



Course & Session Number	SOWK 397 S04	Classroom	3-300 Online through Zoom as per class schedule
Course Name	Practice and Evaluation with Communities		
Day(s) & Time	Tuesdays, 9:00 a.m. to 11:50 a.m.		
Instructor	Karen Richards, MSW, RSW	Office Hours	Tuesdays 12:00 p.m. – 1:00 p.m. or as requested
UCalgary E-mail	karen.richards@ucalgary.ca	UCalgary Phone	By 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 is a modality of social work that brings people together to address common societal concerns by challenging systemic barriers, promoting human rights, striving for social justice and

transformational change. In this course students will critically explore theories, practice, examples, and knowledge of community organizing that promote activism, engagement, and well-being. Students will be immersed in the world of community groups and organizations through a range of activities and assignments that explore the various stages and considerations of developing strong community-oriented practice. This course will focus on the practice and evaluation of community work through a social work lens utilizing real world examples and linkages. Students will gain social work practice skills and understanding of the effects of power on community work that promotes change and transformation.

This course will follow an in-person seminar format where students are encouraged to share and learn from one another. In addition to instructor-led lectures, this course emphasizes student participation and engagement through differing modalities (discussions, facilitation, presentations, group work, reading, research, written assignments, interactive community activities). The course will focus on community organizing in the current context utilizing multi-media approaches to engagement and community work spanning from grassroots and local initiatives to international concepts.

The course will be taught through a combination of online and in-class delivery as indicated in the Class Schedule. Due to the ever-changing Covid-19 pandemic, the first 3 weeks of instruction (January 2022) will now be delivered online via Zoom. The Zoom link to connect to scheduled online sessions is <https://ucalgary.zoom.us/j/93041570602>.

COURSE LEARNING OUTCOMES

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

1. Demonstrate a critical understanding of key principles, theories and practice models for working with communities;
2. Understand the roles that social workers play in community work through ethical practice, social justice, and transformational change;
3. Demonstrate community practice skills (engagement, facilitation, assessing, budgeting, organizing, mobilizing, etc.);
4. Identify community needs, resources and capacities and how they can be utilized to facilitate community building;
5. Understand local and broader political, economic and institutional contexts of community practice;
6. Identify the strengths and limitations of alternative approaches to community practice in a variety of circumstances; and
7. Integrate anti-oppressive practice into social work contexts with knowledge of diversity, guided by Indigenous ways of knowing in truth and reconciliation.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Kuyek, J. (2011). *Community organizing: A holistic approach*. Fernwood Books.

Copies of this book will be available through the bookstore or can be purchased on Amazon using the following link: <https://www.amazon.ca/Community-Organizing-Joan-Newman-Kuyek/dp/1552664449>

Other articles and websites will be assigned by the instructor to supplement the course text and will be posted on D2L.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains additional required readings and other relevant class resources and material

RELATIONSHIP TO OTHER COURSES

This BSW level course is a key component of generalist social work practice. It applies a “macro” perspective of work with communities, groups, and organizations. The content is complementary to Social Policy and Social Justice (SOWK 383), Practice and Evaluation with Organizations (SOWK 399), and Critical Approaches to Social Work Practice (SOWK 365).

It is expected that students will see interconnections between all BSW courses and be able to integrate the knowledge, skills, and experience into future practice.

CLASS SCHEDULE

Date	Topic	Readings/Assignments Due
Week 1: January 11, 2022 Online session https://ucalgary.zoom.us/j/93041570602	Introduction and Orientation to Practice and Evaluation with Communities	No Required Readings
Week 2: January 18, 2022 Online session https://ucalgary.zoom.us/j/93041570602	Exploring Community and Contexts of Community Practice	Kuyek, J. (2011). Community organizing: A holistic approach. Chapter 1 and 17
Week 3: January 25, 2022 Online session https://ucalgary.zoom.us/j/93041570602	Community Practice Skills – Monitoring and Evaluation	Refer to D2L for assigned reading
Week 4: February 1, 2022	Power Dynamics in Community Practice	Kuyek, J. (2011). Community organizing: A holistic approach. Chapter 2
Week 5: February 8, 2022	Community Practice Skills – Planning	Kuyek, J. (2011). Community organizing: A holistic approach. Chapter 6,7
Week 6:	Theories and Models of	Kuyek, J. (2011). Community

