UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Fall 2019

Course Number:	SOWK 699.21 S02	**Classroom:**	SH 288
Course Name:	Advanced Community Development Theory & Practice		
Day & Time:	Wednesday 1:00 – 4:00PM		

Instructors:	Yahya El-Lahib Kaltrina Kusari	**Office Hours:**	Wednesday 4:00-5:00PM
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COURSE OUTLINE

Syllabus Statement

Utilizing a critical perspective to understand community development theories and practices, this course provides students with an opportunity to examine and engage with various approaches to community development practice. Specific attention will be given to power dynamics and relations as they influence and shape community practice.

Course Description

In this interdisciplinary social work course, we will explore critical theoretical and practice approaches to community development at the local and international levels. Specifically, we will examine community power dynamics and relations by exploring the politics, processes and functions within and through communities. We will also examine key and foundational knowledges and skills that can be utilized in engaging and interacting with communities at the various levels of intervention. The emphasis in this course will build on the knowledge from critical theories (e.g. decolonizing perspectives, anti-oppressive approaches) to examine the use of theories and models at the level of community and broader social actors. Specifically, the course builds on postcolonial and anti-colonial critiques of development approaches (locally and internationally) to trouble and challenge sociopolitical and economic inequities that continue to shape the various geographic, identity, local or international communities with which we work or to which we belong. As social work practice is contextual, understanding the communities and broader social formations within which clients' lives are embedded is essential in providing services and contributing to social change towards social justice. The course provides students with an opportunity to advance their understanding of community development knowledge, theories, concepts, and practice tools and skills to advance their practice approaches as social justice-oriented practitioners and advocates for social change and transformation. The first part of the course will focus on key theories, concepts and themes of community development to examine their influence on community dynamics locally and internationally. The second part of the course will focus on key practice approaches and skill development. The final part of the course is designed to help students apply knowledges and practice skills gained through the previous sections by critically engaging with various aspects of community development projects.

Learning Objectives

In this course, student will have the opportunity to:

1. Develop a critical understanding of social work and community development practice contexts at the local and international levels through building on and engaging with various community development theories and concepts
2. Develop knowledge and understanding of various practice models to examine their implications for social justice-oriented work community intervention
3. Develop critical knowledge of key local and global influences and institutions to highlight their impacts on local socio-political, cultural and economic practice contexts

4. Be able to engage with and articulate theories of community development to understand their influence and contributions to community development practice
5. Gain awareness of and engage with key concepts, issues and tools to understand and critically examine social workers' professional roles and how they unfold by engaging in critical reflexivity on personal and professional roles in the context of community practice
6. Understand the principles of community engagement and stakeholder involvement, social justice and transformative development will be reinforced throughout the course
7. Develop knowledge of various community development project practice skills including understanding project cycles, planning, assessment process, organizational capacities, project budgeting, project structures, monitoring and evaluation processes
8. Develop a professional identity as community development practitioner

This course outline is explicitly designed to reflect and adhere to the following MSW Program Level Learning Outcomes as outlined by the CASWE Core Learning Objectives for Accreditation Standards as well as the Faculty of Social Work, University of Calgary:

1. **Professional Identity:**
   1.1) Develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.
   1.2) Acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities.
   1.3) Develop an awareness of personal biases and preferences to advance social justice and the social well-being of social work service users.
2. **Values & Ethics in professional practice:**
   2.1) Demonstrate knowledge of the relevant social work codes of ethics in various professional roles and activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups.
   2.2) Demonstrate skills to monitor and evaluate their own behaviours in relation to the relevant codes of ethics.
3. **Promote Human Rights & Social Justice:**
   3.1) Understand their professional role in advancing human rights and responsibilities and social justice in the context of the Canadian society and internationally.
   3.2) Understand the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.
4. **Diversity:**
   4.1) Recognize diversity and identify how difference acts as a crucial and valuable part of living in a society.
   4.2) Identify how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups, including Francophone, Indigenous, and newcomer populations.
   4.3) Generate plans that strive to end injustice (identified above), social injustice, and oppression.
5. **Critical Thinking:**
   5.1) Demonstrate critical thinking and reasoning in analyzing complex social situations in order to make professional judgments.
   5.2) Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.
   5.3) Apply knowledge of a variety of social work theories and perspectives to critically analyze professional and institutional practices.
6. **Research:**
   6.1) Apply social work knowledge and other ways of knowing (including but not limited to Indigenous knowledge) from other disciplines, to advance professional practice, policy development, research, and service provision.
7. **Policy Analysis & Development:**
   7.1) Identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.

