



UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Fall 2023

Course & Session Number	SOWK 363 S03	Classroom	HNSC 336
Course Name	Human Development and Environments		
Dates and Time	Start of Classes: September 5, 2023 End of Classes: December 5, 2023 Dates and Time: In-person instruction, Tuesdays 9:00 am – 11:50 am Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Maimuna S. Khan, MSW	Office Hours	By appointment. Please contact instructor by email.
UCalgary E-mail	maimuna.khan@ucalgary.ca or maimuna.khan2@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

This course 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

This course explores basic conceptual frameworks for understanding human 'development' within a variety of environments. The course will explore mainstream and alternative paradigms in the study of human, and by extension, community development. A series of fundamental theories and theoretical approaches, along with updated research will be introduced and critiqued. This course also focuses on the relationship between social determinants of health and inequities in wellbeing. Social theories related to race, gender, class (and more) are stressed as key influences on human development processes across the lifespan and are linked to social justice and social work practice. Students will engage in interactive class discussions, group work, guest speakers, resource materials, and experiential activities. This course has no prerequisites or co-requisites.

COURSE LEARNING OUTCOMES

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

1. Demonstrate an understanding of the history, focus, and methods of the study of human development while acknowledging the Western, colonial influence of these theories;
2. Understand and identify key approaches and critiques of mainstream social work theories and frameworks of studying human development;
3. Gain a deeper understanding of social issues that influence human development and why using social theories in understanding human behaviours is important;
4. Develop an understanding of alternative theories and approaches to human development;
5. Demonstrate a theoretical analysis of social issues through applying alternative models of understanding human development to practice contexts;
6. Understand and apply critical reflexivity as it relates to deconstructing ideas of human development within social work practice.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required textbook for this course. Below is a list of the weekly readings, which students may access through the provided links. Article PDFs will not be provided on D2L.

- Allan, B. & 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. Available at <https://www.wellesleyinstitute.com/wp-content/uploads/2015/02/Summary-First-Peoples-Second-Class-Treatment-Final.pdf>
- Bergen, H. & Abji, S. (2020). Facilitating the carceral pipeline: social work's role in funneling newcomer children from the child protection system to jail and deportation. *Feminist Inquiry in Social Work*, 35(1), 34-48. <https://journals-sagepub-com.ezproxy.lib.ualgary.ca/doi/full/10.1177/0886109919866165>
- Black, Indigenous mothers say they were sterilized without full consent at Quebec hospitals. (2021, September 24). *The Canadian Broadcasting Corporation*. <https://link-gale-com.ezproxy.lib.ualgary.ca/apps/doc/A676859192/WHIC?u=ucalgary&sid=bookmark-WHIC&xid=97165380>
- Blackstock, C. (2019). The occasional evil of angels: Learning from the experiences of Aboriginal peoples and social work. *First Peoples Child & Family Review*, 14(1), 137-152. <https://www-erudit-org.ezproxy.lib.ualgary.ca/fr/revues/fpcfr/2019-v14-n1-fpcfr05475/1071292ar/>
- Carranza, M. E. (2022). Child welfare services: Its ontology of colonial difference. *Child Welfare*, 100(2). <https://web-s-ebsohost-com.ezproxy.lib.ualgary.ca/ehost/pdfviewer/pdfviewer?vid=0&sid=74c340f0-7d23-4b57-9e37-82e508c5b899%40redis>
- Clarke, J. (2012). Beyond child protection: Afro-Caribbean service users of child welfare. *Journal of Progressive Human Services*, 23(3), 223-257. <https://www-tandfonline-com.ezproxy.lib.ualgary.ca/doi/full/10.1080/10428232.2012.719119>
- Doucet, M. (2020). All My Relations: Examining nonhuman relationships as sources of social capital for Indigenous and Non-indigenous youth 'aging out' of care in Canada. *International Journal of Child and Adolescent Resilience*, 7(1), 139-153. <https://www-erudit-org.ezproxy.lib.ualgary.ca/fr/revues/ijcar/2020-v7-n1-ijcar05590/1072594ar/>
- Edwards, T., Chowdhury, R., Laylor, A., Parada, H., & King, B. (2023). Pushed, dropped, or fleeing from care: The narratives and adultification of Black youth who have aged out of Ontario's child welfare system. *Child & Youth Services*, 1-31. <https://www-tandfonline-com.ezproxy.lib.ualgary.ca/doi/full/10.1080/0145935X.2023.2173565>

