

Course Number SOWK 397	SOWK S02	Classroom TRA 101	
Course Name	Practice & Evaluation with Communities		
Day(s)	Tuesday	Time	1-3:50 PM
Instructor	Ryan Geake	Office Hours/Location	TBA
E-mail	ryang@ucalgary.ca	Phone	403 717-5616
SYLLABUS STATEMENT			
An introduction to theories and skills about community practice. The focus will be on understanding the basic values, and ethical, strategic, evaluative and political issues involved in working for community change.			
COURSE DESCRIPTION			
<p>Community practice is the part of social work that involves mobilizing people to address problems that are of common concern, overcome systemic barriers, promote human rights and social justice. It applies a “macro” perspective, which involves:</p> <ol style="list-style-type: none"> 1) Identifying unmet community or special interest needs, barriers, or inequities; 2) Knowing the community; 3) Understanding the nature of organizations; 4) Developing strategies and tactics that support change efforts; and 5) Learning a variety of community evaluation techniques. <p>This course is intended to introduce participants to the range of activities which come under the heading of community work. Through a study of theoretical literature as well as concrete case examples, the course is designed to provide students with the opportunity to develop beginning knowledge and skills in identifying and implementing appropriate interventions at the level of the community. Learning activities will include readings, lectures, class discussions, interactive activities, community presenters, and multimedia. Class participation is vital. Participants are expected to develop and integrate their own voice on the theory and practice of community development as an integral aspect of social work practice.</p>			
COURSE LEARNING OUTCOMES			
<p>Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate critical understanding of key theories and practice models and how they can be applied working with communities. 2. Articulate understanding of the main concepts, principles and models of community organizing, including an examination of power relations, and their role in shaping community practice. 3. Describe the roles that social workers can play in community organizing and transformation. 4. Apply community organizing skills or strengthening already-existing skills. 5. Identify community needs, resources and capacities and explain how they can be utilized to facilitate community change. 			

6. Analyze local and broader political, economic and institutional contexts of community practice.
7. Describe political, ethical, and structural tensions that shape social relations and power dynamics within and between communities, including structural, institutional and organizational tensions.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Required and recommended readings for each class will be posted prior to the class on D2L.

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 and speaker/sound is required for D2L access.

RELATIONSHIP TO OTHER COURSES

This course is a focused part of generalist social work practice methodology. It applies a “macro” perspective. The content is complementary to social action and builds upon material presented in group practice, research, and social policy.

This “practice with” course will complement other practice courses taken in the undergraduate BSW program. It is expected that students will integrate the learnings from the four practice courses during this term.

CLASS SCHEDULE

Date	Topic	Readings/Assignments Due
January 14	Introduction to the course - community organizing as part of the larger public sector	Refer to D2L for assigned readings
January 21	Theories of community practice – social	Refer to D2L for assigned readings
January 28	Theories of community practice – spatial	Refer to D2L for assigned readings
February 4	Theories of community practice – political	Refer to D2L for assigned readings
February 11	Social movements and indigenous perspectives on community practice	Refer to D2L for assigned readings
February 25	Tools for taking action – community assessment and direct action	Refer to D2L for assigned readings
March 3	Tools for taking action – lobbying	Refer to D2L for assigned readings
March 10	Tools for taking action – media strategies	Refer to D2L for assigned readings
March 17	Tools for working with diverse communities, including indigenous communities	Refer to D2L for assigned readings Community Development in Calgary: Individual Action & Paper due

March 24	Developing and running a campaign	Refer to D2L for assigned readings
March 31	Evaluating our progress	Refer to D2L for assigned readings
April 7	Class presentations	
April 14	Class presentations	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

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

ASSESSMENT COMPONENTS

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Community Development in Calgary: Individual Action & Paper	<p>Choose an issue or community that you are interested in and/or passionate about and locate a group or organization working on this issue. Dedicate a minimum of 3 hours to attend events, activities and or discussions organized by or related to this group. Do some research on the issue and the group and include at least 5 references in your paper. Produce a short paper (max 6 pages) answering the following questions that relate to your group and issue. The purpose of this assignment is to experience firsthand how local groups are using a variety of tools to make changes on the issues of importance to them.</p> <p>An assessment rubric will be posted on D2L.</p> <p>Some questions to consider:</p> <ul style="list-style-type: none"> • Who is the group hosting the event? • What is the history of this group and what have their other actions been? • What is the history of the issue(s) being addressed by this event? • Who attended the event? 	March 17	35%	2,3,4,5

	<ul style="list-style-type: none"> • What are they hoping to accomplish by hosting the event? (Their goals for the event) • Where is the event taking place? Does the facility fit with the goals for the event? • Why did they choose to host this particular event and not take other types of actions? • How effective do you think the event was? • Are there other factors you want to mention that is important to this event or group? 			
Social Media Campaign Presentations	<p>Your group will choose an issue that is currently in the news or being worked on by a community group. Using your identified issue, create a social media campaign to assist that real or imagined community group with their efforts to create change on that issue. In groups of 4 – 5, prepare a variety of social media tools (i.e. Facebook page, twitter account, Instagram etc.) that will assist in the campaign that the group is undertaking. Along with the actual development of the social media tools, a thirty-minute presentation to the class outlining your tools and explaining your strategies will be part of the assignment. The purpose of this assignment is to learn about the tools community organizers use to create change on the issues they are working on.</p> <p>A presentation marking rubric will be available on D2L.</p>	April 7, 14	35%	1,2,3,5,6,7
Integrated Reflection Oral	<p>This Reflection Oral affirms the belief that there are multiple ways of learning, knowing and self-expression. It is intended to provide an opportunity for you reflect and describe your learning about community practice over the semester. The purpose is to develop both integration skills and presentation skills regarding community development materials learned over the semester.</p>	April 16,17	30%	1,2,3,6,7

	<p>You will have 15 minutes to respond to the general invitation: "Tell us about your learning regarding community practice in this class." Consider where you began, where you are now, and how you got here. Discuss new knowledge, perspectives, and skills you may have acquired over the term, and their meaning for you. Discuss your insights into the points of convergence and commonalities that arise across the various practice levels/systems you have explored over the term. What are the implications for you as a person and as a professional social worker?</p> <p>You may bring class notes, previous assignments, or any other supporting documents from the term with you to the Oral if you choose. You can share with the instructor any diagrams or notes that might assist with your presentation. Technological supports (PowerPoint, etc.) are discouraged, however, as the focus is on discussion. There will not be time between Orals to configure technical equipment.</p> <p>Following your 15-minute presentation, the instructor will ask 10 minutes of questions based on what you have presented and any perceived gaps. You will present to the class, instructor and one member of the social work community who practices community development. The instructor will award the mark.</p> <p>A presentation marking rubric will be available on D2L.</p>			
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ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments are due before midnight on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

EXPECTATIONS FOR WRITING

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 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

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.

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 will be provided in D2L.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k-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**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**