7.2) Contribute to the development and implementation of new and more equitable social policies.

8. **Change:**
   8.1) Acquire knowledge of organizational and societal systems.
   8.2) Identify social inequalities, injustices, and barriers and work towards changing oppressive social conditions. This includes working with Francophone, Indigenous and newcomer populations.
   8.3) Critically assess the social, historical, economic, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels.
   8.4) Develop leadership skills in organizational and societal systems and to work towards changing oppressive social conditions.

9. **Engage with Individuals, families, groups and communities through professional practice**
   9.1) Competently perform interactive practices such as engagement, assessment, intervention, negotiation, mediation, advocacy, and evaluation.
   9.2) Actively promote empowering and anti-oppressive practice.

Relationship to Other Courses

This is a core course for students doing the International and Community Development MSW specialization, and a prerequisite for SOWK 699.22. (Community Development theory and Practice II). This course complements SOWK 671 (Social Policy), SOWK 673 (International Social Development), SOWK 687 (Diversity, Oppression and Social Justice), SOWK 677 (Research), SOWK 675 (international Social Work) and SOWK 696 (Advanced Practicum) in advancing student knowledge and skills.

Course Text(s)

Readings are listed below and can be accessed through the University of Calgary Library system.

*** For each week, please select and read your choice of _TWO_ readings; however, you are encouraged to read as many of the readings as you wish**

Class Schedule

Part One: Theoretical Approaches to Community Development

September 11   Class 1: Introduction, Course Overview & Positioning the Course
No Required Readings

September 18   Class 2: Theories of Community Development I: Understanding Local & Global Contexts
Required Readings (Choose Two):
Emejulu, A. (2011). Re-theorizing feminist community development: Towards a radical democratic citizenship. *Community Development Journal, 46*(3), 378-390.
Hugman, R., Moosa-Mitha, M., & Moyo, O. (2010). Towards a borderless social work: Reconsidering notions of international social work. *International Social Work, 53*(5), 629-643.
Ife, J., & Fiske, L. (2006). Human rights and community work: Complementary theories and practices. *International Social Work, 49*(3), 297-308.
Kapour, I. (2002). Capitalism, culture, agency: Dependency versus postcolonial theory. *Third World Quarterly, 23*(4), 647-664.
Recommended Additional Readings:
Hull, M. S. (2011). Communities of place, not kind: American technologies of neighborhood in postcolonial Delhi. *Comparative Studies in Society and History, 53*(4), 757-790.
Kane, L. (2010). Community development: Learning from popular education in Latin America. *Community Development Journal, 45*(3), 276-286.
Kotval, Z. (2005). The link between community development practice and theory: Intuitive or irrelevant? A case study of New Britain Connecticut. *Community Development Journal, 41*(1), 75-88.
Kumar, M. P. (2011). (An)other way of being human: 'Indigenous alternative(s) to postcolonial humanism. *Third World Quarterly, 32*(9), 1557-1572.
Ramer, J. & Lane, P. (2009). Deep Social Network and the Digital Fourth Way. *Four Worlds International*

Institute.

Syed, J., & Ali, F. (2011). The white woman's burden: From colonial civilization to Third World Development. *Third World quarterly, 32*(2), 349-365.

September 25   Class 3: Theories of Community Development II: Understanding Power in Community Practice

Required Readings (Choose Two):

Brennan, M. A., & Israel, G. D. (2008). The power of community. *Community Development Journal, 39*(1), 82-98.

Ingamells, A. (2006). Community development and community renewal: Tracing the working of power. *Community Development Journal, 42*(2), 237-250.

Kenny, S. (2011). Towards unsettling community development. *Community Development Journal, 46*(1), 7-19.

Shaw, M. (2007). Community development and the politics of community. *Community Development Journal, 43*(1), 24-36.

Tew, J. (2006). Understanding power and powerlessness: Towards a framework for emancipatory practice in social work. *Journal of Social Work, 6*(1), 33-51.

==Recommended Additional Readings:==

Connor, S. (2011). Structure and agency: A debate for community development. *Community Development Journal, 46*(2), 97-110.