- El-Lahib, Y. (2016). Dominant health discourses in action: Constructing people with disabilities as the "inadmissible other" in Canadian immigration. *Disability Studies Quarterly*, 36(3). <https://web-p-ebscohost-com.ezproxy.lib.ualgary.ca/ehost/detail/detail?vid=0&sid=f28f9891-06e8-4681-a5cc-b70d0e4bae0c%40redis&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ%3d%3d#AN=117726241&db=ehh>
- 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. <https://www-sciencedirect-com.ezproxy.lib.ualgary.ca/science/article/pii/S0890406516303905>
- Goozee, H. (2021). Decolonizing trauma with Frantz Fanon. *International Political Sociology*, 15(1), 102-120. <https://academic-oup-com.ezproxy.lib.ualgary.ca/ips/article/15/1/102/5868933?login=true&token=eyJhbGciOiJub251Ln0.eYJleHAiOiJlOTM0MTUwMjQsImp0aSI6ImM2ZmUwMDY1LWJjMjAtNGZhMy1hZGFjLTM2ZjI3NjhkNDBlZCJ9>
- Irwin A, Scali E. (2010). Action on the social determinants of health: Learning from previous experiences. *Social Determinants of Health Discussion Paper 1 (Debates)*. <https://www.who.int/publications/i/item/9789241500876>
- Joseph, A. J. (2015). The necessity of an attention to Eurocentrism and colonial technologies: An addition to critical mental health literature. *Disability & Society*, 30(7), 1021-1041. <http://dx.doi.org.ezproxy.lib.ualgary.ca/10.1080/09687599.2015.1067187>
- Lateef, H. (2021). African-centered frameworks of youth development: Nuanced implications for guiding social work practice with Black youth. *Child and Adolescent Social Work Journal*, 38(6), 671-678. <https://link-springer-com.ezproxy.lib.ualgary.ca/article/10.1007/s10560-020-00703-2>
- Lavallee, L. F., & Poole, J. M. (2010). Beyond recovery: Colonization, health and healing for Indigenous people in Canada. *International Journal of Mental Health and Addiction*, 8, 271-281. <https://link-springer-com.ezproxy.lib.ualgary.ca/article/10.1007/s11469-009-9239-8>
- Le Francois, B. A. (2013). The psychiatrization of our children, or, an autoethnographic narrative of perpetuating First Nations genocide through 'benevolent' institutions, *Decolonization: Indigeneity, Education & Society*, 2(1) 108-123 <https://ips.library.utoronto.ca/index.php/des/article/view/18687>
- Malacrida, C. (2015). Chapter 1: Introducing the Michener Centre. In *A Special Kind of Hell, Institutional Life in Alberta's Eugenic Years* (pp. 3-30). University of Toronto Press. <https://www-degruyter-com.ezproxy.lib.ualgary.ca/document/doi/10.3138/9781442620490-005/html>
- Malacrida, C. (2009). Performing motherhood in a disablist world: Dilemmas of motherhood, femininity and disability. *International Journal of Qualitative Studies in Education*, 22(1), 99-117. <https://www-tandfonline-com.ezproxy.lib.ualgary.ca/doi/full/10.1080/09518390802581927>
- Núñez-Parra, L., López-Radrigán, C., Mazzucchelli, N., & Pérez, C. (2021). Necropolitics and the bodies that do not matter in pandemic times. *Alter*, 15(2), 190. <https://www-sciencedirect-com.ezproxy.lib.ualgary.ca/science/article/pii/S1875067220301085>

Rogers, A. (2013). *Human behavior in the social environment*. Routledge. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4426394>

Sonpal-Valias, N. (2019). History of developmental disability policy in Alberta. *The School of Public Policy Publications*, 12. <https://doi.org/10.11575/sppp.v12i0.68184>

