



<b>Course &amp; Session Number</b>	<b>SOWK 363 S03</b>	<b>Classroom</b>	Online
<b>Course Name</b>	Human Development and Environments		
<b>Dates and Time</b>	Start of Classes: January 8, 2024 End of Classes: April 9, 2024 Dates and Time: Online instruction, Tuesdays 9:00 am – 11:50 am Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Maimuna S. Khan, MSW	<b>Office Hours</b>	By appointment. Please contact instructor by email.
<b>UCalgary E-mail</b>	<a href="mailto:maimuna.khan@ucalgary.ca">maimuna.khan@ucalgary.ca</a>	<b>UCalgary Phone</b>	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.

<sup>1</sup> 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. You will engage in interactive class discussions, group work, guest speakers, resource materials, and experiential activities.

This course will take place synchronously, online via Zoom. 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>
- 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/fpcf/2019-v14-n1-fpcf05475/1071292ar/>
- Carranza, M. E. (2022). Child welfare services: Its ontology of colonial difference. *Child Welfare*, 100(2). <https://web-s-ebshost-com.ezproxy.lib.ualgary.ca/ehost/pdfviewer/pdfviewer?vid=0&sid=74c340f0-7d23-4b57-9e37-82e508c5b899%40redis>
- 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-ebshost-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=eyJhbGciOiJub251>

[In0.eyJleHAiOiE2OTM0MTUwMjQsImp0aSI6ImM2ZmUwMDY1LWJjMjAtNGZhMy1hZGFjLTM2ZjI3NjhkNDBlZCJ9](https://doi.org/10.1080/15575330809489741)

- Green, J., J. (2008). Community development as social movement: A contribution to models of practice. *Journal of the Community Development Society*, 39(1), 50-62. <https://www.tandfonline-com.ezproxy.lib.ualgary.ca/doi/abs/10.1080/15575330809489741>
- 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>
- 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://jps.library.utoronto.ca/index.php/des/article/view/18687>
- 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>
- Nhapi, T. & Mathende, T. (2017). The social work change agent role: Building capacity in rural communities for sustainable natural resource management. In Rinkel, M. & Powers, M. (Eds.). (2017). *Social Work Promoting Community and Environmental Sustainability: A Workbook for Social Work Practitioners and Educators* (Vol.1, pp. 89-106). International Federation of Social Workers. <http://ifsw.org/product/books/social-work-promoting-community-and-environmental-sustainability-free-pdf/>
- 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.ualgary.ca/lib/ualgary-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>
- 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 and Zoom 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 Winter 2024**

- Start of Term: Tuesday, January 2, 2024
- First Day of Class: Monday, January 8, 2024
- End of Term: Tuesday, April 30, 2024
- Last Day of Class: Tuesday, April 9, 2024
- Term Break: Sunday to Saturday, February 18 - 24, 2024
- Fee Deadline: Friday, January 26, 2024
- Alberta Family Day, no classes: Monday, February 19, 2024
- Good Friday, no classes: Friday, March 29, 2024
- Easter Monday, no classes: Monday, April 1, 2024

### **Week 1: January 9, 2024**

#### **Topics:**

- Introductions
- Course Overview

### **Week 2: January 16, 2024**

#### **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: January 23, 2024**

#### **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: January 30, 2024**

#### **Topics:**

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

#### **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.ucalgary.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.ucalgary.ca/10.1080/09687599.2015.1067187>

### **Week 5: February 6, 2024**

#### **\*Group presentation 1**

#### **Topics:**

- Unsettling theories of human development pt.1
  - Parenting and motherhood
  - 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.ucalgary.ca/doi/full/10.1080/09518390802581927>

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?qurl=https%3A%2F%2Fwww.proquest.com%2Fmagazines%2Ffast-children-down-syndrome%2Fdocview%2F2464175821%2Fse-2%3Faccountid%3D9838>

## **Week 6: February 13, 2024**

### **\*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>

**\*NO CLASS ON FEBRUARY 20\***

## **Week 7: February 27, 2024**

### **\*Group presentation 3**

#### **Topics:**

- Unsettling theories of human development pt. 3
  - Youth transitioning out of state care
  - 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 8: March 5, 2024**

### **\*Group presentation 4**

#### **Topics:**

- Unsettling theories of human development pt. 4
  - Mental health, disability, and institutionalization

#### **Readings:**

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-ebscobhost-com.ezproxy.lib.ucalgary.ca/ehost/detail/detail?vid=0&sid=f28f9891-06e8-4681-a5cc-b70d0e4bae0c%40redis&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ%3d%3d#AN=117726241&db=ehh>

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>

## **Week 9: March 12, 2024**

### **\*Group presentation 5**

#### **Topics:**

- Unsettling theories of human development pt. 5
  - Aging and ageism
  - 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>

## **Week 10: March 19, 2024**

#### **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 11: March 26, 2024**

#### Topics:

- Shifting from human to community 'development'
  - Links to environmental justice
  - Organizing for community change

#### Readings:

Nhapi, T. & Mathende, T. (2017). The social work change agent role: Building capacity in rural communities for sustainable natural resource management.  
<http://ifsw.org/product/books/social-work-promoting-community-and-environmental-sustainability-free-pdf/>