Deepak, A. (2012). Globalization, power and resistance: Postcolonial and transnational feminist perspectives for social work practice. *International Social Work, 55*(6), 779-793.

Dolan, P. (2008). Social support, social justice, and social capital: A tentative theoretical triad for community development. *Community Development Journal, 39*(1), 112-119.

Fraley, J. M. (2011). Images of force: The power of maps in community development. *Community Development Journal, 46*(4), 421-435.

October 2   Class 4: Theories of Community Development III: Critical Approaches to Community Development

==Present Your Grant Proposal Ideas==

Required Readings (Choose Two):

Jones, P. S. (2004). When 'development' devastates: Donor discourses, access to HIV/AIDS treatment in Africa and rethinking the landscape of development. *Third World Quarterly, 25*(2), 385-404.

Schuurman, F. J. (2009). Critical Development Theory: Moving out of the twilight zone. *Third World Quarterly, 30*(5), 831-848.

Strongman, L. (2014). Postcolonialism and international development studies: A dialectical exchange. *Third World Quarterly, 35*(8), 1343-1354.

Weil, M. (1996). Model development in community practice: An historical perspective. *Journal of Community Practice, 3*(3/4), 27-67.

Wint, E., & Sewpaul, V. (2000). Product and process dialectic: Developing an Indigenous approach to community development training. *Journal of Community Practice, 7*(1), 57-70.

==Part Two: Understanding Community Development Practice==

October 9   Class 5: Practice Approaches to Community Development

==Due: Letter of Intent==

Required Readings (Choose Two):

Checkoway, B. (2013). Social justice approach to community development. *Journal of Community Practice, 21*(4), 472-486.

Ennis, G., & West, D. (2010). Exploring the potential of social network analysis in asset-based community development practice and research. *Australian Social Work, 63*(4), 404-417.

George, P. (2006). Social action with pavement dwellers in India. In B. Lee & S. Todd (Eds.), *A casebook of community practice: Problems & strategies* (pp. 192-210). Mississauga, ON: Common Act Press. (Post pdf Scan)

Hardcastle, D. A., Powers, P. R., & Wenocur, S. (2011). Using assessment in community practice. In D. A. Hardcastle, P. R. Powers, & S. Wenocur, (Eds.), Community *practice: Theories and skills for social workers* (3rd ed., pp. 156-182). New York, NY: Oxford University Press.

Martarrita-Cascante, D., & Brennan, M. A. (2012). Conceptualizing community development in the twenty-first century. *Community Development, 43*(3), 293-305.

Recommended Additional Readings:

Chaskin, R. J. (2005). Democracy and Bureaucracy in community planning process. *Journal of Planning Education & Research, 24*(4), 408-419.

Pardasani, M. (2005). A context-specific community practice model of women's empowerment. *Journal of Community Practice, 13*(1), 87-103.

Patel, L., Kaseke, E., & Midgley, J. (2012). Indigenous welfare and community based social development: Lessons from African innovations. *Journal of Community Practice, 20*(1-2), 12-31.

Weil, M. (1997). Introduction: Models of community practice in action. *Journal of Community Practice, 4*(1), 1-9.

Westoboy, P., & Kaplan, A. (2014). Foregrounding practice-reaching for a responsive and ecological approach to community development: A dialogical and developmental framework for community development. *Community Development Journal, 49*(2), 214-227.

October 16   **Class 6: Issues of Community Participation (Voice, Representation & Community Engagement)**

Required Readings (Choose Two):

Fraser, H. (2005). Four different approaches to community participation. *Community Development Journal, 40*(3), 286-300.

Kapoor, I. (2005). Participatory development, complicity and desire. *Third World Quarterly, 26*(8), 1203-1220.

Toomey, A. H. (2011). Empowerment and disempowerment in community development practice: Eight roles practitioners play. *Community Development Journal, 46*(2), 181-195.

Wilson, K. (2011). 'Race', gender and neoliberalism: Changing visual representation in development. *Third World Quarterly, 32*(2), 315-331.

Recommended Additional Readings:

Castelloe, P., Watson, T., & White, C. (2002). Participatory change: An integrative approach to community practice. *Journal of Community Practice, 10*(4), 7-31.

