Course & Session Number	SOWK 397 S01	Classroom	Online (Zoom link will be available on D2L)
Course Name	Practice and Evaluation with Communities		
Day(s) & Time	Mondays, 1:00 – 3:50 p.m.		
Instructor	Kelli Stevens, MSW, RSW	Office Hours	As requested,
UCalgary E-mail	kelli.stevens@ucalgary.ca	UCalgary Phone	n/a; Please use email

EQUITY, DIVERSITY, INCLUSION, RECONCILIATION AND ANTI-RACISM

The Faculty of Social Work (FSW) is committed to anti-racist social work education and practice and to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge the historic and ongoing effects of racism, systemic inequities and compounded disadvantages due to the intersection of social locations, particularly for members of racialized, Indigenous, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, and cultural barriers to their education. We recognize, honour, and integrate diverse perspectives, experiences, and strengths into our work. See the faculty's Statement on Anti-Black and Anti-Asian Racism, the work of the faculty's Anti-Black Racism Task Force, and the university's Indigenous strategy.

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

Community practice involves supporting and/or mobilizing people to address problems and opportunities of common interest. It applies a macro perspective to help overcome systemic barriers and promote human rights and social justice. This course is intended to introduce participants to a range of activities within community practice and evaluation – primarily through readings, observations, class discussions, experiential exploration, and other interactive activities. With critical self-reflection, a priority on relationships, and awareness of power dynamics and ethics, learners are expected to

combine theories with the opportunity to enhance community practice skills such as assessment, engagement, facilitation, and mobilization.

All instruction will be provided live, online (via D2L and Zoom) on Mondays from 1:00-3:50 p.m. Class discussions, breakout groups, individual activities, and use of virtual (Miro) whiteboards will be part of the online experience.

Prerequisites: University transfer route only.

COURSE LEARNING OUTCOMES

Upon completion of this course, learners will be able to:

1. Enhance their skills in critical self-reflection and personal growth as foundations for community practice;

2. Examine their personal and professional ethics related to social work practice with communities;

3. Understand and describe concepts of oppression, anti-oppression, power dynamics, and intersectionality (class, race, gender, abilities, nationality, faiths, etc.) as a grounding for social justice practice in communities;

4. Understand and implement theories and models of practice and demonstrate roles that social workers can play in community organizing and social transformation; and

5. Enhance community practice skills, including those related to assessment, engagement, facilitation, mobilization, and evaluation.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required textbook for this course. Instead, please refer to readings listed in the Class Schedule section below.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains 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

This required, BSW-level community practice course rests on social work's fundamental values and principles of social justice and anti-oppression to highlight the profession's commitment to facilitating social change and transformation at the micro and macro levels. This course is one of five core "practice

with" courses (SOWK 393; 395; 397; & 399) and complements other practice related courses such as practicum I & II.

CLASS SCHEDULE

Please note the following dates for Winter 2022:
- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre
- Term Break, no classes: February 20 – 26
- End of Term: Friday, April 29

The following schedule will be used, unless otherwise stated (any changes will be posted on D2L and/or emailed):

Date	Topic	Readings
January 10	Introduction and positioning the course	Review the course outline prior to class
January 17	Models of Practice	Diers, J. (2017). *Building 21st century communities.* Tamarack Institute. Retrieved from https://www.tamarackcommunity.ca/latest/building-21st-century-communities Weil, M. (1996). Model development in community practice: An historical perspective. *Journal of Community Practice, 3*(3/4), 27-67.
January 24	Power Dynamics and Intersectionality *Will include skills lab*	Fisher-Borne, M., Cain, J.M., & Martin, S.L. (2015). From mastery to accountability: Cultural humility as an alternative to cultural competence, *Social Work Education, 34*(2), 165-181, DOI: 10.1080/02615479.2014.977244 Hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. Routledge. • Chapter 1: Engaged pedagogy (while reading, think about "community social worker" when hooks talks about "teacher" or "professor")
January 31	Anti-Racism and Decolonization	Goodchild, M. (2021). Relational systems thinking: That's how change is going to come, from our earth mother. *Journal of Awareness-Based Systems Change, 1*(1), 75-103. Lee, E. O. J., & Ferrer, I. (2014). Examining social work as a Canadian settler colonial project. *Journal of Critical Anti-Oppressive Social Inquiry, 1*(1).

February 7	Ethics and Reflexivity *Will include skills lab	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. Hardina, D. (2004). Guidelines for ethical practice in community organizations. *Social Work, 49*(4), 595-604. 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.
February 14	Assessment of strengths and needs *Will include skills lab	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 Edition (pp. 156-182). New York: Oxford University Press. Vibrant Communities. (n.d.). *Community development at a glance.* Tamarack Institute. Retrieved from https://www.tamarackcommunity.ca/library/guide-asset-based-community-development-at-a-glance • Click "view the guide" on the left
February 21	**Alberta Family Day and Term Break – No Class**	
February 28	Planning for community practice *Will include skills lab	Chaskin, R. J. (2005). Democracy and bureaucracy in community planning process. *Journal of Planning Education & Research, 24*(4), 408-419. Checkoway, B. (2013). Social justice approach to community development. *Journal of Community Practice, 21*(4), 472-486.
March 7	Public awareness, media, social media *Will include skills lab	Sitter, K. C., & Curnew, A. H. (2016). The application of social media in social work community practice. *Social Work Education, 35*(3), 271-283. Smith, B. G., Krishna, A., & Al-Sinan, R. (2019). Beyond slacktivism: Examining the entanglement between social media engagement, empowerment, and participation in activism. *International Journal of Strategic Communication, 13*(3), 182-196.

