Course & Session Number	**SOWK** 397 S04	Location	Classroom 3-282
Course Name	Practice and Evaluation with Communities		
Dates and Time	Start of Classes: January 10, 2022 End of Classes: April 11, 2022 Dates and Time: In-person instruction Tuesdays 9 – 11:50 am		
Instructor	Rasheal Charles MSW, RSW	**Office Hours**	Appointment via email
UCalgary E-mail	Rasheal.charles1@uclagary.ca	**UCalgary Phone**	**Contact via email**

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.

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 driving for social justice and transformational change.

In this course students will critically explore theories practice examples and knowledge of community organizing that promotes 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 the effects of power on community work that promotes change and transformation. In addition to instructor led lectures, this provides students the opportunity to develop beginning knowledge and skills in identifying and implementing appropriate interventions within the community. Learning activities, readings, lectures, class discussions, interactive activities, student facilitations, guest presenters and multimedia case examples. Students are expected to develop and integrate their own voice on the theory and practice of community work as an integral aspect of generalist social work practice.

COURSE LEARNING OUTCOMES

Upon completion of this course:

1. Learners will enhance their skills in critical self-reflection and personal growth as foundations for community practice.

2. Learners will examine personal and professional ethics related to social work practice with communities.

3. Learners will examine the tensions related to concepts of oppression and anti-oppression and construct an intersectional analysis of power (class, race, gender, abilities, nationality, faiths etc.) as a grounding for social justice practice in communities.

4. Learners will develop their understanding of concepts, principles and models of community organizing including the roles that social workers can play in community organizing and social transformation.

5. Learners will develop community organizing skills, including engagement and facilitation skills, collaborative assessment and evaluation, resourcing, capacity-building, social actions, communication, and democratic leadership approaches.

6. Learners will enhance their ability to locate and understand political, ethical and structural challenges that shape social relations and power dynamics within and between communities.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

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

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 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 compliments other practice related courses such as practicum I & II

CLASS SCHEDULE

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

Date	Topic	Readings/Assignments Due
Week 1: January 10, 2023	Introduction and Orientation to Practice and Evaluation with Communities	No required readings

Week 2: January 17, 2023	Exploring Community and Context of Community Practice and Power Dynamics	Kuyek, J. (2011). *Community organizing: A holistic approach* *Chapter 1, 2 and 17*
Assignment 1 DUE: Community Mapping Analysis January 17, 2023 @ 11:59 p.m		
Week 3: January 24, 2023	Community Practice Skills - **Guest Lecturers** *Ms. Michelle Holubusky* *City of Edmonton-* *Family Violence Prevention Team* *Community Services- Social Development* *Ms. Barb Rix:* *Chief Professional Conduct and Culture, National Defence Restorative Services*	No required readings
Week 4: January 31, 2023	Community Practice Skills - Planning	Kuyek, J. (2011). *Community organizing: A holistic approach* Chapters 6 and 7
Assignment 2 DUE: Community Fieldwork Journal #1 January 31, 2023 @ 11:59 p.m		
Week 5: February 7, 2023	Theories and Models of Community Practice –Political – **- Guest Lecturer** *Ms. Joy Thomas* *National Black Coalition of Canada*	Kuyek, J. (2011). *Community organizing: A holistic approach* Chapters 16 and 11
Week 6: February 14, 2023	Theories and Models of Community Practice – Physical Needs	Kuyek, J. (2011). *Community organizing: A holistic approach* Chapter 10
Week 7: February 21, 2023 Reading Week: No classes		
Week 8: February 28, 2023	Theories and Models of Community Practice- Economical	Kuyek, J. (2011). *Community organizing: A holistic approach* *Chapter 9*
Week 9: March 7, 2023	Reflexivity and Ethics in Community Practice	No required readings
Assignment 3 DUE: Community Fieldwork Journal #2 March 7, 2023 @ 11:59 p.m		

Week 10: March 14, 2023	Community Practice Skills - Assessment of Needs and Resources	Kuyek, J. (2011). *Community organizing: A holistic approach* Chapters 8 and 14
Week 11: March 21, 2023	Community Practice Skills - Community Assets and Funding	Kuyek, J. (2011). *Community organizing: A holistic approach* Chapter 12
Week 12: March 28, 2023	Community Practice Skills - Strategies and Tactics for Community Change and Mobilizing and Organizing	Kuyek, J. (2011). *Community organizing: A holistic approach* Chapter 14, 15 and 17
Assignment 4 DUE: Truth and Reconciliation and Anti-Racism Action Plan March 28, 2023 @ 11:59 p.m		
Week 13: Apr 4, 2023	Community Workshops – Group Presentations	No assigned readings
Group Assignment Submission DUE:@ 11:59 p.m		
Week 14: April 11, 2023	Community Workshops – Group Presentations	No assigned readings
Group Assignment Submission DUE:@ 11:59 p.m		

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 (e.g., to review a recorded 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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

ASSESSMENT COMPONENTS

Assignment 1: Community Mapping Analysis (20%) – Due January 17, 2023 by 11:59pm

Aligned Course Learning Outcomes: 1, 2, 5 and 6

Assignment Description: You will conduct a walking/rolling tour of your community to highlight what you identify as community assets and strengths (assets may be: physical, economic stories, places, residents, associations, institutions, etc.). In your highlighting, it is required that you provide 5-6 photos

with descriptions that will be attached as an appendix (description of the photo required) in your 5-page summary of your findings. Submit in the drop box on D2L.

