



<b>Course Number</b>	<b>SOWK 627 S03</b>	<b>Classroom</b>	<b>Online</b>
<b>Course Name</b>	<b>Practice with Communities and Organizations</b>		
<b>Day(s) &amp; Time</b>	August 31 – September 18, 2020 Zoom sessions August 31 <sup>st</sup> – 9-11am, Sept. 1st – 9-10am (possibly) and Sept 2nd – 9-11am Sept. 9 <sup>th</sup> and 16 <sup>th</sup> 6:30 – 8:30pm		
<b>Instructor</b>	<b>Dr. Linda Kreitzer</b>		
<b>U of C E-mail</b>	<a href="mailto:lmkreitz@ucalgary.ca">lmkreitz@ucalgary.ca</a>	<b>Phone</b>	

**SYLLABUS STATEMENT**

This course provides a basic understanding of social work practice theory with respect to work with organizations and communities.

**COURSE DESCRIPTION**

This is a foundation course on communities and organizations. It will provide a theoretical and practical basis for communities and organizations as well as an understanding of the relationship between communities and organizations as they respond to social issues. This course concerns itself with macro-oriented practice and will address issues at the community and organization levels. The course will interweave theory and practice from communities and organizations literature. There will be opportunity to learn from people who work in the communities around Edmonton. Opportunity will be provided to practice with assessment tools to integrate practice theories and techniques with student’s own local community. This course will also challenge students to become more involved in their community. This is an interactive course in which everyone in the class is expected to attend and contribute to the discussion.

**COURSE LEARNING OUTCOMES**

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

1. Understanding what community is and its different aspects and functions and the role of community and organizations in society.
2. Relationship between community and the social determinants of health.
3. Gaining an historical understanding of how communities and organizations work together in Canada.
4. Demonstrate an understanding of the theoretical frameworks for communities.
5. Understand the effects of neo-liberalism on communities and organizations.

6. Understand better anti-oppressive practice and community development.
7. Observe firsthand an NGO working with indigenous peoples and their important role in community.
8. Observe a community project in Edmonton and area.
9. Demonstrate an ability to use the community tools to assess a geographical community in Edmonton and to create an intervention for this community.
10. Understand and practically work on a collective impact project.

## LEARNING RESOURCES

### **REQUIRED TEXTBOOKS AND/OR READINGS**

Born, P. (2014). *Deepening community: Finding joy together in chaotic times*. Berrett-Koehler.

**Link to ebook is in D2L:**

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1407859>

Articles for different sessions will be included in the schedule below (students will need to go to the U of C library to access articles). Book chapters will be provided on D2L.

All citations will be in APA (7<sup>th</sup> edition) formatting.

### **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 builds upon material learned in research, history and foundations, generalist practice and social policy. It is a core course for foundation students.

**CLASS SCHEDULE**

Date	Topics	Pre-Seminar Learning Activities
Aug. 31	<p><b>Zoom Session:</b>            Course overview            Breakout groups: What is community? Sharing objects of what community means to you.            Social determinants of health</p>	<p>Read Chapters 1-4 of Born</p> <p>View Margaret Wheatley’s youtube video called “<i>Whatever the problem, community is the answer</i>”.  <b>Link posted on D2L.</b>  <a href="https://www.youtube.com/watch?v=fPvEKP1cUZA">https://www.youtube.com/watch?v=fPvEKP1cUZA</a></p> <p><b>View PPT on social determinants of health</b></p>
Sept 2	<p><b>Zoom Session:</b>            Guest Speaker: Debra Jakubee, Abundant Community Edmonton – 9-10 am</p> <p>Group discussions on the history of community practice and the film We Can Do it.</p> <p>PPT – Working with communities.</p>	<p><b>Kretzmann &amp; McKnight (1993).</b> <i>Introduction to "Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets</i>, Institute of policy research. <b>Provided on D2L.</b>  <b>Link posted to D2L. View on Explorer.</b>  <a href="https://resources.depaul.edu/abcd-institute/publications/publications-by-topic/Documents/GreenBookIntro%202018%20(2).pdf">https://resources.depaul.edu/abcd-institute/publications/publications-by-topic/Documents/GreenBookIntro%202018%20(2).pdf</a></p> <p><b>Kretzmann &amp; McKnight (2005).</b> <i>Discovering community power: A guide to mobilizing local assets and your organization’s capacity, ABCD.</i> <b>Link posted to D2L. View on Explorer.</b>  <a href="https://resources.depaul.edu/abcd-institute/publications/publications-by-topic/Documents/kelloggabcd.pdf">https://resources.depaul.edu/abcd-institute/publications/publications-by-topic/Documents/kelloggabcd.pdf</a></p> <p><b>Kreitzer, L., Harvey, A. &amp; Orjasaeter, J. (2020).</b> Asset-based and place-based community development: Strengthening community through Abundant Care Edmonton. In S. Todd &amp; J. Drolet (Eds). <i>Community practice and social development in social work</i>. Springer Nature.  <b>Link posted on D2L.</b>  <a href="https://link.springer.com/content/pdf/10.1007/978-981-13-1542-8_8-1.pdf">https://link.springer.com/content/pdf/10.1007/978-981-13-1542-8_8-1.pdf</a></p> <p>Fairfax, C.N. (2017). Community practice and the Afrocentric paradigm. <i>Journal of Human Behavior in the Social Environment</i> 27(1-2), 73-80.  <b>Link posted on D2L</b>  <a href="https://www.tandfonline-com.ezproxy.lib.ualgary.ca/doi/pdf/10.1080/10911359.2016.1263090">https://www.tandfonline-com.ezproxy.lib.ualgary.ca/doi/pdf/10.1080/10911359.2016.1263090</a></p>