Terriquez, V. (2015). Intersectional mobilization, social movement spillover, and queer youth leadership in the immigrant rights movement. *Social Problems*, 62(3), 343-362. <https://academic-oup-com.ezproxy.lib.ucalgary.ca/socpro/article/62/3/343/1638996?login=true&token=eyJhbGciOiJuYXZlbn0.eyJleHAiOiJlZ2OTM0MjZlZjZjNTg1ZjZjNTJlUwYmMtNDMyYy1hMDgwLTg3NWJiZjA3N2E4NCJ9>

Zhang, S. (2022, February 15). Prenatal testing and the future of Down syndrome. *The Atlantic Monthly*, 326, 42-55. <https://ezproxy.lib.ucalgary.ca/login?url=https%3A%2F%2Fwww.proquest.com%2Fmagazines%2Ffast-children-down-syndrome%2Fdocview%2F2464175821%2Fse-2%3Faccountid%3D9838>

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which will contain relevant documents, resources, and materials. A laptop, desktop, or mobile device with Internet access is required for D2L access.

RELATIONSHIP TO OTHER COURSES

This course is a foundational course for students enrolled in the BSW program. This course has no pre-requisites 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)

Week 1: September 5, 2023

Topics:

- Introductions

- Course Overview

Week 2: September 12, 2023

Topics:

- Introduction to human 'development'
- Unpacking mainstream theories and models of understanding development

Readings:

Rogers, A. T. (2016). Chapter 2: Lenses for conceptualizing problems and interventions: The person in the environment. In *Human behavior in the social environment*. Routledge.

Rogers, A. T. (2016). Chapter 3: Lenses for conceptualizing problems and interventions: Biopsychosocial dimensions. In *Human behavior in the social environment*. Routledge.

*read chapters online and/or download chapters here: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4426394>

Week 3: September 19, 2023

Topics:

- Unpacking mainstream theories and models of understanding development (continued)
- Importance of the social and environment in understanding human behaviours

Readings:

Rogers, A. T. (2016). Chapter 4: Lenses for conceptualizing problems and interventions: Sociocultural dimensions. In *Human behavior in the social environment*. Routledge.

Rogers, A. T. (2016). Chapter 5: Lenses for conceptualizing problems and interventions: Social change dimensions. In *Human behavior in the social environment*. Routledge.

*read chapters online and/or download here: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4426394>

Week 4: September 26, 2023

***Guest speaker: TBD**

Topics:

- Historical and cultural contexts, and their impacts on understandings of human development and behaviours
- Exploring the impacts of colonialism on human development and migration

Readings:

- Blackstock, C. (2019). The occasional evil of angels: Learning from the experiences of Aboriginal peoples and social work. *First Peoples Child & Family Review*, 14(1), 137-152. <https://www-erudit-org.ezproxy.lib.ualgary.ca/fr/revues/fpcfr/2019-v14-n1-fpcfr05475/1071292ar/>
- Joseph, A. J. (2015). The necessity of an attention to Eurocentrism and colonial technologies: an addition to critical mental health literature. *Disability & Society*, 30(7), 1021-1041. <http://dx.doi.org.ezproxy.lib.ualgary.ca/10.1080/09687599.2015.1067187>
- El-Lahib, Y. (2016). Dominant health discourses in ction: Constructing people with disabilities as the "inadmissible other" in Canadian Immigration. *Disability Studies Quarterly*, 36(3). <https://web-p-ebSCOhost-com.ezproxy.lib.ualgary.ca/ehost/detail/detail?vid=0&sid=f28f9891-06e8-4681-a5cc-b70d0e4bae0c%40redis&bdata=JnNpdGU9ZWWhvc3QtbGl2ZQ%3d%3d#AN=117726241&db=ehh>

Week 5: October 3, 2023

***Group presentation 1**

Topics:

- Unsettling theories of human development pt.1
 - Parenting and motherhood through a disability and race analysis
 - Who is 'fit' to be a parent?

