

Course & Session Number	SOWK 557.45 S06	Classroom	Online
Course Name	Community Practice in Nepal: Social Issues and Social Change/ Community & Sustainable Development II		
Day(s) & Time	Zoom sessions on: May 1, 5, 8, 12, 15, 19, 22		
Instructor	Rita Dhungel		
U of C E-mail	rdhungel@ucalgary.ca	U of C Phone	By e-mail

SYLLABUS STATEMENT

SOWK 557.45 fosters applied learning and community practices within the contexts of Canada and Nepal. Focusing on critical and local community development approaches to knowledge and praxis, learners will engage with key concepts of social capital, empowerment, experiential learning and collaboration to enhance social justice.

COURSE DESCRIPTION

SOWK 557.45 engages learners in an applied field study of Nepal that begins with a critical examination of socio- economic and political climates of Nepal as it relates to community practice and social change. This course provides students with an introduction to theoretical and practical knowledge and skills to work with communities specifically marginalized and disadvantaged groups, in Nepal. Students examine current theories of community development and develop the skills necessary for effective social intervention at the community level with a special reference to Nepal. This course includes a local and global perspective and social issues related to environment and international development. This course will help students understand the relationship between community practice and structural change by exploring community engagement/community building approaches/activities and its applications for social change. This course teaches students about the nature of power and the social networks that it flows through, the skills and practices needed to mobilize diverse voices, and the ethics and values that guide social intervention with communities. The intent of this course is to introduce the idea of community practice as an alternative strategy to other forms of social service and social change.

COURSE LEARNING OUTCOMES

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

1. Students will be introduced to the history, knowledge and geo and socio-political contexts of Nepal.
2. Students will increase the understanding of social issues and social policies in Nepal.
3. Critically examine the social service delivery system in Nepal and its impact on how community services are delivered to urban, rural and disadvantaged and marginalized communities.
4. Demonstrate an understanding of the links between micro, mezzo and macro social work practice and how they all work collaboratively to create change.

5. Demonstrate an understanding of the dynamics of power in the community setting.
6. Demonstrate an understanding of the historical and current practices and tools used to mobilize communities.
7. Utilize practice skills used to overcome systemic barriers, and to promote human rights and social justice within diverse contexts and with diverse groups.
8. Describe Social Capital Theory, Assets Based Community Development, Participatory Action Research and Community Capacity Building.
9. Demonstrate the skills necessary to critically self-reflect in the community setting.
10. Demonstrate an understanding of how the neo-liberal and neo-conservative paradigms marginalize vulnerable communities.
11. Apply knowledge of community practice in both local and international settings.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Nikku, B. (2015). Living through and responding to disasters: Multiple roles for Social Work. *Social Work Education, 34*(6). 601-606. Doi:10.1080/02615479.2015.1090942.

Ong, T., Mellor, D., & Chettri, S. (2019). Multiplicity of stigma: The experiences, fears and knowledge of young trafficked women in Nepal. *Sexual & Reproductive Health Matters, 27*(3), 32-48.
Doi: 10.1080/26410397.2019.1679968

Samiksha, K. (2020). Female journalists' experience of online harassment: A case study of Nepal. *Media and Communication, 8*(1), 47-56. Doi: 10.17645/mac.v8i1.2541

Shrestha, S. K (2013) Introduction to social work, Tajelu Publication, Kathmandu

Sondaal, A., Tumbahangphe, K., Neupane, R., Manandhar, D., Costello, A., & Morrison, J. (2019). Sustainability of community-based women's groups: Reflections from a participatory intervention for newborn and maternal health in Nepal. *Community Development Journal, 54*(4), 731-749. Doi: 10.1093/cdj/bsy01

Will add further local recommended readings on the advice of Nepali educators.

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

SOWK 557.45 is taken concurrently with SOWK 557.44/UNIV 501.72. The two courses apply a “macro” perspective that is deeply embedded in personal work and transformative learning. The content of this course is complementary to courses that focus on social policy, political anthropology, community development, international studies/relations, Indigenous studies and social justice practice.

CLASS SCHEDULE

- **Session 1- May 1**

Zoom 1:00 pm-4:00 pm, Mountain Time Introductions, Orientation to Course, Cultural Briefing by UC International, Situating of Self in Local and Global Context, Working Cross Culturally

<https://www.youtube.com/watch?v=lx8kUPWXwCU>

Interactive Session: Nepali Language

Zoom 7:00 pm to 9:00 pm, Mountain Time Panel 1: Contemporary Nepal (political, economy, environment, culture, religion)

Reading: Danso, R. (2006). Cultural competence and cultural humility: A critical reflection on key cultural diversity concepts. *Journal of Social Work, 0*(0), 1-21. DOI: 10.1177/1468017316654341

- **Session 2- May 5**

Zoom 1:00 pm-4:00 pm, Mountain Time Introduction to Sustainable Development Goals (SDG) Canada and Nepal

Interactive Session: To be determined

Zoom 7:00 pm to 9:00 pm, Mountain Time Panel 2: - Introduction to SDG and Group Work with Educators and Students from South Western College (SWC)

- **Session 3- May 8**

Zoom 1:00 pm -4:00 pm, Mountain Time Social Policy, social issues, public health policy,

Interactive Session: Eastern Spirituality Mindfulness/Meditation

Zoom 7:00 to 9:00 pm, Mountain Time Panel 3: Social Issues in Nepal (poverty, gender-based violence, child labour, illiteracy, caste system. gender inequality) from Nepali academics

- **Session 4 - May 12**

Zoom 1:00 pm -4:00 pm, Mountain Time Community practice, pragmatic community development approaches, community development theories