		<p><b>Review “We can do it” film.</b> Answer question on D2L discussion tab about the video. <b>Link provide on D2L.</b> <a href="https://yuja.ucalgary.ca/V/Video?v=100988&amp;a=785006314">https://yuja.ucalgary.ca/V/Video?v=100988&amp;a=785006314</a></p> <p><b>Review powerpoint on the history of community practice.</b></p>
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<p>Sept 9</p>	<p><b>Zoom Session:</b>          Guest speaker: Cheryl Whiskeyjack</p> <p>Breakout room: As a group provide the ingredients for an effective organization to share in wider group.</p> <p>Collective Impact - discussion</p>	<p><b>McLeod Grant, H. &amp; Crutchfield, L. (2007).</b> Creating high-impact nonprofits. <i>Stanford social innovation review</i>, fall, 32-41.  <b>Link posted on D2L:</b>  <a href="http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/217166090?accountid=9838">http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/217166090?accountid=9838</a></p> <p>Hall, M., et al. (2003). <i>The capacity to serve: A qualitative study of the challenges facing Canada's non-profit and voluntary organizations</i>. Canadian Centre for Philanthropy. <b>Provided on D2L</b>  <b>Link provided in D2L.</b>  <a href="http://sectorsource.ca/sites/default/files/resources/files/capacity_to_serve_english.pdf">http://sectorsource.ca/sites/default/files/resources/files/capacity_to_serve_english.pdf</a></p> <p><b>Wheatley, M. (n.d.).</b> <i>Margaret Wheatley's ten principles for creating healthy communities</i>. You can also view these on youtube at  <a href="https://www.youtube.com/playlist?list=PL1H-mNfSTIDWjj7gFOol-VLqaTfnUfEYOX">https://www.youtube.com/playlist?list=PL1H-mNfSTIDWjj7gFOol-VLqaTfnUfEYOX</a>  <b>Link posted on D2L.</b>          Original link at <a href="https://margaretwheatley.com/video/NDSQueensland.html">https://margaretwheatley.com/video/NDSQueensland.html</a></p> <p><b>Kania, J. &amp; Kramer, M. (2011).</b> Collective Impact. <i>Stanford Social Innovation Review</i>, Winter, 36-41.  <b>Link posted to D2L:</b>  <a href="https://bit.ly/3jRWiqe">https://bit.ly/3jRWiqe</a></p> <p><b>Cabaj, M. &amp; Weaver, L. (2016).</b> <i>Collective impact 3.0: An evolving framework for community change</i>. Tamarack Institute.  <b>Link posted to D2L:</b>  <a href="https://www.tamarackcommunity.ca/library/collective-impact-3.0-an-evolving-framework-for-community-change">https://www.tamarackcommunity.ca/library/collective-impact-3.0-an-evolving-framework-for-community-change</a></p> <p><b>View collective impact ppt.</b>  <b>View PPT on high-level impacts for organizations</b>  <b>Webinar: Collaborating during Covid-19</b>  <a href="https://www.collectiveimpactforum.org/resources/collaborating-during-covid-19">https://www.collectiveimpactforum.org/resources/collaborating-during-covid-19</a>  <b>Link is provided on D2L.</b></p> <p><b>Chapter 5-8 of Born</b></p>
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<p>Sept 16</p>	<p><b>Zoom Session:</b> Challenges to local community engagement. Debate on neo-liberalism and communities.</p> <p>Breakout groups: Four ways to deepen community.</p> <p>Assessing communities (for assignment)</p>	<p><b>View PPT on neo-liberalism</b> <b>View PPT on Deepening community</b> <b>View the webinar at Tamarack Institute. Introduction: The Importance of deepening community.</b> <a href="https://www.tamarackcommunity.ca/cdc-podcast?hsCtaTracking=18bcf13e-8f8a-40c3-be9c-fafd5009c333%7Cf59bbb01-1767-4acb-9a95-241f0232f98c">https://www.tamarackcommunity.ca/cdc-podcast?hsCtaTracking=18bcf13e-8f8a-40c3-be9c-fafd5009c333%7Cf59bbb01-1767-4acb-9a95-241f0232f98c</a> <b>Link posted on D2L.</b></p> <p><b>PMacLeod, M.A. &amp; Emejulu, A. (2014).</b> Neoliberalism with a community face? A critical analysis of asset-based community development in Scotland. <i>Journal of Community Practice</i>, 22(4), 430-450. <b>Link posted to D2L:</b> <a href="https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10705422.2014.959147">https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10705422.2014.959147</a></p> <p><b>Defilippis, J., Fisher, R. &amp; Shragge, E. (2010).</b> <i>Contesting community: The limits and potential of local organizing. Chapter 3, pp. 67-97.</i> Rutgers. <b>Link posted on D2L</b> <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=864877">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=864877</a></p> <p><b>Graham, H. &amp; Martin, S. (2016).</b> Narrative descriptions of Miyomahcihoyān (physical, emotional, mental and spiritual well-being) from a contemporary néhiyawak (Plains Cree) perspective. <i>International Journal of Mental Health Systems</i>, 10(58), 2-12. <b>Post link to D2L:</b> <a href="https://ijmhs.biomedcentral.com/articles/10.1186/s13033-016-0086-2">https://ijmhs.biomedcentral.com/articles/10.1186/s13033-016-0086-2</a></p> <p>Carroll, J. &amp; Minkler, M. (2000). Freire’s message for social workers: Looking back, looking ahead. <i>Journal of Community Practice</i>, 8(1), 21-36. <b>Link posted to D2L:</b> <a href="https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1300/j125v08n01_02">https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1300/j125v08n01_02</a></p> <p><b>Parada, H., Barnoff, L., Moffatt, K., &amp; Homan, M.S. (2011).</b> <i>Promoting community change: making it happen in the real world.</i> Chapter 6, pp. 113-141. Nelson. <b>PDF is posted on D2L.</b></p> <p><b>Chapter 9 of Born</b></p> <p><b>View youtube video - Gayle Gilchrist-James: Her Leadership and the Legacy She Left For Us All.</b></p>
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## **ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