Readings:

- Malacrida, C. (2009). Performing motherhood in a disablist world: Dilemmas of motherhood, femininity and disability. *International Journal of Qualitative Studies in Education*, 22(1), 99-117. <https://www-tandfonline-com.ezproxy.lib.ualgary.ca/doi/full/10.1080/09518390802581927>
- Black, Indigenous mothers say they were sterilized without full consent at Quebec hospitals. (2021, September 24). *The Canadian Broadcasting Corporation*. <https://link-gale-com.ezproxy.lib.ualgary.ca/apps/doc/A676859192/WHIC?u=ualgary&sid=bookmark-WHIC&xid=97165380>
- Zhang, S. (2022, February 15). Prenatal testing and the future of Down syndrome. *The Atlantic Monthly*, 326, 42-55. <https://ezproxy.lib.ualgary.ca/login?url=https%3A%2F%2Fwww.proquest.com%2Fmagazines%2Ffast-children-down-syndrome%2Fdocview%2F2464175821%2Fse-2%3Faccountid%3D9838>

Week 6: October 10, 2023

***Group presentation 2**

Topics:

- Unsettling theories of human development pt. 2
 - Child welfare and the psychiatrization of Indigenous and racialized children
 - Child protection industries

Readings:

- Carranza, M. E. (2022). Child welfare services: Its ontology of colonial difference. *Child Welfare*, 100(2). <https://web-s-ebsohost-com.ezproxy.lib.ucalgary.ca/ehost/pdfviewer/pdfviewer?vid=0&sid=74c340f0-7d23-4b57-9e37-82e508c5b899%40redis>
- Le Francois, B. A. (2013). The psychiatrization of our children, or, an autoethnographic narrative of perpetuating First Nations genocide through 'benevolent' institutions. *Decolonization: Indigeneity, Education & Society*, 2(1), 108-123. <https://jps.library.utoronto.ca/index.php/des/article/view/18687>
- Clarke, J. (2012). Beyond child protection: Afro-Caribbean service users of child welfare. *Journal of Progressive Human Services*, 23(3), 223-257. <https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10428232.2012.719119>

Week 7: October 17, 2023

***Group presentation 3**

***Guest speaker: TBD**

Topics:

- Unsettling theories of human development pt. 3
 - Youth activism, resistance, and development
 - Youth transitioning out of care

Readings:

- Terriquez, V. (2015). Intersectional mobilization, social movement spillover, and queer youth leadership in the immigrant rights movement. *Social Problems*, 62(3), 343-362. <https://academic-oup-com.ezproxy.lib.ucalgary.ca/socpro/article/62/3/343/1638996?login=true&token=eyJhbGciOiJuY251bn0.eyJleHAiOiJlZ2OTM0MjZjNTgsImp0aSI6ImU0ZjJjNTJlTUwYmMtNDMyYy1hMDgwLTg3NWJiZjA3N2E4NCJ9>
- Doucet, M. (2020). All My Relations: Examining nonhuman relationships as sources of social capital for Indigenous and Non-indigenous youth 'aging out' of care in Canada. *International Journal of Child and Adolescent Resilience*, 7(1), 139-153. <https://www-erudit-org.ezproxy.lib.ucalgary.ca/fr/revues/ijcar/2020-v7-n1-ijcar05590/1072594ar/>

Week 8: October 24, 2023

***Group presentation 4**

***Guest speaker: Kendal David, MSW**

Topics:

- Unsettling theories of human development pt. 4
 - Youth transitioning out of care (continued)
 - The care to prison pipeline

Readings:

Edwards, T., Chowdhury, R., Laylor, A., Parada, H., & King, B. (2023). Pushed, dropped, or fleeing from care: The narratives and adultification of Black youth who have aged out of Ontario's child welfare system. *Child & Youth Services*, 1-31 <https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/0145935X.2023.2173565>

Bergen, H. & Abji, S. (2020). Facilitating the carceral pipeline: Social work's role in funneling newcomer children from the child protection system to jail and deportation. *Feminist Inquiry in Social Work*, 35(1), 34-48. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0886109919866165>

Week 9: October 31, 2023

***Group presentation 5**

***Guest speaker: Erin Warner, MSW student**

Topics:

- Unsettling theories of human development pt. 5
 - Mental health, disability, and institutionalization

Readings:

Sonpal-Valias, N. (2019). History of developmental disability policy in Alberta. *The School of Public Policy Publications*, 12. <https://journalhosting.ucalgary.ca/index.php/sppp/article/view/68184>