Green, J., J. (2008). Community development as social movement: A contribution to models of practice. *Journal of the Community Development Society*, 39(1), 50-62. <https://www.tandfonline.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/15575330809489741>

### **Week 12: April 2, 2024**

#### 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=eyJhbGciOiJub25lIn0.eyJleHAiOiJlE2OTM0MTUwMjQsImM2ZmUwMDY1LWJjMjAtNGZhMy1hZGFjLTM2ZjI3NjhkNDBlZCJ9>

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: April 9, 2024**

### **Topics:**

- Course Wrap-Up

## **ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

### **GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

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

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

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

## **ASSESSMENT COMPONENTS**

### **Assignment 1: Theory/Model Group Presentation & Discussion (30%) – varying due dates (February 6 to March 12)**

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

#### Assignment Description:

In this assignment, you will be placed in groups of 3 or 4. group will sign up for one week between February 6 and March 12 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, February 13's topic relates to practice with children and child welfare. Your group will collectively 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 that will address the gaps presented by the 'mainstream' theory. Your group will prepare a 30-minute presentation where you 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 your own ways of applying practice models and theories to understanding human development. You will also be asked to

embrace sharing 'alternative' strategies of conceptualizing human development and social work practice across the lifespan. Groups will present towards 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 includes time for discussion. For example, you may choose to have 20 minutes of presentation plus 10 minutes for discussion in which you provide 2-3 reflection questions for the class to discuss.

You may present in whatever format you 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. You also have the option to send the instructor any slides or material for feedback if done so one week prior to your 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.

#### **Assignment 2: Critical Reading Reflection (25%) – Last day to submit is February 23 at 11:59 pm**

Aligned Course Learning Outcomes: 1, 3, 4, 6

#### Assignment Description:

In this assignment, you will prepare a critical reflection on the key required readings for any week starting week 4 (January 30). The purpose of this reflection is to engage you in a thoughtful examination of key readings that unpack dominant ideas of human development in social work. You are asked to present a discussion of your engagement with the ideas that are put forth by the authors of your chosen week. This means that rather than a summary of the readings, this assignment is a critical reflection of the themes and arguments in the readings, including any strengths or gaps you identify. You may explore how your thoughts or feelings have been challenged or validated through critiquing mainstream human development-related theories or practices.

The topic you select should not overlap with the topic you are presenting for assignment 1. Papers should not exceed 4 pages in length and should follow APA 7 guidelines.

#### 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 as it relates to the course broadly;

- 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 3: Social Issue Analysis (45%) – Due March 8 and April 5 at 11:59pm (see below)**

#### **Part 1: Concept Map (15%) – Due March 8 at 11:59pm**

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

Assignment Description:

In this assignment, you will select any social issue related to human development discussed in class and critically analyze it based on your learning throughout this term. 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.

You will present a visual ‘outline’ of your final paper through a concept map that will display a web of your working ideas. You will explore the complexity of the social issue you selected by connecting it to historical foundations, relevant theories or practice models used in social work, and other areas of practice. This will help you to illustrate the connections you are making to the course content, our discussions on challenging the historical roots and contemporary implications of human development issues, as well as how they are interrelated to other social issues that social workers deal with in their practice.

The purpose of this concept map is to present your ideas for feedback prior to writing your final paper. Your submission should be created on a single page and will be shared via a D2L discussion board where other students will have the opportunity to provide feedback. This will encourage you to hear from your colleagues and potentially learn from their approach and any suggestions regarding the theory or readings you may want to use for the final paper. You will be asked to provide short, constructive feedback to other students within a week of the deadline (by March 15), which allows you to have at least 3 weeks to develop your final paper.

Assessment Criteria:

Papers will be graded based on the following criteria:

- 1) The quality of your presentation of the selected social issue;
- 2) The integration of relevant/connecting ideas to your central social issue;
- 3) The overall organization and structure of your concept map, use of APA 7, and adherence to assignment instructions.

#### **Part 2: Social Issue Analysis Paper (30%) – Due April 5 at 11:59pm**

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

Assignment Description:

In this final paper, you will work with your ideas from the concept map and further critically analyze your selected topic based on your learning throughout this term. You will present the chosen social issue and then ground your analysis and reflection of the issue in one theory or model of practice discussed in this course (in class or in readings).

This assignment will build on your learning in the group assignment where you focused on the theoretical understandings or conceptualizations of human development. In this assignment, you will consolidate your learning in the course to analyze a social issue and discuss it as a problem for social work practice.

You may organize their paper in 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; and 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.

Papers should not exceed 8 pages in length (not including the title page and references) and should follow APA 7 guidelines.

#### Assessment Criteria:

Papers will be graded based on the following criteria:

- 4) The quality of your presentation of the selected social issue;
- 5) A demonstration of the theoretical foundation(s) you rely on for your analysis, including theoretical consistency throughout your ideas;
- 6) The integration of relevant course content (lectures, required readings);
- 7) A demonstration of critical thinking in your discussion and the originality of your ideas;
- 8) 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 any written 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, 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 accommodations or 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 7<sup>th</sup> 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%.

<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage Range</b>
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 <a href="#">F.1.3</a> 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