



Course Number	SOWK 397 S04	Classroom	Online
Course Name	Practice and Evaluation with Communities		
Day(s) & Time	Zoom sessions on Tuesdays 9:00 AM – 12:00 PM		
Instructor	Suzanne Triance-Wright, MSW, RSW		
U of C E-mail	sltrianc@ucalgary.ca	Phone	Please contact instructor by email

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

The course utilizes a seminar format delivered via Zoom and is divided between lectures, student research and presentations, guest lecturers, and opportunities to investigate local or global community issues from a community practice perspective and engage with community leaders. We will explore the relationship of community and generalist practice techniques, discuss current social issues affecting the local, provincial, national, and international community, and develop a greater understanding of best practice in indigenous community development.

COURSE LEARNING OUTCOMES

Community practice involves working with people and organizations to address problems that are of common concern, overcoming systemic barriers and promoting human rights, social justice, and well-being. Students will be exposed to key community practice theories, knowledge, competencies, and practice models that promote community change and transformation. The course will assist students in understanding basic community dynamics, community building, and community change and to develop their community practice and evaluation skills. Upon completion of this course, students will:

1. Understand the importance of relationships and community development in social work practice.
2. Become knowledgeable about the history of community practice in Canada and in other parts of the world.
3. Critically assess and integrate community development principles, models, and theoretical perspectives.
4. Discover, analyze, and evaluate, unmet community or special interest needs, barriers, or inequalities.
5. Recognize, describe, and navigate characteristics, challenges, power dynamics and relations in the context of community practice.
6. Understand, appreciate, and integrate community development practice skills in diverse and Indigenous communities.
7. Develop strategies and create positive interventions to support community well being and change efforts.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Brown, Jason D., & Hannis, David. (2011). *Community development in Canada (2nd ed.)*. Pearson Education Canada.

Optional Textbook: Kuyek, J. (2011). *Community organizing: A holistic approach*. Fernwood Books Ltd. Excerpts for Skills Labs will be provided in D2L

All other required textbook excerpts or readings, as well as additional suggested readings, will be provided in 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, video, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This core BSW course highlights one of the elements of generalist social work practice methodology. The content is complementary to the areas of social justice and social action, group work practice, research, and social policy.

CLASS SCHEDULE

Date	Topic	Readings/Assignments Due
Monday, January 11, 2021	FIRST DAY OF REGULAR CLASSES	
Class #1 Tuesday, January 12, 2021	Introductions Overview of Course Outline Review of Assignments Discuss Class Expectations and “Netiquette” for on-line learning platforms “Test” on-line learning platforms Defining Community and “Learning Community”	Brown & Hannis – Chapter 1 West, Richard E, & Williams, Gregory S. (2017). “I don’t think that word means what you think it means”: A proposed framework for defining learning communities. D2L Disc Board Assignment 2 - #1: Main Post due 11:59 pm Tues, Jan 19 2 Responses due 11:59 pm Tues, Jan 26
Class #2 Tuesday, January 19, 2021	Introduction to Community Development History of Community Practice Saul Alinsky and Moses Coady, National Film Board	Brown & Hannis – Chapters 2 & 3

Friday, January 22, 2021	FEE DEADLINE	
Class #3 Tuesday, January 26, 2021	Locality Development and Social Planning Building Relationships Models of Community Practice and Organizations Guest Speaker – Jerris Popik, Military Family Resource Centre	Brown & Hannis - Chapters 4 & 5 D2L Disc Board Assignment 2 – #2: Main Post due 11:59 pm Fri, Jan 29 2 Responses due 11:59 pm Fri, Feb 5
Class #4 Tuesday, February 2, 2021	No Zoom Class Attend U of A International Week of Global Education – Minimum of 2 hours of virtual events February 1 – 5, 2021	D2L Disc Board Assignment 2 - #3: Main Post due 11:59 pm Wed, Feb 10 2 Responses due 11:59 pm Sat, Feb 13
Class #5 Tuesday, February 9, 2021	Critique of International Week speaker or event International Community Social Work Breakout Room discussion, activities, and Brief Group Presentations Participation Assignment 1 – Event #1	Brown & Hannis - Chapter 10
February 14-20, 2021	WINTER BREAK	No Classes, No Assignments or Course Activities
Class #6 Tuesday, February 23, 2021	Process of Community Development Skills for working in communities CASW Code of Ethics & ACSW Standards of Practice Guest Speaker: Jerris Popik: Completing a Community Workplace Assessment	Brown & Hannis – Chapters 6 & 7
Class #7 Tuesday, March 2, 2021	Skills Lab 1 – Skills for working in communities – Assessment of Needs and Resources Participation Assignment 1 – Event #2	Brown & Hannis – Chapter 7 Kuyek, J. – Chapter 8 – Research D2L Disc Board Assignment 2 - #4: Main Post due 11:59 pm Tues, Mar 16 2 Responses due 11:59 pm Fri, Mar 26
Class #8 Tuesday, March 9, 2021	Community Social Work across the Political Spectrum and navigating bureaucracies Guest Speaker: TBA	Brown & Hannis – Chapter 7
Class #9	Skills Lab 2 – (1) Ensuring Voice, Representation and Community	Brown & Hannis – Chapter 7 Kuyek, J. – Chapters 5 & 7