		Wilson, K. (2011). 'Race', gender and neoliberalism: Changing visual representation in development. *Third World Quarterly, 32*(2), 315-331.
March 14	Engaging community members *Will include skills lab*	Fraser, H. (2005). Four different approaches to community participation. *Community Development Journal, 40*(3), 286-300. 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. Toomey, A. H. (2011). Empowerment and disempowerment in community development practice: Eight roles practitioners play. *Community Development Journal, 46*(2), 181-195.
March 21	Advocating for rights and policy	Brooks, D. (2016). At the edge of the inside. *New York Times* (online). Castelloe, P., Watson, T., & White, C. (2002). Participatory change: An integrative approach to community practice. *Journal of Community Practice, 10*(4), 7-31. Lysack, M. (2012). The abolition of slavery movement as a moral movement: Ethical resources, spiritual roots, and strategies for social change. *Journal of Religion & Spirituality in Social Work: Social Thought, 31*(1-2), 150-171.
March 28	Funding for community practice *Will include skills lab*	McBeath, B. (2016). Re-envisioning macro social work practice. *Families in Society, 97*(1), 5-14. Trust-based philanthropy project. (2021.). *Trust-based philanthropy in 4D*. Retrieved from https://www.trustbasedphilanthropy.org/s/TBP-in-4D_Oct2021.pdf
April 4	Maintaining action, building movements	Gehl, L. (2013). *The turtle must lead, anything else is false solidarity*. Retrieved from https://rabble.ca/news/2013/02/turtle-must-lead-anything-else-false-solidarity Imoh, C. (2020). *How the failure of multiculturalism led to the rise of Black Lives Matter*. Retrieved from https://theconversation.com/how-the-failure-of-

		multiculturalism-led-to-the-rise-of-black-lives-matter-144463 Vivo for Healthier Generations. (2019*). Vivo play project: Celebrating year 1*. Retrieved from https://vimeo.com/379337740 Weaver, L. (2014). The promise and peril of collective impact. *The Philanthropist, 26*(1).
April 11	Evaluation and Transition	Cram, F. (2018). Conclusion: Lessons about Indigenous evaluation. *New directions for evaluation*, 159, 121-133. Reid, V. (2016). *Conscious closure: The wild life of dying*. TEDxTheAnnexWomen. Retrieved from https://www.youtube.com/watch?v=xJyUktH49HM
*All activities are synchronous (real-time) on Zoom*

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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 for your best learning experiences. 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 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.

Assignment 1 – Course Engagement (40% total; divided equally across all activities)

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

Assignment Description: To close each class/Zoom session, the instructor will facilitate a short evaluation activity designed for students to consider how they engaged with that day's readings and activities. These activities are designed to a) introduce students to various types of evaluation activities that can be used in community, and b) provide opportunity for students to be involved in determining the grades they receive for this course.

Assessment Criteria: Community practice is based on working in relationship with others; engagement with your learning community throughout the course is a key element. In completing the above-mentioned evaluation activities, students will be asked to self-assess their participation in each session.

Assessment may include consideration of – for example – how they critically analyzed and shared experiences, asked meaningful questions, engaged in active listening, responded to questions and issues raised by others, offered feedback, shared insights from the readings, and engaged in small and large group discussions.

A template and details for how to score oneself in these areas will be provided in class and on D2L.

The instructor reserves the right to adjust students' overall scores (upward or downward).

Due Date: Students can choose to submit self-assessments during each class, or all at once by April 11 at 11:59 p.m. Submission will be via Dropbox on D2L.

Assignment 2 – Student Skills Labs (60% total; 10% per activity)

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

Assignment Description: During class sessions marked with *will include skills lab* in the earlier "Class Schedule" section of this syllabus, time will be given to complete the following activities:
- Assessment of personal power and intersectionality
- Reflective practice
- Assessment of the strengths and needs of a community
- Draft a communications/engagement plan
- Design an agenda for a participatory event
- Draft a funding application
- Complete a SWOT analysis (SWOT = strengths, weaknesses, opportunities, threats)

During class, more detail will be provided about how to perform each of these activities.

Assessment Criteria: Assessment criteria for each activity and/or rubrics will be provided in class and posted on D2L.

Due Date: Students will have time to complete each activity during class, but may wish to revise or polish their work prior to April 12 at 11:59 p.m.

Submission will be via Dropbox on D2L, the Discussion Board section of D2L, or a Miro whiteboard. (The instructor will clarify in class which method will be used for each activity, and will also post this information on D2L.)

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in class activities and discussions. These are part of the course engagement grade, as outlined in the assessment components section above. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session for your best learning experiences.

LATE ASSIGNMENTS

Assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

All written 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, created 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. This grading system overrides the grading system in D2L.

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.

Prior to this process, students are encouraged to provide feedback and to discuss the course at any time with the instructor; Assignment 1 will also include space for this. Please note: constructive feedback for the instructor within Assignment 1 will *not* result in any penalty to students' grades; the ability to offer and receive the gift of constructive feedback is a social work skill.

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 who use materials protected by copyright are expected to comply with 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 https://www.ucalgary.ca/pubs/calendar/current/k.html.

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 AND GENDER-BASED 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/university-policies-procedures/sexual-and-gender-based-violence-policy

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