February 15, 2022	Community Practice – Political	organizing: A holistic approach. Chapter 16, 11
COMMUNITY ANALYSIS DUE, Tuesday, February 15 @ 11:59 p.m.		
Week 7: February 22, 2022	Reading Week: No classes	
Week 8: March 1, 2022	Theories and Models of Community Practice – Physical Needs	Kuyek, J. (2011). Community organizing: A holistic approach. Chapter 10
Week 9: March 8, 2022	Theories and Models of Community Practice - Economical	Kuyek, J. (2011). Community organizing: A holistic approach. Chapter 9
Week 10: March 15, 2022	Reflexivity and Ethics in Community Practice	Kuyek, J. (2011). Community organizing: A holistic approach. Chapter 9 Refer to D2L for assigned reading
Week 11: March 22, 2022	Community Practice Skills – Assessment of Needs and Resources	Kuyek, J. (2011). Community organizing: A holistic approach. Chapter 8, 14
GO OUT AND DO DUE, Tuesday, March 22, 2022 @ 11:59 p.m.		
Week 12: March 29, 2022	Community Practice Skills – Community Assets and Funding	Kuyek, J. (2011). Community organizing: A holistic approach. Chapter 12 Refer to D2L for assigned reading
Week 13: April 5, 2022	Community Practice Skills – Strategies and Tactics for Community Change	Kuyek, J. (2011). Community organizing: A holistic approach. Chapter 14
BAKER'S DILLEMA DUE, Tuesday, April 5 @ 11:59 p.m.		
Week 14: April 12, 2022	Community Practice Skills – Mobilizing and Organizing Course Wrap Up	Kuyek, J. (2011). Community organizing: A holistic approach. Chapter 15, 17

Please note important dates for Winter 2022:

- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre
- Block Week: January 3 – 7, 2022
- Start of Classes: Monday, January 10, 2022
- Term Break, no classes: February 20 – 26, 2022
- End of Classes: Tuesday, April 12, 2022
- End of Term: Friday, April 29, 2022
- Alberta Family Day, no classes: Monday, February 21, 2022
- Good Friday, no classes: Friday, April 15, 2022
- Easter Monday, no classes, Monday, April 18, 2022

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable only 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

Assignment 1: Truth and Reconciliation (25%) – Due at the beginning of class on your assigned date (2-3 students will present per session, schedule will be assigned on the first day of classes)

Aligned Course Learning Outcomes: 1, 2, 3, 5 7

Assignment Description:

Using the Truth and Reconciliation Commission of Canada Calls to Action, integrate the weekly topic and assigned readings into a critical analysis of social work practice.

Picking one of the 94 Calls to Action, provide examples of how social workers and communities can incorporate the recommendations into the work they do. Examples include: lobbying, direct action, social media campaigns etc.

Recognizing there are many ways of knowing, this work is to be presented in front of the class in a non-traditional method. Examples include: poetry, oral storytelling, music, class participation/facilitation, poster, social media etc.

In your presentation, consider the feasibility of implementing Calls to Action in the current political and social climate. Explore the benefits, challenges, and implications of your selected recommendation. Reflect on your learnings in previous sessions and how this relates to truth and reconciliation.

Presentations should not exceed 15 minutes. In your presentation, ensure to include a personalized Land Acknowledgement. Following each presentation will be 5 minutes to debrief with the peer group.

Truth and Reconciliation Commission of Canada Calls to Action can be found at the link below. Please download or print and read all the recommendations throughout the course of the term.

<https://crc-canada.org/en/ressources/calls-to-action-truth-reconciliation-commission-canada/#:~:text=%20Truth%20and%20Reconciliation%20Commission%20of%20Canada%3A%20Calls,a%20written%20policy%20that%20reaffirms%20the...%20More%20>

The purpose of this assignment is to develop integration and presentation skills. Reflecting on the Calls to Action is important for all. The goal is to translate the knowledge gained in this course into practical implementation strategies through social action.