Tuesday, March 16, 2021	Participation; and (2) Planning for Community Change Participation Assignment 1 – Event #3	
FRIDAY, MARCH 19, 2021		FINAL ASSIGNMENT #3 DUE
Class #10 Tuesday, March 23, 2021	Social Determinants of Health Comparison between Social Determinants of Health and Aboriginal Social Determinants of Health	Reports can be downloaded from: www.thecanadianfacts.org ; www.nccah-ccnsa.ca
Class #11 Tuesday, March 30, 2021	Indigenous and Diverse Community Development Guest Speaker: TBA	Brown & Hannis – Chapter 9 D2L Disc Board Assignment 2 - #5 (MANDATORY) Main Post due 11:59 pm Tues, Apr 6 2 Responses due 11:59 pm Sat, Apr 10
Friday, April 2	GOOD FRIDAY	
Monday, April 5	EASTER MONDAY	
Class #12 Tuesday, April 6, 2021	Skills Lab 3 – Community Mobilizing and Organizing Participation Assignment 1 – Event #4	Brown & Hannis – Chapter 7 Kuyek, J. – Chapters 14 and 15
Class #13 Tuesday, April 13, 2021	Social Welfare “Local News”	Brown & Hannis – Chapter 11
Thursday, April 15, 2021	LAST DAY OF REGULAR CLASSES	
FRIDAY, APRIL 23, 2021		FINAL ASSIGNMENT #4 DUE

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.

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: Participation (30% - 10 pts for each) - Due : Feb 9, Mar 2, Mar 16, Apr 6

Aligned Course Learning Outcomes: 1 – 6

Assessment Description & Criteria:

Given that this is a community practice course, the class will be a “learning community”. It is expected that students attend class each week and participate fully within the discussions and activities planned.

Throughout the course, there will be 4 specifically designated opportunities to participate with a small group in a Breakout Room critically engaging with course materials and guided questions linking material to community practice theories, models, and principles OR student led **Skills Labs**. The Instructor will either join your Breakout Room OR you will report back to the class with a summary of the discussion. The specific task/event will be discussed in class and set out in D2L.

Participation marks will be assigned based on your learning and engagement within the Breakout Room activities and recap to the class as required.

Your participation mark will be based on your best 3 out of 4. Rubric will be discussed during class and posted in D2L

Assignment 2: D2L Online Discussion Boards (30% - up to 10 pts for each (6 pts for original post and 2 for each response) – Due dates: outlined below

Aligned Course Learning Outcomes: 1-7

Assessment Description & Criteria:

In response to a given topic or question, you will **AUTHOR ONE well considered initial post of approximately 250 words with at least 1 peer reviewed reference** and at least **TWO detailed responses to a classmate’s post of no greater than 100 words, using the “Sample Postings” document uploaded into D2L as a guide.**

Minimum 3 of the 5 discussion topics will be graded. You are encouraged to participate in all and your BEST 3 out of 5 will be applied. Active discussions make online courses interesting and engaging for everyone.

(1) **Class #1: Current Issue of Interest to ME:**

STUDENTS are encouraged to introduce an area of interest to their classmates, provide an overview and some background in the context of community development, why is it an issue, your experience in this area, and how might the CASW Code of Ethics speak to this issue?

Dates: Main Post Jan. 19, Replies Jan. 26

(2) Class #3: Topic to be determined during Class #1/2

Dates: Main Post Jan 29, Replies Feb. 5

(3) Class #4: U of A International Global Education Week: February 1-5, 2021:

STUDENTS are expected to spend a minimum of 2 hours at this free on-line event and submit an original post which addresses the following questions:

- Which session(s) did you attend any why?
- What were the key points/perspectives presented by the speaker (s)?
- Did you agree or disagree with the speaker's perspective and what were your reasons for this?
- What was the most significant learning you gained from attendance at this event?
- What is the relevance of this new knowledge in International Community Development and its influence on your future practice?