Jupp Kina, V. (2012). Participant or protagonist? A critical analysis of children and young people's participation in São Paulo, Brazil. *International Social Work, 55*(3), 320-336.

Pstross, M. (2014). Where is the place for jazz in community development? *Community Development Journal, 49*(3), 489-494.

Sloman, A. (2011). Using participatory theater in international community development. *Community Development Journal, 47*(1), 42-57.

Taylor, P. (2019). Where crocodiles find their power: Learning and teaching participation for community development. *Community Development Journal, 43*(3), 358-370.

Wang, C. (2006). Youth participation in photovoice as a strategy for community change. *Journal of Community Practice, 14*(1/2), 147-161.

Wehbi, S., & Taylor, D. (2013). Photographs speak louder than words: The language of international development images. *Community Development Journal, 48*(4), 525-539.

Weil, M. (1996). Community building: Building community practice. *Social Work, 41*(5), 481-499.

Yoshihama, M., & Carr, E. S. (2003). Community participation reconsidered: Feminist participatory action research with Hmong women. *Journal of Community Practice, 10*(4), 85-103.

Yeo, R., & Moore, K. (2003). Including disabled people in poverty reduction work: "Nothing about us, without us". *World Development, 31*(3), 571-590.

October 23   **Class 7: Community Organizing- Cultural Production of Community Resistance**

Required Readings (Choose Two):

Green, J. J. (2008). Community development as social movement: A contribution to models of practice. *Community Development, 39*(1), 50-62.

Fisher, R. & Shragge, E. (2017). Resourcing community organizing: Examples for England and Quebec. *Community Development Journal, 52*(3), 454-469. (Post pdf Scan)

Franklin, S. (2014). Race, class and community organizing in support of economic justice initiatives in the twenty-first century. *Community Development Journal, 49*(2), 181-197.

Tattersall, A. (2015). The global spread of community organizing: How 'Alinsky-style' community organizing travelled to Australia and what we learnt? Community Development Journal, 50(3), 380-396.

Recommended Additional Readings:
Berger, L. M. (2000). The emotional and intellectual aspects of protest music: Implications for community organizing education. *Journal of Teaching in Social Work, 20*(1/2). 57-76.
Christens, B. D., & Speer, P. W. (2015). Community organizing: Practice, research and policy implications. *Social Issues and Policy Review, 9*(1), 193-222.
Moxley, D. P., Feen-Calligan, H., & Washington, O. G. M. (2012). Lessons learned from three projects linking social work, the arts, and humanities. *Social Work Education, 31*(6), 703-723.
Walton, P. (2012). Beyond talk and text: An expressive visual arts method for social work. *Social Work Education, 31*(6), 724-741.

*October 30   Class 8: Reflexivity & Ethics in Community Practice
Due: Film Review
Required Readings (Choose Two):

Abramson, M. (1996). Reflections on knowing oneself ethically: Toward a working framework for social work practice. *Families in Society: The Journal of Contemporary Family Services, 77*(4), 195-202. (Post pdf Scan)
Butler, A., Ford, D., & Tregaskis, C. (2007). Who do we think we are? Self and reflexivity in social work practice. *Qualitative Social Work, 6*(3), 281-299.
D'cruz, H., Gillingham, P., & Melendez, S. (2007). Reflexivity, its meaning and relevance for social work: A critical review of the literature. *British Journal of Social Work, 37*(1), 73-90.
Hardina, D. (2004). Guidelines for ethical practice in community organizations. *Social Work, 49*(4), 595-604.

Recommended Additional Readings:
Heron, B. (2005). Self-reflection in critical social work practice: Subjectivity and the possibilities of resistance. *Reflective Practice, 6*(3), 341-351.
Miehls, D., & Moffatt, K. (2000). Constructing social work identity based on the reflexive self. *British Journal of Social Work, 30*(3), 339-348.
Reisch, M., & Lowe, J. I. (2000). "Of means and ends" revisited: Teaching ethical community organizing in an unethical society. *Journal of Community Practice, 7*(1), 19-38.
Weinberg, M. (2010). The social construction of social work ethics: Politicizing and broadening the lens. *Journal of Progressive Human Services, 21*(1), 32-44.

