



<b>Course &amp; Session Number</b>	SOWK 397 S01	<b>Classroom</b>	HNSC 330
<b>Course Name</b>	Practice & Evaluation with Communities		
<b>Dates and Time</b>	Start of Classes: January 11, 2023 End of Classes: April 12, 2023 Dates and Time: In-person instruction on Wednesdays from 1:00 – 3:50 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Kelli Stevens, MSW, RSW	<b>Office Hours</b>	As Requested
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**OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION**

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty’s [Anti-Black Racism Task Force](#), and the university’s [Indigenous Strategy](#).

<sup>1</sup> In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

## **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 maximize opportunities of common interest. It applies a macro perspective to systemic barriers and social justice. This course is intended to introduce you to a range of activities within community practice and evaluation – primarily through readings, discussions, and experiential activities. You will be encouraged to engage in critical self-reflection, place a priority on relationships, and maintain an awareness of power dynamics and ethics while combining theory with the opportunity to enhance community practice skills.

All instruction will be provided live, in-person on Wednesdays from 1:00-3:50 p.m. Class discussions, breakout groups and individual activities will be part of the classroom experience.

## **COURSE LEARNING OUTCOMES**

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

1. Understand the importance of critical self-reflection and personal growth as foundations for community practice;
2. Examine personal and professional ethics related to working with communities;
3. Understand and address concepts of oppression, anti-oppression, power dynamics, and intersectionality as a grounding for social justice practice in communities;
4. Appropriately implement theories and models of practice related to the roles social workers play in community organizing and social transformation; and
5. Use community practice skills related to assessment, engagement, facilitation, mobilization, and evaluation.

## **LEARNING RESOURCES**

### **REQUIRED TEXTBOOKS AND/OR READINGS**

There is no required textbook; see reading list posted on D2L.

Please use APA (7<sup>th</sup> edition) formatting for citations

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

## **LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L. For in-person classroom activities, all participants will need a way of recording thoughts and ideas, in electronic or hard-copy.

## **RELATIONSHIP TO OTHER COURSES**

This required, BSW-level community practice course builds 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 a community level. This course is one of five core “practice with” courses (SOWK 393, 395, 397, 399) and complements other courses such as practicum I & II.

## **CLASS SCHEDULE**

### **Important Dates for Winter 2023**

- Start of Term: Tuesday, January 3, 2023
- End of Term: Friday, April 28, 2023
- Fee Deadline: Friday, January 27, 2023
- Alberta Family Day, no classes: Monday, February 20, 2023
- Good Friday, no classes: Friday, April 7, 2023
- Easter Monday, no classes: Monday, April 10, 2023
- Term Break: Sunday, February 19 – Saturday, February 25, 2023

<b>Date</b>	<b>Topic and Skills Lab (where applicable)</b>	<b>Readings</b>
January 11	Introduction and positioning the course	Review the course outline prior to class
January 18	Models of Practice	Mirza, R. (2021). <i>TEDx Talks</i> . <a href="#">The art of engaging communities</a> .  Tamarack Institute. (2022). <a href="#">What is community?</a>
January 25	Power Dynamics and Intersectionality  *Will include skills lab: Assessment of personal power and intersectionality	Fisher-Borne, M., Cain, J.M., & Martin, S.L. (2015). From mastery to accountability: Cultural humility as an alternative to cultural competence, <i>Social Work Education</i> , 34(2), 165-181, DOI: 10.1080/02615479.2014.977244  Goodchild, M. (2021). Relational systems thinking: That's how change is going to come, from our earth mother. <i>Journal of Awareness-Based Systems Change</i> , 1(1), 75-103.
February 1	Anti-Racism and Decolonization	Lee, E. O. J., & Ferrer, I. (2014). Examining social work as a Canadian settler colonial project. <i>Journal of Critical Anti-Oppressive Social Inquiry</i> , 1(1).

		Ng, W., Ware, S.M. & Greenberg, A. (2017). Activating diversity and inclusion: A blueprint for museum educators as allies and change makers. <i>Journal of Museum Education</i> , 42:2, 142-154, DOI: 10.1080/10598650.2017.1306664
February 8	Ethics and Reflexivity  *Will include skills lab: Reflective practice	Hardina, D. (2004). Guidelines for ethical practice in community organizations. <i>Social Work</i> , 49(4), 595-604.  Reisch, M., & Lowe, J. I. (2000). "Of means and ends" revisited: Teaching ethical community organizing in an unethical society. <i>Journal of Community Practice</i> , 7(1), 19-38.  Schur, M. (2022). <i>TED Talks</i> . <a href="#">How ethics can help you make better decisions.</a>
February 15	Assessment of strengths and needs  *Will include skills lab: Assessment of the strengths and needs of a community	Hardcastle, D. A., Powers, P. R., & Wenocur, S. (2011). Using assessment in community practice. In D. A., Hardcastle, P. R., Powers, & S. Wenocur, (Eds.). <i>Community practice: Theories and skills for social workers</i> , 3rd Edition (pp. 156-182). Oxford University Press.  Tamarack Institute. <a href="#">10: A guide for deepening community: Reconnecting and making community essential.</a>
February 22	<b>No Class</b>	
March 1	Planning for community practice	Chaskin, R. J. (2005). Democracy and bureaucracy in community planning process. <i>Journal of Planning Education &amp; Research</i> , 24(4), 408-419.  Checkoway, B. (2013). Social justice approach to community development. <i>Journal of Community Practice</i> , 21(4), 472-486.
March 8	Public awareness, media, social media  *Will include skills lab: Draft communications/engagement plan	Sitter, K. C., & Curnew, A. H. (2016). The application of social media in social work community practice. <i>Social Work Education</i> , 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. <i>International Journal of Strategic Communication</i> , 13(3), 182-196.  Wilson, K. (2011). 'Race', gender and neoliberalism: Changing visual representation in development. <i>Third World Quarterly</i> , 32(2), 315-331.