Dates: Main Post Feb. 10, Replies Feb. 13

(4) Class #7: COVID Response: Pick a community impacted (example of communities: seniors, kids going to school, health care workers, first responders, persons with mental health issues; working from home; business owners, university students)

STUDENTS are urged to (1) discuss implications of building relationships and the context of relationship; OR (2) discuss and evaluate unmet community or special interest needs, barriers or inequalities; OR (3) examine power dynamics and relations in the context of community practice; **AND** a role for community social work.

Dates: Main Post Mar. 16, Replies Mar. 26

(5) Class #11: Indigenous or Diverse Community Development *MUST BE ONE OF THE 3 YOU COMPLETE – TOPIC options to follow

Dates: Main Post Apr. 6, Replies Apr. 10

Your participation in online discussions is a portion of your final grade. You are expected to contribute your experiences and ideas that promote discussion and understanding of the course concepts.

To ensure your written comments are respectful and relevant, please plan and re-read each comment before posting it. Remember your audience will not have the benefit of social cues, tone of voice or body language. If a classmate's post triggers an emotionally charged response for you, please ask for clarification from them directly about their post before making assumptions.

Other weekly online discussion topics are encouraged but will not be graded, however participation in at least 3 of the 5 discussions is required for course completion.

Please refer to the Sample Postings and Rubric in D2L for evaluation details.

Assignment 3: PART 1 of Community Issues and Plan (20%) – Due: Friday, March 19th by 11:59pm

Aligned Course Learning Outcomes: 1-6

Assessment Description & Criteria:

APA Styled, 3-4 pages and min 2 peer reviewed references

Prepare a persuasive discussion on a selected community issue involving a specific disadvantaged sector of concern to **you** (e.g. inner-city revitalization, homelessness, family violence, end poverty, opioid crisis, or a topic of your choice). Compare, contrast, and illustrate: (a) why as a civil society, it is important for the community to address this issue? (b) why social work as a profession should be concerned about this issue? (c) how community work as a social work perspective and practice contributes uniquely and significantly to addressing this issue?

Assignment 4 : PART 2 of Community Issues and Plan (20%) – Due Friday: April 23rd by 11:59pm

Aligned Course Learning Outcomes: 1-7

Assessment Description & Criteria:

APA Styled, 3-4 pages, and min 2 peer reviewed references – Will be submitted through D2L Dropbox

Referencing the same community issue identified in Assignment 3 – choose one of the following:

- (1) **Contact and Interview** a community or political leader or activist in your area of interest chosen in Assignment 3. Synthesize salient points from the interview, and your research in Assignment 3, identifying characteristics, challenges, power dynamics, relationships, ethical tensions that may have been identified. Assess and map the assets and talents that are present and **Conclude** with a strategy or strategies and positive intervention(s) to support community well-being and change efforts.

OR

- (2) **Prepare a descriptive discussion** of the issue; how do different ways of thinking (theoretical perspectives) explain why there's an issue for the affected population; how is this issue being addressed in terms of key services, and prevalent ways the public addresses the issue; **Conclude** with a strategy or strategies and positive interventions to support community well-being and change efforts.

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 do not hesitate to contact the instructor well in advance of the assignment deadline via email.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class via Zoom 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 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 provided PRIOR APPROVAL FOR THE EXTENSION HAS BEEN GRANTED by the instructor. A late assignment without agreement with the instructor may not be accepted or will 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

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

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 and the Instructor will regularly seek input on the course process from the students throughout the semester.

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.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 (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

SAFEWALK

Safewalk provides a safe and reliable alternative to walking alone at nights around and on the U of A Campus located at 0-22 SUB, phone (780) 492 5563 or 4-WALK-ME. In addition to the UofA's Safewalk Program, security personnel at Enterprise Square will provide an escort from the main lobby between 6:00 pm and 11:00 pm any day that the building is open. Arrangements to be accompanied can be made at the security desk opposite to the elevators on the main floor at the time the escort is required; reservation ahead of time is not possible. Security will escort you within a two- block radius of Enterprise Square.

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 (Calgary)**
- **Safewalk (Calgary)**

