Winter 2020

Course Number	SOWK 397 S05	Classroom	3-282
Course Name	Practice and Evaluation with Communities		
Day(s)	Tuesdays	Time	9:00am to 11:50am
Instructor	Sheena Abar-Iyamu	Office Hours/Location	By request
E-mail	sheena.abar@ucalgary.ca		

SYLLABUS STATEMENT

This course is an introduction to theories and skills about community practice. The focus will be on understanding basic values, and ethical, strategic, evaluative and political issues involved in working for community change.

COURSE DESCRIPTION

Community practice involves working with people and organizations to address problems that are of common concern, overcome systemic barriers, promote human rights, social justice and well-being. Within the course, students will be exposed to key community practice theories, knowledge, competencies, and practice models that promote community change and transformation.

This course is intended to introduce students to a range of activities that come under the heading of community work. Students will be provided the opportunity to engage within various stages of working with communities to help them understand basic community dynamics, community building, and community change. The course will assist students develop their community practice and evaluation skills, to:

1) Identifying unmet community or special interest needs, barriers, or inequalities;
2) Understanding and navigating power dynamics and relations in community practice settings;
3) Draw upon key social work values and principles as they relate to community practice;
4) Understanding the nature of organizations;
5) Develop an understanding about the community and context of practice;
6) Developing strategies and tactics that support community well-being and change efforts; and
7) Critically examine ethical tensions as they relate to shaping the community power dynamics and relations.

This course has a seminar format that will include student participation as members of a learning community, the course is designed to provide students with the opportunity to develop beginning knowledge and skills in identifying and implementing appropriate interventions within the community. Learning activities readings, lectures, class discussions, interactive activities, student

facilitations, guest presenters and multimedia case examples. Students are expected to develop and integrate their own voice on the theory and practice of community work as an integral aspect of generalist social work practice.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will:
1. Develop a critical understanding of key principles, theories and practice models for working with communities;
2. Understand the main concepts, principles and models of community social work, including an examination of relationship and power, and their role in shaping community well-being, change and transformation;
3. Understand the roles that social workers can play in community practice;
4. Begin to develop community practice skills (engagement, facilitation, budging, organizing, mobilizing, assessing, etc.) or strengthen already-existing skills;
5. Identify community needs, resources and capacities and how they can be utilized to facilitate community building, well-being and change interventions;
6. Understand local and broader political, economic and institutional contexts of community practice;
7. Locate political, ethical and structural tensions that shape social relations and power dynamics within and between communities including structural, institutional and organizational tensions;
8. Identify the strengths and limitations of alternative approaches to community practice in a variety of circumstances;
9. Ground their community practice in their professional commitments to social work's professional values and ethics and to promote social justice and transformation by centring their anti-oppressive social work skills and applying them to different practice context and settings.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS
Kuyek, J. (2011). *Community organizing: A holistic approach*. Winnipeg, MB: Fernwood Books Ltd.

Copies of this book will be available through the bookstore or can be purchased on Amazon using the following link: https://www.amazon.ca/Community-Organizing-Joan-Newman-Kuyek/dp/1552664449

Other articles and websites will be assigned by the instructor to supplement the course text and will be posted on D2L.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains additional required readings and other relevant class resources and materials

This required BSW level community practice course is a key component of the generalist social work practice methodology. It applies a "macro" perspective and the content is complementary to social action, group practice, practice with organizations, research and social policy.

This "practice with" course will complement other practice courses taken within the BSW program. It rests on social work's fundamental values and principles of social justice and anti-oppressive practice. It highlights the profession's commitment to working alongside groups to facilitate social change and transform social conditions.

 It is expected that students will see interconnections between the four "practice with" courses and that this course will compliment future practice related courses such as practicum.