### **USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS**

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

### **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). 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. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

### **MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

### **ZOOM RECORDINGS OF ONLINE CLASSES**

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

## **ASSESSMENT COMPONENTS**

### **Class participation**

Students are expected to participate fully in the zoom sessions (with their videos on), preparing for the zoom sessions before hand by reading all assigned readings/powerpoints and participating in discussion and activities throughout this course. A student is expected to discuss any emergency with the instructor as soon as possible.

**Weight – 15%**

**Learning outcomes – 1 - 10**

### **Second Assignment**

Two discussion posts will be required for this course:



1. "We can do it" film
2. Case study – Diversity in community practice

**Weight – 20% (10% for each posting)**

**Due: September 9<sup>th</sup>, 2020**

**Learning Outcomes – 1, 2, 3, 5, 6,**

### **Third Assignment**

In groups of four, students are asked to go online and find an example of a collective impact project. They will then write a collaborative seven-page paper (not including title page and reference page) on that project and what they learned about the project. Guidelines are provided on D2L. APA 7th ed., 5 references from class articles/videos. Please use headings.

**Weight: - 30%**

**Due: September 25, 2020**

**Learning outcomes – 1, 3, 4, 5, 8, 10**

### **Fourth Assignment**

This assignment entails a geographical community assessment, preferably your own, in which you will go out to that community and through informal conversations, observation, document readings and historical information you will complete an assessment of your community. From that assessment you will have picked up an issue in the community. Your paper will include an intervention that would be useful to the community. More specific guidelines are in D2L. APA76th ed. referencing and **10 -12 pages long**. **10 different** references are required from the course readings/ videos webpages (not more than 3). Please use headings and sub-headings.

**Weight: 35%**

**Due: Oct 3rd, 2020**

**Learning outcomes – 1, 2, 7, 8, 9**

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. If an emergency arises in which a student is unable to attend zoom sessions, then an email to the instructor is required before the Zoom session begins explaining their absence. A make-up option will be discussed with the student.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due before midnight on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

### LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. If the paper is submitted late without a discussion with the instructor, the paper will be marked down due to lateness.

### 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 **Graduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. <b>Note:</b> Students who accumulate two grades of “B-	75-79

		" or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	
C+	2.3	All grades below "B-" are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

#### **WITHDRAWAL DATES**

No refunds for withdrawal from **this course** after August 31, 2020. The last day to add or swap this course is August 31, 2020. The last day to withdraw with permission is 4:00 p.m. September 18, 2020. The online version of the academic schedule supersedes the information on this course outline.

#### **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**

Additional readings are found on D2L.

## **UNIVERSITY OF CALGARY POLICIES AND SUPPORTS**

### **PROFESSIONAL CONDUCT**

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k.html>

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). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

### **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. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). 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. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

### **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 (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

### **ACADEMIC MISCONDUCT**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **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 are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) 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 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 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. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

### **OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> 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**