Part 3: Critical Understanding Community Development Projects

November 6   Class 9: Understanding Project Cycle I: (Project Development, Design & Management)
Required Readings (Choose Two):

Biggs, S., & Smith, S. (2003). A paradox of learning in project cycle management and the role of organizational culture. *World Development, 31*(10), 1743-1757.
Castillo, M. R. M. (2014). Development projects from the inside out: Project logic, organizational practices and human autonomy. *Journal of Human Development & Capabilities, 15*(1), 79-98.
Golini, R., & Landoni, P. (2014). International development projects by non-governmental organizations: An evaluation of the need for specific project management and appraisal tools. *Impact Assessment & Project Appraisal, 32*(2), 121-135.
Simpson L., Wood, L., & Daws, L. (2003). Community capacity building: Starting with people not projects. *Community Development Journal, 38*(4), 277-286.

*November 13   Fall Break- No Class

*November 20   Class 10: Understanding Project Cycle II: (Tools for Project Design, Management, Validation & Evaluation)
Present Your Grant Proposal Ideas
Required Readings (Choose Two):

Couillard, J., Garon, S., & Riznic, J. (2009). The logical framework approach-millennium. *Project*

Management Journal, 40(4), 31-44.

Ika, L. A. (2012). Project management for development in Africa: Why projects are failing and what can be done about it. *Project Management Journal, 43*(4), 27-41.

Dale, R. (2003). The logical framework: An easy escape, a straitjacket, or a useful planning tool? *Development in Practice, 13*(1), 57-70.

Golini, R., Corti, B., & Landoni, P. (2016). More efficient project execution and evaluation with logical framework and project cycle management: Evidence from international development projects. Impact Assessment & Project Appraisal, 35(2)128-138.

Recommended Additional Readings:

Bayiley, Y. T., & Teklu, G. K. (2016). Success factors and criteria in the management of international development projects: Evidence from project funded by the European Union in Ethiopia. *International Journal of Managing Projects in Business, 9*(3), 562-582.

Gasper, D. (2000). Evaluating the 'logical framework approach' towards learning. *Public Administration and Development, 20*(1), 17-28.

Hermano, V., Lopez-Paredes, A., Martin-Cruz, N., & Pajares, J. (2013). How to manage international development (ID) projects successfully. Is the PMD Pro 1 guide going to be the right direction? *International Journal of Project Management, 31*, 22-30.

Khang, D. B., & Moe, T. L. (2008). Success criteria and factors for international development projects: A life cycle-based framework. *Project Management Journal, 39*(1), 72-84.

Mishra, P. K. (2016). Managing international development projects: Case studies of implementation of large-scale projects in India. *International Journal of Rural Management, 12*(1), 4-26.

Rogers, P. J. (2008). Using program theory to evaluate complicated and complex aspects of interventions. *Evaluation, 14*(1), 29-48.

Simpson, R. (2007). Design for development: A review of emerging methodologies. *Design for Development, 17*(2), 220-230.

November 27   Class 11: Understanding Project Cycle III: Fundraising, Monitoring, Output & Outcome Evaluations, Ensuring Project Sustainability

Required Readings (Choose Two):

Gitlin, L. N., & Lyons, K. J. (2014). Successful *grant writing: Strategies for health and human service professionals* (4th ed.). New York, NY: Springer. (**Pages 79-117**).

McConville, J. R., & Michelcic, J. R. (2007). Adapting life-cycle thinking tools to evaluate project sustainability in international water and sanitation development work. *Environmental Engineering Science, 24*(7), 937-948.

Servas, J., Polk, E., Shi, S., Reilly, D., & Yakupitijage, T. (2012). Sustainability testing for development projects. Development in Practices, 22(1), 18-30. (Post pdf Scan).

Recommended Additional Readings:

Adams, J., Witten, K., & Conway, K. (2009). Community development as health promotion: Evaluating a complex locality-based project in New Zealand. *Community Development Journal, 44*(2), 140-157.

Eyben, R., Kidder, T., Rowlands, J., & Bronstein, A. (2008). Thinking about change for development practice: A case study from Oxfam GB. *Development in Practice, 18*(2), 201-212.

Hanlon, J. (2005). It is possible to just give money to the poor? *Development and Change, 35*(2), 375-383.

Ika, L., & Donnelly, J. (2017). Success conditions for international development capacity building projects. *International Journal of Project Management, 35*, 44-63.