Malacrida, C. (2015). Chapter 1: Introducing the Michener Centre. In *A Special Kind of Hell, Institutional Life in Alberta's Eugenic Years* (pp. 3-30). University of Toronto Press. <https://www-degruyter-com.ezproxy.lib.ucalgary.ca/document/doi/10.3138/9781442620490-005/html>

Week 10: November 7, 2023

***Group presentation 6**

Topics:

- Unsettling theories of human development pt. 6
 - Is ageism a form of ableism?
 - Unpacking constructions of older adults as 'burdens'

Readings:

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. <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0890406516303905>

Núñez-Parra, L., López-Radrigán, C., Mazzucchelli, N., & Pérez, C. (2021). Necropolitics and the bodies that do not matter in pandemic times. *Alter*, 15(2), 190. <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S1875067220301085>

NO CLASS ON NOVEMBER 14

Week 11: November 21, 2023

Topics:

- Exploring the relevance of social determinants of health to social work practice
 - Looking at power and 'health'

Readings:

Irwin A, Scali E. (2010). Action on the social determinants of health: Learning from previous experiences. *Social Determinants of Health Discussion Paper 1 (Debates)*.

<https://www.who.int/publications/i/item/9789241500876>

Allan, B. & 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*. Available at

<https://www.wellesleyinstitute.com/wp-content/uploads/2015/02/Summary-First-Peoples-Second-Class-Treatment-Final.pdf>

Week 12: November 28, 2023

***Social Issue Analysis due**

Topics:

- Ongoing challenges for social workers
- Re-imagining 'human development' in social work practice
- Human development beyond western and white ideologies

Readings:

Goozee, H. (2021). Decolonizing trauma with Frantz Fanon. *International Political Sociology*, 15(1), 102-120. <https://academic-oup-com.ezproxy.lib.ucalgary.ca/ips/article/15/1/102/5868933?login=true&token=eyJhbGciOiJub25lLn0.eyJleHAiOiJlOTM0MTUwMjQsImp0aSI6ImM2ZmUwMDY1LWJjMjAtNGZhMy1hZGFjLTM2ZjI3NjhkNDBlZCJ9>

<https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10560-020-00703-2>

Lateef, H. (2021). African-centered frameworks of youth development: Nuanced implications for guiding social work practice with black youth. *Child and Adolescent Social Work Journal*, 38(6), 671-678.

<https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10560-020-00703-2>

Lavallee, L. F., & Poole, J. M. (2010). Beyond recovery: Colonization, health and healing for Indigenous people in Canada. *International Journal of Mental Health and Addiction*, 8, 271-281. <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s11469-009-9239-8>

Week 13: December 5, 2023

Topics:

- Course Wrap-Up

ASSESSMENT COMPONENTS

Assignment 1: Theory/Model Group Presentation – varying due dates (see below)

Part 1: Group Presentation (40%) – October 3, 2023 – November 7, 2023

Aligned Course Learning Outcomes: 2, 3, 4, 5

Assignment Description:

Students will be placed in groups of 3 or 4. Each group will sign up for one week (between October 3 and November 7) where we unsettle theories of human development across the lifespan. Groups will submit and share their theoretical analysis of the week's topic. For example, October 10's topic relates to practice with children and child welfare. Students will explore the topic using one relevant 'mainstream' theory or model of human development discussed in class and one 'alternative' theory or model of their choosing. They will prepare a 30 mins (including 10 mins Q&A) presentation where they will discuss a comparison of both and their relevance to the week's topic.

This assignment is meant to be experiential and will engage students in sharing their own ways of considering the application of practice models and theories to understanding human development. They will also be asked to embrace sharing 'alternative' ways of conceptualizing human development and social work practice across the lifespan. Students will present at the start of class and the weekly lectures will be designed to build on and deepen the learning shared by students.

Presentations should be approximately 30 minutes total. This may include 20 minutes of presentation plus 10 minutes for questions. Students may also consider providing 2-3 reflective discussion questions to guide a discussion in replacement of a 10-mins Q&A period.

