critical to the functioning of the class as a learning community. Grades for participation are based on asking questions, sharing experiences, actively participating in class discussions, small group exercises, and giving respectful feedback to others during class. Above all, participation means demonstrating personal, professional, and respectful engagement in the learning process. Students are required to complete the self - assessment document that is posted on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

Please refer to information posted on D2L.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. If a student must miss a class, it is the student's responsibility to catch up on discussions, notes, and other information through other classmates and/or D2L. All class PowerPoints, videos, reading and other material will be posted on D2L. If classes are conducted virtually, Zoom sessions will be recorded when appropriate for lecture material but some class discussion may not be recorded due to confidentiality concerns of other students. Please refer to the UCalgary calendar for more information on attendance and supporting documentation and the use of a statutory declaration.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

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>

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

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Assignments submitted late, without communication and approval, will be subject to a grade reduction.

EXPECTATIONS FOR WRITING

Standard of writing will be a factor in grading students work. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at:

<https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

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

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

GRADING

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

Rounding up of course marks to one decimal will be used – for example 9.82 remains 9.8 while 9.86 will be rounded up to 9.9.

| Grade | Grade Point | Description | Percentage Range |
|-------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| A+ | 4.0 | Outstanding performance | 95-100 |
| A | 4.0 | Excellent performance | 85-94 |
| A- | 3.7 | Approaching excellent performance | 80-84 |
| B+ | 3.3 | Exceeding good performance | 77-79 |
| B | 3.0 | Good performance | 73-76 |
| B- | 2.7 | Approaching good performance | 70-72 |
| C+ | 2.3 | Exceeding satisfactory performance | 67-69 |
| C | 2.00 | Satisfactory performance | 63-66 |
| C- | 1.70 | Approaching satisfactory performance | 60-62 |
| D+ | 1.30 | Marginal pass. Insufficient preparation for subsequent courses in the same subject | 57-59 |
| D | 1.00 | Minimal pass. Insufficient preparation for subsequent courses in the same subject. | 50-56 |
| F | 0.00 | Failure. Did not meet course requirements. | Below 50 |
| CG | | Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail. | |
| 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

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor

ADDITIONAL SUGGESTED READINGS

Please see D2L for additional readings and resources.

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