Interactive Session: Traditional Nepali Dance

Zoom 7:00 pm to 9:00 pm, Mountain Time Panel 4: Community Development/Social Work Practice in Nepal from Nepali Community Development Agencies

- **Session 5 May 15**

Zoom 1:00 pm -4:00 pm, Mountain Time Culturally competence, cultural humility, intercultural practice, spiritual practice

Interactive Session: Cooking Nepali Traditional Food

Zoom 7:00 pm to 9:00 pm, Mountain Time Panel 5: Community Organizations Intercultural Practice from Nepali Community Practitioners

• **Session 6 May 19**

Zoom 1:00 pm -4:00 pm, Mountain Time Community economic development, livelihood strategies, social entrepreneurships

Interactive Session: Traditional Nepali singing

Zoom 7:00 pm to 9:00 pm, Mountain Time Panel 6: Motivational Conversations sharing, and reflections debrief with Educators SWC Students and invited Guests

• **Session 7 May 22**

Zoom 1:00 pm -4:00 pm, Mountain Time Prepare for Group Presentations

Interactive Session: To be determined

Zoom 7:00 pm to 9:00 pm, Mountain Time Panel 7: Visual Research Project Group Presentations

Note: In addition to the 42 Synchronous hours for both SOWK 557.44 and SOWK 557.45 students are expected to spend 15 asynchronous hours for both courses comprised of:

Community/intercultural Practice 2 hours per week consisting of student-scheduled conversations/dialogue with community practitioners and students in Nepal

Experiential Learning Activities 3 hours per week consisting of movies, podcasts, local virtual tours, etc. provided by instructors and students

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

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

Assignment 1: Weekly Reflective Journal (20%) – Due May 6, 13 & 20 by 11:59pm (Mountain Time)

Aligned Course Learning Outcome: 1, 2, 3, 4, 5

This assignment has 2 parts.

Part I: Individual Assignment: Reflective Journal 1 & 2 (Due May 6 & 13- each work 5%; total Worth 10 %). This part I assignment encourages students to critically reflect on their learning from asynchronous sessions.

Journal 1: Please write your journal (maximum 500 words) focusing on the followings: (1) share how you are feeling now; (2) identify some of your significant learnings from asynchronous sessions (surprising/ disappointing/exciting/shocking); (3) share your expectations to learn in moving forward from this class.

Journal 2: Please write your journal (Maximum 500 words) focusing on the followings: (1) identify some of your significant learnings from asynchronous sessions; (2) share how this virtual learning stage is helping you in achieving your learning outcomes and critically understand local contexts/issues from a ‘real life’ perspective. (3) critique on methods/contents of this virtual learning sessions (share any challenges that you are currently experiencing in your learning about intercultural community practice at a virtual platform instead.

Part II (Due May 20- worth- 10 %): Share your reflections in a video (7-10 min) considering (1) what are the most key learning from this class; (2) how this virtual environment has impacted on your learning, particularity in the areas of intercultural and community practice (3) what questions do you have that remain unanswered? (4) what further learning will you need to do answer these questions; (5) how could we do differently to make this class more effective as it relates to students’ learning?

Assignment 2: Individual Assignment: Motivational Conversation Sharing (Maximum 10 minutes Virtual Presentation) (25%) – Due May 14 by 11:59pm, Mountain Time.

Each student is matched with a community practitioner/activist/ educator living in Nepal for motivational conversations in a virtual platform. Then, students are invited to share their presentations in a synchronous session. Guiding Questions for the conversation and rubric for the presentation are posted on D2L site.

Aligned Course Learning Outcome: 4, 5, 6, 7, 8

Assignment 3: Blog Post (15%) – Due May 18 and August 15 by 11:59pm

Aligned Course Learning Outcome: 8, 9, 10, 11

This is not a long or intensive assignment. A couple of questions will be posted for students to respond on D 12 (Maximum 700 words for each question)

Assignment 4: Visual Research Project (40%) – Due May 19 by 11:59pm Mountain Time

The Visual Research Project comprises of: 1. Group Research Presentation (worth 20%) and 2. Individual Written Report (worth 30%)

Aligned Course Learning Outcome: 8, 9, 10, 11

1. **Group Research Presentation:** The Visual Research Project is a group presentation (3-4 students) that invites students to incorporate primary research, field experiences and visual material to depict their chosen topic of the social issue and sustainable development in Nepal. Each group will provide a 15-minute presentation over Zoom (maximum 20 slides) on a chosen area of sustainable development that they experienced in Nepal. The project should link a key social issue in Nepal with one of the Sustainable Development Goals as defined by the United Nations. Integrate theoretical, experiential and reflective learnings within this presentation. The presentation should identify why the social issue and goal is important in Nepal and lessons learned during the exchange that could be applicable to Canada. The presentation should make explicit reference implications for social work practice in Nepal, Canada or globally. **Due May 22 (7 – 9 pm, Mountain Time)**

2. **Individual Written Research Project:** Students will provide the following content in their written component of the assignment (one document per team, max 30 pages (not including appendices, references, and cover page), in Word format – not PDF – double spaced, 12-point font. Students will need to clearly outline the social issue they were interested in and the community development approaches used in Nepal to address the issue and the relevant sustainable development challenge in relation to social work. How are they being addressed in Nepal, what is working, what is not working, how it could be applied in Canada, and its impact for social work practice. **Due June 15 Mountain Time**

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.”
- make-up options are available and must be determined in consultation with the instructor

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor” or “assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

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

ACADEMIC MISCONDUCT

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

GRADING

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

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. 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.

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/. 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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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://ucalgary.ca/legal-services/sites/default/files/teams/1/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/legal-services/sites/default/files/teams/1/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**