Assessment Criteria:

Assessment by the Instructor is based on student's engagement and commitment to truth and reconciliation integration. Students will be graded on the Instructor's assessment of the student's engagement and commitment. Connection to class material and creativity will also be considered.

Written assignments are to be submitted through a dropbox on D2L. Written assignments are to be completed in APA format, double-spaced, 12-point font with 1" margins.

Assignment 2: Community Analysis (25%) – Due February 15 by 11:59 p.m.

Aligned Course Learning Outcomes: 1, 3, 4, 6

Assignment Description:

The purpose of this assignment is to gain observatory assessment skills for community practice.

Students will choose a community group or organization in the province of Alberta which aligns with their identity, beliefs, passions, or values. Utilizing available resources (eg. websites, social media, general information), students will complete a needs and resource assessment of the group or organization.

To complete the analysis students should:

- Research the history of the community group or organization,
- Consider available resources and assets the community possesses,
- Examine shortcomings and challenges the community faces,
- Reflect on action the community may have already taken or plans to take, and
- Critically explore the strengths, weaknesses, opportunities, and threats to the community group or organization.

Complete a report (max 6 pages) that illustrates your analysis and explores the considerations above. Include at least 3 academic references in your analysis.

Assessment Criteria: An assessment rubric will be posted on D2L.

Assignment 3: Go Out and Do (30%) – Due March 22 by 11:59 p.m.

Aligned Course Learning Outcomes: 1, 3, 5,6

Assignment Description:

Building on the Community Analysis assignment above, dedicate a minimum of 3 hours to attend events, activities and or discussions organized by or related to your chosen community group or organization. The purpose of this assignment is to experience firsthand how communities are using a variety of tools to make changes on the issues of importance to them.

Complete a paper (max 6 pages) that illustrates your engagement and explores the considerations below. Include at least 3 academic references in your paper.

Incorporate the following:

- Brief description of the group and the history of the issue(s) being addressed by this event;

- Exploration of event participants;
- Reflection of what are they hoping to accomplish by hosting the event (goals);
- Examination of where the event taking place and whether the facility fits with the goals for the event;
- Consideration of why did they choose to host this particular event and not take other types of actions;
- Critical Analysis of how effective you think the event was;
- Any other factors or considerations that is important to the event or group/organization;
- Self-Reflection of the experience and any ethical or social considerations of your involvement; and
- Consider any assumptions held from the Critical Analysis assignment and reflect on how they may have evolved through this activity.

Assessment Criteria: An assessment rubric will be posted on D2L.

Assignment 4: Bakers Dilemma (20%) – Due April 5 by 11:59 p.m.

Aligned Course Learning Outcomes: 3, 4, 5

Assignment Description:

The purpose of this group exercise (3 members per group) is to explore budgeting and funding limitations faced by community groups and organizations.

Utilizing the Baker’s Dilemma puzzle provided in class, configure a suitable funding allocation that satisfies the requirements.

As a group, complete one paper (10 pages max, plus the Baker’s Dilemma) that explores the funding challenges communities face and solutions they may utilize.

Consider the economic, social, and political implications involved in funding projects or programs. Research at least 2 funding sources available to the community (eg. amounts of funding, requirements, limitations and restrictions). Explore creative alternatives and other ways communities can leverage funding sources.

Assessment Criteria: An assessment rubric will be posted on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

Further information and grading rubrics will be discussed within the class and posted within the course D2L site. Should students have any questions or concerns, please connect with the instructor well in advance of the assignment deadline (via email or in person).

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. Extenuating circumstances for absences should be discussed the instructor.

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 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.

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. All grades will be added at the end of term and rounded to the nearest whole number according to rounding conventions to determine the final course grade. Students must meet or exceed the lower value of the percentage range for a letter grade to receive that letter grade for the course. 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. 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 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