CLASS SCHEDULE

Date	Topic	Readings/Assignments Due
Week 1: January 14, 2019	Introduction, Overview, and Positioning of the Course	No Required Readings
Week 2: January 21, 2019	Defining Community and Understanding Contexts of Community Practice	Kuyek, J. (2011). *Community organizing: A holistic approach*. Chapter 1 and 17
Week 3: January 28, 2019	Theories and Models of Community Practice - Social	Kuyek, J. (2011). *Community organizing: A holistic approach*. Chapter 16
Week 4: February 4, 2019	Theories and Models of Community Practice - Spatial	Kuyek, J. (2011). *Community organizing: A holistic approach*. Chapter 3 and 11
Week 5: February 11, 2019	Community Practice Skills – Assessment **Student Skill Lab 1 – Assessment of Needs and Resources in Community Practice**	Kuyek, J. (2011). *Community organizing: A holistic approach*. Chapter 8
Week 6: February 18, 2019	Reading Break	No classes!
Week 7: February 25, 2019	Theories and Models of Community Practice - Political	Kuyek, J. (2011). *Community organizing: A holistic approach*. Chapter 2 and 13
February 15, 2019 at 11:59pm	**Assignment #3 (Community Map) Due by Midnight**	N/A
Week 8: March 3, 2019	Community Practice Skills – Planning **Student Skills Lab 2 – Planning for Community Change**	Kuyek, J. (2011). *Community organizing: A holistic approach*. Chapter 7
Week 9: March 10, 2019	Community Practice Skills – Engagement and Participation	Kuyek, J. (2011). *Community organizing: A holistic approach*. Chapter 5

	Student Skills Lab 3 – Ensuring Voice, Representation and Community Participation	
Week 10: March 17, 2019	Community Practice Skills – Promoting Community Change **Student Skills Lab 4 – Working with the Media**	
March 17, 2019	**Assignment #4 (Lobby Letter) Due by 11:59pm**	N/A
Week 11: March 24, 2019	Community Practice Skills – Community Assets and Funding **Student Skills Lab 5 – Organizing Fundraisers**	Kuyek, J. (2011). *Community organizing: A holistic approach*. Chapter 12
Week 12: March 31, 2019	Community Practice Skills – Strategies and Tactics for Community Change **Student Skills Lab 6 – Community Mobilizing and Organizing**	Kuyek, J. (2011). *Community organizing: A holistic approach*. Chapter 14 and 15
Week 13: April 7, 2019	Community Practice Skills – Monitoring and Evaluation	
April 7, 2019	**Assignment #5 (Grant Proposal) Due at 11:59pm**	N/A
Week 14: April 14, 2019	Moving Forward with Community Change and Course Wrap Up	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable only 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.

ASSESSMENT COMPONENTS

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Assignment 1 - Participation	Given that this is a community practice course, the class will be treated as a learning community. Therefore, it is expected that students attend class each week and participate fully within the discussions and activities planned and facilitated by their instructor, student colleagues, and guests. Your participation within class is expected to provide you with	Ongoing	15%	1, 2, 3, 4, 5, 6, 7, 8, 9

	the opportunity to critically engage with the course materials and make links to community practice theories, models and principles introduced. Participation marks will be assigned based on your integration of your learning and engagement within classroom activities. Further instruction on attendance and participation expectations can be found within the respective section below.			

Assignment 2 - Student Led Skills Lab	This is a skill development based group assignment, where students will work together to develop and facilitate a 45 to 60-minute workshop on a pre-selected topic. As a group, you are required to provide the class with one reading (journal article, issue paper, etc.) on your chosen topic the week prior to holding your workshop. Workshop topics specified in this syllabus are broad; therefore, it will be your task to choose a specific angle from which to present the topic. For example, if your chosen topic is "Planning for Community Change" you may select action planning as your specific topic. The level of specificity will render the material you present more concrete.
	The aim of this group assignment is three-fold:
	   1) You will learn to integrate concepts learned within your practice with groups class in designing, delivering and facilitating a workshop (or you will enhance any pre-existing workshop planning and facilitation skills);
	   2) Your workshop will introduce your classmates to practical skills for engaging in community practice; and
	   3) All members of the learning community will engage in practice and reflection related to designing and delivering workshops within the community practice setting.
		Ongoing Materials and Notes submitted by 12:00pm (noon) the day prior to facilitation	15%	1, 2, 3, 4, 6, 7, 8, 9