Assessment Criteria: An assessment rubric will be posted on D2L

Assignment 2: Community Fieldwork Journal to be shared and discussed on D2L (10%) – Due January 31, 2023 by 11:59pm

Aligned Course Learning Outcomes: 3, 4, and 6

Assignment Description: Choose an issue or community that you are interested in and/or passionate about, locate a group or organization working on this issue, and attend an online event they are holding. Record, observe, participate and reflect (field notes). Share your field notes on D2L discussion board with your peers.

Assessment Criteria: An assessment rubric will be posted on D2L

Assignment 3: Community Fieldwork Journal to be shared and discussed on D2L (10%) – Due March 7, 2023 by 11:59pm
Aligned Course Learning Outcomes: 1, 3, 4 and 6

Assignment Description: With your chosen issue or community that you showed interested in and attended an event, provide an evaluative reflection with suggested recommendations for improvements. Factors for consideration should address issues of De-colonization, anti-oppressive and diversity, equity, and inclusion frameworks. –What would you as a Social worker do differently? Share your field notes on D2L discussion board with your peers.

Assessment Criteria: An assessment rubric will be posted on D2L

Assignment: Truth and Reconciliation and Anti-Racism Action Plan (35%) – Due March 28, 2022 by 11:59pm
Aligned Course Learning Outcomes: 1, 2, 5 and 6

Assignment Description: Using the Truth and Reconciliation Commission of Canada calls to action and Canada's Anti-Racism Strategy integrate your learnings from the weekly topics and assign readings into a critical analysis of social work practice.

Picking one of the 94 calls to action and the anti-racism strategy 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. This is a detailed action plan that will list strategies, steps and ways in which Social workers can move to implement these changes.

Consider the feasibility of implementing calls to action or recommendations of the anti-racism strategy 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 or the anti-racism strategy. Both documents can be view below and download or print and read all the recommendations and the strategy throughout the course of the term.

The purpose of this assignment is to develop understanding and knowledge to reflect and embody the calls to action and the anti-racism strategy as an important skill that can be demonstrated through social action.

Truth and Reconciliation Calls to Action

https://crc-canada.org/en/ressources/calls-to-action-truth-reconciliation-commission-canada/#:%7E:text=%20Truth%20and%20Reconciliation%20Commission%20of%20Canada%3A%20Calls,a%20written%20policy%20that%20reaffirms%20the...%20More%20

Canada's Anti-Racism Strategy

https://www.canada.ca/en/canadian-heritage/campaigns/anti-racism-engagement/anti-racism-strategy.html#a5a

Complete a reflective 6-8 page summary (excluding title and reference page) that summarizes your findings and submit through a drop box on D2L.

Assessment Criteria: An assessment rubric will be posted on D2L

Assignment: Community Workshop Group Presentations (25%) – Due April 4 and 11, 2023 by 11:59pm (due the date your group presentation is scheduled)
Aligned Course Learning Outcomes: 3, 5 and 6

Assignment Description: Students will work in small groups to develop and deliver a 1 hour workshop on a pre-selected topic. As a group, you are required to provide the class with one reading article, issue paper, etc. on your chosen topic the week prior to holding your workshop. Workshops are to strengthen your peer's abilities to "practice with communities". Your group may choose their own OR select from the topics below:

1. Assessment or needs and resources for community practice
2. Planning for community change
3. Ensuring voice representation and community participation
4. Working with the media
5. Organizing fundraisers
6. Community mobilizing and organizing

Each group will be required to submit a "Recommendations for Community Practice Sheet" which should include a brief description the workshop and a "How to guide or resources"

Assessment Criteria: An assessment rubric will be posted on D2L

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade. Students are expected to actively participate in class room discussion, group work exercises and discussion posts in D2L.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

For assignment submissions all assignments need to be electronically submitted 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).

All assignments are due by 11:59pm on their due date.

LATE ASSIGNMENTS
Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor and when submitted after the deadline will be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

In this course writing quality is a component of all written assignments. Where application and including discussion posts made on D2L must follow the APA 7th edition formatting for referencing. 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. This grading system overrides the grading system in D2L.

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. 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'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