Ika, L. A., & Lytvynov, V. (2011). The "management-per-result" approach to international development project design. *Project Management Journal, 42*(4), 87-104.

Kothari, U. (2005). Authority and expertise: The professionalisation of international development and the ordering of dissent. *Antipode, 37*(3), 425-446.

Manning, R., & White, H. (2014). Measuring results in development: The role of impact evaluation in agency-wide performance measurement system. *Journal of Development Effectiveness, 6*(4), 337-349. (Post pdf Scan).

O'Sullivan, S. L. (2015). Funding conditions for aid effectiveness: A mixed blessing for the sustainable development of host country-national employee. *Canadian Journal of Administrative Science, 32*, 189-202.

Samoff, J. (2004). From funding projects to supporting sectors? Observation on the aid relationship in Burkina Faso. *International Journal of Educational Development, 24*, 397-427.

Schuh, R. G., & Leviton, L. C. (2006). A framework to assess the development and capacity of non-profit agencies. Evaluation and Program Planning, 29(2), 171-179.

Srinivas, N. (2009). Against NGOs? A critical perspective on non-government action. *Nonprofit and Voluntary Sector Quarterly, 38*(4), 614-626.

Yamin, M., & Sim, A. K. S. (2016). Critical success factors for international development projects in Maldives. *International Journal of Managing Projects in Business, 9*(3), 481-504.

December 4   Class 12: Course Wrap-Up & Future Directions
<mark>**Final Essay: Grant Proposal Due**</mark>

Have a Great Winter Break☺

Assignments

Film Review………………………………………………..……………………….…………**.30%**
Letter of intent……………………………………………………….……………………**.15%**
Presentation of ideas…………………………………………………………………**.10%**
Grant Proposal…………………………………………………………………………**.45%**

Description of Assignments

Film Review (30%)………………………………………………….....................**Due October 30th, 2019**

Aardman Animation & DreamWorks Studios (Producers), & Park, N. & Lord, P. (Directors). (2000). *Chicken Run*. United States of America: DreamWorks Pictures.

For this assignment, students are invited to watch the film "Chicken Run" (available on Netflix and YouTube) and write a ***4-6 pages*** review of the movie outlining key theoretical and practice insights and discuss their applicability to various community practice settings. The purpose of this assignment is to help students concretely engage with utilizing the theoretical approaches and practice models we have discussed so far in their analysis of the film by demonstrating their relevance to community development and community organizing. Key components of this assignment include the following:

- Brief summary of the film (maximum 1 paragraph highlighting aspects you deem to be important for your paper)
- Key components of community organizing and a critical analysis of their role in shaping community practice
- Key community organizing insights gained from watching the film
- Key community organizing strategies and tactics utilized in the film
- Your analysis of what can be learned from the film and how it can be applied to various community development practice settings
- Your analysis of the resistance strategies and their potential applicability to various contexts and practice settings
- Provide a theoretical discussion that links the strategies used in the film to relevant theories discussed in class
- More details about this assignment, expectations and grading criteria will be discussed in class.

The paper should be a maximum of ***3-5 double-spaced pages*** in length (1inch margins, 12 point Times New Roman font) and must follow APA format within the text and in the reference list. This assignment aligns with all the learning objectives (1, 2, 3, 4 5, 6, 7, 8 & 9), and responds to the MSW Level Learning

Outcomes as listed above (1, 2, 3, 4 5, 6, 7, 8 & 9).

Final Essay- Complete Grant proposal (70%)

This necessary skill development assignment consists of a total of three components to help students develop the skills of designing, planning and writing a funding proposal by responding to calls of funding proposals. The assignment also fosters collaborative approach to learning and engagement and help students peer-learn and support each other throughout the process of designing, developing and writing their funding projects. Students are encouraged to work on this assignment in groups as a way to facilitate a collaborative learning environment and to critically engage with a process of designing and planning relevant community development projects.