	For this assignment, students will form small groups and collectively engage in the process of planning, designing and delivering the workshop. Additionally, the group will be responsible for facilitating the class evaluation of their workshop by designing and distributing an evaluation form to the class as a way to engage their audience with the material presented and to receive feedback from the perspective of a workshop participant. Principles and guidelines for facilitation, constructive feedback, and participation will be discussed within the class itself. Important within this assignment is creativity, applicability, and engagement of the audience in workshop materials and evaluation of the workshop. Workshop materials and notes are to be submitted by one member of the group to the appropriate D2L dropbox by noon the Monday before the workshop. The instructor is available to offer mentorship and link to resources that may be helpful in your planning. **Workshop topics include:** 1. Assessment or Needs and Resources for Community Practice 2. Planning for Community Change 3. Ensuring Voice, Representation and Community Participation 4. Working with the media 5. Organizing Fundraisers 6. Community Mobilizing and Organizing			
Assignment 3 - Community Mapping	This assignment requires students to engage in a participatory observation of either a geographic or functional community in which they live, work or play. Students must first identify the community and then go out to assess and map the assets and talents that are present. Please note that this is an observatory assignment	February 25 at 11:59pm	25%	1, 2, 3, 4, 5, 6, 7, 8, 9

	and thus no formal interviews will be conducted and no research ethics required. Given that this is a geographic or functional community, no internet communities can be used for this assignment. Expectations regarding the quality of research, the method of collecting and presenting data, and the synthesis of information will be discussed in class.			
Assignment 4 - Lobbying Letter	This is a skill development social justice assignment where you will draw upon the community knowledge gained within the community mapping assignment to identify an issue that is in the news or currently being worked on by a community group within that community. Individually, you will research what level of government and the specific politician who is responsible for that issue. You will then write a letter to that politician outlining your concerns, the action that you would like for them to take, and the outcomes you would like to see occur. Expectations regarding the quality of the research, the goals for the letter and the writing style will be discussed in class.	March 24 at 11:59pm	15%	1, 2, 3, 4, 5, 6, 7, 8, 9
Assignment 5 - Grant Proposal	This skill development assignment will have students work in partners to develop a grant proposal in response to a local organization's call for funding proposals. Students will first identify a local group or community to assist in strengthen a particular asset, support collective action, fill a gap and/or develop a potential solution to a problem they are experiencing. They will then research and identify one specific funder to align their proposal with. Students may choose to focus on asset development or addressing issues from Assignment 3 or 4; however, this is not required. Students are encouraged to look for funders and partners that best fit with their personal/professional values and who	April 7 at 11:59pm	30%	1, 2, 3, 4, 5, 6, 7, 8, 9

| | socially and politically align with their proposal.

A generic grant document will be provided to students to complete. Within the document students will be expected to briefly present their community level problem statement and propose a plan outlining their response to the problem identified. Students will outline assets and qualifications they have possess that will lead to the successful implementation of the proposal. Additionally, there will be a requirement to describe important partnerships, relevant scholarly articles that the students have consulted to develop their proposal in a way that grounds their work within relevant scholarship related to their choice of community practice setting.

Within this assignment students will apply their knowledge and reflections on the contexts of the community they choose to work with and will utilize the knowledge and practice skills they gained in the course to develop their fudging proposal. The objective of the assignment is to help students apply theoretical and practice knowledge gained in the course to develop and design their project and to begin to familiarize themselves with concrete community practice skills and processes involved in seeking funding in community contexts.

Further information about the format of the grant proposal and expectations about the quality of research and writing style will be discussed in class. | | | |
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| **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION** | | | | |

Further information and grading rubrics will be discussed within class and posted within the course D2L site. Should students have any questions or concerns, please connect with the instructor well in advance of the assignment deadline (via email or in person).

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 a student is required to miss a class due to extraordinary circumstances (e.g. medical emergency) it is expected that the student will contact the instructor as soon as possible and make alternative arrangements to complete the class activities.

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 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 formally negotiated and agreed upon with the instructor beforehand. Late assignments are accepted at the discretion of the instructor and will only be considered in exceptional cases.

A late assignment without agreement with the instructor will be marked down 2% each day that it is late.

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 papers and presentations must be properly documented and referenced in APA 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.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

WITHDRAWAL DATES

No refunds for withdrawal from **winter session half-courses** after January 23, 2020. The last day to add or swap winter session half-courses is January 24, 2020. The last day to withdraw with permission from winter session half-courses is April 15, 2020.

The Undergraduate Academic Schedule for 2019-2020 can be viewed at http://www.ucalgary.ca/pubs/calendar/current/index.html. 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.

The instructor will regularly seek input on the course process from the students throughout the semester. Therefore, the students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

In addition to the required readings, students are encouraged to further expand their readings as relevant to their particular theoretical and practice frameworks. Examples of additional readings will be listed in D2L site for this course.

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-2.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/ . 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 (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.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**