Students may present in whatever format they choose. However, any materials referenced in the presentation must follow APA 7 guidelines. Any final versions of visual or powerpoint components to the presentation must be submitted to the instructor via D2L by 11:59 pm on the day of each group's presentation. Students have the option to send the instructor the any slides or material for feedback one week prior to their presentation date.

Assessment Criteria:

Papers will be graded based on the following criteria:

- 1) The quality of your presentation of the selected weekly topic and related approaches/theories;
- 2) The depth of your analysis, including links made between theories/approaches;
- 3) The integration of relevant course content (lectures, required readings);
- 4) A demonstration of critical thinking in your discussion;
- 5) The overall organization and structure of your presentation and ideas, including the clarity of communication, use of APA 7, and adherence to assignment instructions.

Part 2: Reflection on Group Process and Learning (20%) – Due one week after group presentation

Aligned Course Learning Outcomes: 1, 3, 6

Assignment Description:

Each group will submit a reflection on their group process and learning. Students will practice critical reflexivity as they explore the key learning moments for them during the process of putting the presentation together. Students may explore how their thoughts or feelings have been challenged or validated through critiquing mainstream human development theories. This may include reflections on learning new ways of thinking about human development or the process of working with your group on the chosen topic broadly. This assignment is meant to encourage students to consider what it would be like to work with other social workers given that we all have different perspectives. As such, reflections on working with your peers is encouraged; however, this is not an assessment of your peers or the group dynamics.

Papers should not exceed 3-4 pages in length and should follow APA 7 guidelines. They are due at 11:59 pm one week after your group presentation and must be submitted via D2L.

Assessment Criteria:

Papers will be graded based on the following criteria:

- 1) The depth of your reflection;
- 2) The quality of the presentation of your ideas;
- 3) The overall organization and structure of your paper and ideas, including the clarity of writing, use of APA 7, and adherence to assignment instructions.

Assignment 2: Social Issue Analysis (40%) – Due November 28 at 11:59 pm

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

Assignment Description:

In this paper, students will select any social issue related to human development discussed in class and critically analyze it based on your learning throughout this term. Students will present the chosen social issue and then ground your analysis and reflection of the issue in a theory(ies) and/or model(s) of practice discussed in this course.

The point of this assignment is to build on your learning in the previous assignment where you focused on the theoretical understandings or conceptualizations of human development. In this assignment, students will analyse a social issue and discuss it as a problem for social work practice. You may use a social issue not discussed in this course but are encouraged to speak to the instructor about this option prior to starting the assignment.

Students may organize their paper with the following way: presentation of selected human development-related social issue; the theoretical implications of the issue; relevance and application to social work practice and social justice; conclusion with your overall reflections of your learnings in the course. Papers are required to incorporate at least 5 readings from the course. You may include additional readings, but it is not required.

Papers should not exceed 6 pages in length and should follow APA 7 guidelines.

Assessment Criteria:

Papers will be graded based on the following criteria:

- 1) The quality of your presentation of the selected social issue;
- 2) A demonstration of the theoretical foundation(s) you rely on for your analysis, including theoretical consistency throughout your ideas;
- 3) The integration of relevant course content (lectures, required readings);
- 4) A demonstration of critical thinking in your discussion and the originality of your ideas;
- 5) The overall organization and structure of your paper and ideas, including the clarity of writing, use of APA 7, and adherence to assignment instructions.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

This course relies on some experiential and co-learning activities. As such, attendance and active participation is strongly recommended. Please contact the instructor to discuss needed accommodations.

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 should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm 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." Pages of written assignments that exceed the specified limit will not be considered.

LATE ASSIGNMENTS

All students will be offered a 3-day universal extension for any written assignments. This means that you may submit your assignment up to 3 days late for any reason without penalty and you do not need to inform the instructor if you use this option. However, any assignments submitted using the universal extension will not receive extensive feedback. Any assignments submitted more than 3 days after the due date will be subject to a 5% grade reduction each day. Students requiring a longer extension may be granted one and should contact the instructor to discuss this option.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

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

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L. Final, overall grades only will be rounded up to the nearest whole number (not individual assignments). For example, a final course numeric grade of 84.5% will be rounded up to 85%.

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.

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