Part 1- Presentation of ideas (10%)……………………………..October 2nd and November 20th, 2019

This participation-oriented part of the grant proposal assignment will help students build towards their final grant proposal. As a way of creating a collaborative classroom dynamic, this assignment is meant to help students engage in a peer-reviews process where they can offer and receive peer-reviews on their grant proposal ideas as they develop. Students working on their grant proposals will have **_two_** opportunities during the term to present their proposals and receive peer-reviews from colleagues and the instructors that would help them not only further enhance their projects, but also address any identified gaps and limitations of their work. Reviewers are encouraged to critically engage with peer-reviews and offer sound theoretical peer-reviews to help their peers further develop their proposals. Presenters are encouraged to take into considerations any reviews and feedback that they deem relevant to support their proposal development, design and implementation plans. The purpose of this part of the assignment is to help students build on the feedback and reviews they receive from the instructors on their LOI's to further enhance their final grant proposal. Students working on their projects will share their preparation journey with the class in two different occasions (each making up 5% of the grade).

Part 2 - Letter of intent (LOI) (15%)………..…………………………………… Due October 9th, 2019

This part of the grant proposal assignment consists of submitting a "letter of intent (LOI)" where students are expected to respond to a call of funding proposals of their choice. A brief discussion on how to find calls for funding proposals will be facilitated in class but students are encouraged to look for funders that best fit with their proposal. The LOI is expected to be **_1-2_** pages in length maximum, where students are to briefly present a problem statement at the community level and propose a plan outlining their response to the problem they identified. Typically, LOIs are short, concise, and clearly summarize your proposal and the assets and qualifications you have to successfully implement your project. The paper should also include a list of bibliography that student will consult to develop their funding proposal as a way to ground their work within relevant scholarship related to their choice of community development practice settings. Students are expected to form an idea that respond to a community development issue; propose a direction on how the issues identified could be addressed; propose key activities that their project will employ to address the issue; properly align their project with the call for funding proposals they are responding to, and originality, critical thinking and alignment with course material and social work value system. Peer-reviews and feedback received on the LOI's should be incorporated in the final grant proposals. The LOI should be **_1-2_** pages maximum, double spaced (Times New Roman, 12 inch font, 1 inch margins).

Part 3 – Complete Grant Proposal (45%)……………………………………… Due December 4th, 2019

Building on the feedback, comments and peer-reviews as well as the comments students received on their LOIs, this part of the funding proposal is meant to offer students a chance to concretely engage in designing, planning and writing their funding proposals. In this final part of the assignment, students are expected to have identified a relevant funder where they respond to their call for funding proposals. Students have the option to write a paper on the community of their choice and address issues that they deem important and in line with the theoretical and practice orientations discussed in the class. Specific attention is directed to how these proposals align with social work's approaches to community development in ways that foster anti-oppressive, community centered and social justice approaches to

practice. In addition, students will apply their knowledge and reflections on the sociocultural, sociopolitical or socioeconomic contexts of the community they chose to work with. As such, students will have an opportunity to utilize the knowledge and practice skills they gained in the course to design, plan and develop their funding proposals. The objective of the assignment is to help students apply theoretical and practice knowledge gained in the course to familiarize themselves with concrete community development practice skills and the process involved in seeking funding in community contexts. In general, the funding proposals should include the following:

- Identify **_ONE_** potential funder you might want to approach in this proposal and provide a brief explanation of how the project fits their funding criteria & priorities
- Literature review section that discuss the need, the region, similar projects, and any important detail that would help contextualize the issue
- Goals & objectives of your proposal
- Project design (activities, implementation plans, timeline, etc.)
- Expected outcomes (outputs, results, etc.)
- Budget (narrative and justification)
- Logic model or concept map that you have developed and revised based on feedback
- Evaluation plan including measures & indicators, data collection plan and detailed analysis steps

The complete grant proposal should be a maximum of **_8-10 double-spaced pages_** plus references (Times New Roman 12-inch font, 1 inch margins). References must include at least 10 refereed sources from books or journal articles not covered in the course readings (magazine articles, Websites and newspaper articles are not included in the ten sources, but relevant community reports could be if they are based on research). Students are expected to respond to the outline provided above in point format. In addition, students are expected to concretely address the comments, feedbacks and suggestions provided on their LOI's as well as peer-reviews. An important issue to consider is how to align each aspect of your proposal with your funder priorities as established in the call of abstract. In addition, students are expected to ensure that they align their proposal with their chosen community organization values, mission and vision. Students should ensure that their proposals demonstrate originality, critical thinking, alignment with social justice and AOP approaches discussed in class. In addition, students are expected to demonstrate their abilities to apply theories, concepts and practice approaches in their proposals. This assignment aligns with all the learning objectives (1, 2, 3, 4, 5, 6, 7, 8 & 9), and responds to the MSW Level Learning Outcomes as listed above (1, 2, 3, 4, 5, 6, 7, 8 & 9).