March 15	Engaging community members  *Will include skills lab: Design a participatory event	Fraser, H. (2005). Four different approaches to community participation. <i>Community Development Journal</i> , 40(3), 286-300.  Toomey, A. H. (2011). Empowerment and disempowerment in community development practice: Eight roles practitioners play. <i>Community Development Journal</i> , 46(2), 181-195.
March 22	Advocating for rights and policy	Castelloe, P., Watson, T., & White, C. (2002). Participatory change: An integrative approach to community practice. <i>Journal of Community Practice</i> , 10(4), 7-31.  Peltier, A., Peltier, S., & Laronde, S. (2020). <a href="#">REDTalks 15. Red Sky Performance.</a>
March 29	Funding for community practice  *Will include skills lab: Draft a funding application	McBeath, B. (2016). Re-envisioning macro social work practice. <i>Families in Society</i> , 97(1), 5-14.  Novovic, G. (2022). Rethinking philanthropy: Emerging paradigms of social justice. <i>The Philanthropist</i> . Retrieved from <a href="https://thephilanthropist.ca/2022/03/rethinking-philanthropy-emerging-paradigms-of-social-justice/">https://thephilanthropist.ca/2022/03/rethinking-philanthropy-emerging-paradigms-of-social-justice/</a>  Trust-based philanthropy project. (2021.). <i>Trust-based philanthropy in 4D</i> . Retrieved from <a href="https://www.trustbasedphilanthropy.org/s/TBP-in-4D_Oct2021.pdf">https://www.trustbasedphilanthropy.org/s/TBP-in-4D_Oct2021.pdf</a>
April 5	Maintaining action, building movements	Bolduc, J. (2021). <a href="#">A systemic view to reconciliation through Indigenous youth</a> . <i>Social Impact Advisors: Impact Conversations</i> .  Weaver, L. (2014). The promise and peril of collective impact. <i>The Philanthropist</i> , 26(1). Retrieved from <a href="https://thephilanthropist.ca/original-pdfs/Philanthropist-26-1-15.pdf">https://thephilanthropist.ca/original-pdfs/Philanthropist-26-1-15.pdf</a>
April 12	Evaluation and Transition	Canadian Evaluation Society. (2022). <a href="#">Asking for a friend: Developmental evaluation with Louise Adongo</a> .  <a href="#">Cram, F. (2018). Conclusion: Lessons about Indigenous evaluation. <i>New Directions for Evaluation</i>, 159, 121-133.</a>

## ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

You are encouraged to treat class as an opportunity to consider what it means to be a community member and, particularly during skill-building activities, what it means to be a community social worker. If you are unable to attend a class, please contact your instructor to arrange an alternative activity for the missed session.

## ASSESSMENT COMPONENTS

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

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

Assignment Description: To close each 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, b) provide the instructor with feedback or information about the learners' needs (individually and as a community), and c) an opportunity for students to mitigate power differentials and to be involved in determining their own grades.

Assessment Criteria: Community practice is based on working in relationship with others; engagement with your classroom community throughout the course is key. In completing the above-mentioned evaluation activities, you will be asked to evaluate your participation in each session.

Evaluation of your own engagement will invite you to consider how you critically analyzed and shared experiences, asked meaningful questions, listened actively to others, etc. Evaluation activities may also ask you to share insights and offer feedback.

A template and details for how to score yourself 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 submit evaluation of their engagement during each class (recommended), or all at once by April 14 at 11:59 p.m. Submission will be via Dropbox on D2L.

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

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

Assignment Description: Class 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 communications/engagement plan
- Design a participatory event

- Draft a funding application

Assessment Criteria: More detail will be provided about how to perform each of these activities, and assessment criteria for each activity will be 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 21 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 post this information on D2L.)

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

You 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 class, please contact your instructor to arrange an alternative activity.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

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.

### **LATE ASSIGNMENTS**

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

### **EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.), as well as general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7<sup>th</sup> 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. This grading system overrides the grading system in D2L.

Note: half-points may be awarded for individual assignments. If the final grade includes a 0.5, it will be rounded up to the next percent.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95 - 100
A	4.0	Excellent performance	95 - 100
A-	3.7	Approaching excellent performance	90 - 94
B+	3.3	Exceeding good performance	85 - 89
B	3.0	Good performance	80 - 84
B-	2.7	Approaching good performance	75 - 79
C+	2.3	Exceeding satisfactory performance	70 - 74
C	2.0	Satisfactory performance	65 - 69
C-	1.7	Approaching satisfactory performance	60 - 64
D+	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject	55 - 59
D	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject	50 - 54
F	0.0	Failure. Did not meet course requirements	Below 50
CG		Credit Granted	
CR		Completed Requirements	

## 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 opportunity, learners are encouraged to use the weekly activities to provide the instructor with formative feedback.



## 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's [Code of Conduct](#).

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).

### 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. 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. Please refer to the full policy on [Student Accommodations](#).

### 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](#) before beginning the assignment.

### Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

### 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](#) and requirements of the [Copyright Act](#) 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 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 and Gender-based 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.

### **Other Important Information**

Please visit the [Registrar's website](#) 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