Important Notes for All Assignments:

- ✓ All submitted work **must follow proper APA format within the text and in the reference list**. Failure to do so will result in significant deduction of grades
- ✓ Assignments and papers are to be submitted on time, absolutely **NO** extensions. However, unforeseen circumstances and requests for extensions are discussed on a case by case basis and extensions need to be negotiated ahead of time and are granted at the discretion of the instructor.
- ✓ Late assignments will be **downgraded by 2%** of the assignment grade **per day** including weekends, holidays and study week days
- ✓ There is a **seven-day** maximum limit by which to accept late assignments where students have not asked for extension. No assignments will be accepted beyond this seven-day limit.
- ✓ Late assignments will be accepted with no penalty **ONLY** if medical note is presented

Email Communication

- ✓ Email communication is a form of professional communication and reflects a culture of respect and professional mannerism. **_Students are expected to adhere_** to professional codes of conduct when communicating via email with their peers as well as their instructor.
- ✓ As per the university policy, please note that all communication with the instructor **_must be_**

done through the U of C email address, and the instructor maintain the rights ***not to*** respond to communications through personal email addresses.
- ✓ Please allow up to ***48 hours*** for response time to your email communications.
- ✓ The instructor will ***not respond*** to email communications during weekends or official holidays.

Recommended Readings

In addition to the required readings, students are encouraged to further expand their readings as relevant to their particular theoretical and practice frameworks and how they see fit to meet their learning goals.

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.
University of Calgary Graduate Grading System 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. **Note**: The grade point value (3.0) associated with this grade is the minimum acceptable **average** 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. **Note**: Students who accumulate two grades of **"B-"** or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
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

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. An effort will be made to do regular check in at different stages of the course during the term.

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, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): https://casw-acts.ca/en/Code-of-Ethics and the Alberta College of Social Work Standards of Practice (2013): https://acsw.in1touch.org/uploaded/web/website/DRAFT%20ACSW%20Standards%20of%20Practice%20Bill%2021%20Implementation%2002282019.pdf

Students are expected to ensure they are both familiar with, and comply with these standards.

Research Ethics
"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she 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."

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Writing Expectations
It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar http://www.ucalgary.ca/pubs/calendar/current/k-2.html

All social work students are expected to review the Academic Integrity Module before beginning their program: https://connect.ucalgary.ca/p8lgb1nucdh/

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: http://ucalgary.ca/ssc/graduatestudent

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Supports for Mental Health and Wellness
The UCalgary Student Wellness Centre https://www.ucalgary.ca/wellness-services is an on-campus student wellness centre offering a variety of medical services, mental health services, and drop in spaces and programs. The Centre is located on the third floor of MacEwan Student Centre (MSC 370).

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed.
For more information visit the Campus Mental Health Strategy website https://ucalgary.ca/mentalhealth/

The UCalgary Student Wellness Centre provides mental health support and education to University of Calgary students Monday to Friday from 9:00a.m. to 4:30p.m. Call 403-210-9355 to make an appointment, or use drop-in appointment times (weekdays at 10:00am and 2:00pm). Afterhours support is also available by calling 403.210.9355.

Students can also call the Alberta wide, 24/7 Mental Health Help Line 1-877-303-2642 (toll free within Alberta) for confidential, anonymous service; crisis intervention; information about mental health programs and services; and referrals to other agencies if needed.

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

Technology
Students must use their ucalgary email address as the preferred email for university communications. Cell phones must be turned off in class unless otherwise arranged with the instructor.

Student Representatives
The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com).
The Student Ombudsman's Office can be reached at http://www.ucalgary.ca/ombuds/ for assistance with any academic and non-academic misconduct concerns.

FOIP Act
The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

Academic Accommodations
It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course. If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services http://www.ucalgary.ca/access/ (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to Jessica Ayala, the Faculty of Social Work's Associate Dean (Teaching & Learning) jayala@ucalgary.ca.

Appeals
If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process of the Faculty of Graduate Studies Calendar.

Building Evacuations
When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to the primary Assembly Point for the building.

Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App:
http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app

SAFEWALK (403) 220-5333
Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.