Course & Session Number	**SOWK** 397 S02	**Classroom**	Calgary – to be communicated
Course Name	Practice & Evaluation with Communities		
Dates and Time	Start of Classes: January 16, 2024 End of Classes: April 9, 2024 Dates and Time: In-person instruction on Tuesdays from 1:00-3:50pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	**Odette Murara, PhD**	**Office Hours**	As Requested
UCalgary E-mail	Odette.murara@ucalgary.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, our Statement on Anti-Black Racism and the work of the faculty's Anti-Black Racism Task Force, our Statement on Anti-Asian Racism, and the university's Indigenous Strategy.

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[1] 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

In this course, you will learn key approaches to community practice, knowledge and practice models that promote community change and transformation. Central to this course, you will learn about issues that face diverse populations, and the role you can play to help communities. The focus will be on providing you the opportunity to engage in various stages of working with communities to help you understand the basic community dynamics. The course will help you develop community practice skills as well as strategies for community mobilization and engagement for community change and transformation. Through group activities and presentations, you will be able to develop skills needed for community practice processes, that include community relationships building and engagement; needs assessment; community planning; taking action; and monitoring & evaluation. This course involves in-person classes and will be practically interactive. Classes will include weekly activities, group work, guest speakers, and class presentations.

COURSE LEARNING OUTCOMES

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

1. Critically make sense of key theories and models relevant to community practice
2. Articulate understanding of key approaches to community practices including capacity building, community organizing, and social change
3. Identify community needs, resources and capacities and explain how they can be utilized to facilitate community change
4. Understand and address concepts of relationships building, and promote advocacy to ensure equitable and sustainable service delivery
5. Use community practice skills related to planning, assessment, engagement, facilitation, mobilization, and evaluation

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Hassan, M. (2022). *Community Development Practice: From Canadian and Global Perspectives*. Centennial College. This is an 'open access' book. Available at https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials.

Course announcements, changes, grades/feedback and all resources will be shared and posted on D2L (**not via email**). Each learner is responsible for routinely checking the course D2L.

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 complement other practice related courses such as practicum I & II.

CLASS SCHEDULE

Important Dates for Winter 2024
- o Start of Term: Tuesday, January 2, 2024
- o First Day of Class: Monday, January 8, 2024
- o End of Term: Tuesday, April 30, 2024
- o Last Day of Class: Tuesday, April 9, 2024
- o Term Break: Sunday to Saturday, February 18 - 24, 2024
- o Fee Deadline: Friday, January 26, 2024
- o Alberta Family Day, no classes: Monday, February 19, 2024
- o Good Friday, no classes: Friday, March 29, 2024
- o Easter Monday, no classes: Monday, April 1, 2024

Date	Topics	Readings
January 9	Introduction and positioning the course Self-directed activities in preparation for the January 16 class: • *Introducing one another* • *Reflecting on issues facing communities that you care about*	Use the D2L discussion board to begin to engage with each other. An asynchronous (pre-recorded) lecture available in D2L No readings required

January 16	Defining Community & Understanding Contexts of Community Practice • Guiding principles, values and ethics in community practice *Assigning groups for group work* **Note: This class will take place on zoom. Link will be available on D2L.** *Knowledge application activity 1*	Hassan, M. (2022). *Community Development Practice: From Canadian and Global Perspectives*. Centennial College. Chapters 2. 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.
January 23	Theories & Models of Community Practice • Systems theory • Anti-oppressive practice • Anti-racism *Knowledge application activity 2*	Hassan, M. (2022). *Community Development Practice: From Canadian and Global Perspectives*. Centennial College. Chapter 3. Weil, M. (1996). Model development in community practice: An historical perspective. *Journal of Community Practice, 3*(3/4), 27-67.
January 30	Community practice through Indigenous ways of doing and being *Guest speaker* *Knowledge application Activity 3*	Hassan, M. (2022). *Community Development Practice: From Canadian and Global Perspectives*. Centennial College. Chapter 4. McGuire, P. D. (2010). Exploring resilience and Indigenous ways of knowing. Pimatisiwin: *A Journal of Aboriginal and Indigenous Community Health*, 8(2), 117–131.
February 6	Approaches to community practice • Capacity building • Community organizing • Social change	Hassan, M. (2022). *Community Development Practice: From Canadian and Global Perspectives*. Centennial College. Chapter 7 Rothman, J. (2008). Multi Modes of Intervention at the Macro Level. *Journal of Community Practice*, 15(4), 11-40. https://dx.doi.org/10.1300/J125v15n04_02

	Guest speaker *Knowledge application activity 4*	
February 13	Funding for community initiatives • Grant writing • Organising fundraisers *Knowledge application activity 5*	Hassan, M. (2022). *Community Development Practice: From Canadian and Global Perspectives*. Centennial College. Chapter 10 Wisdom, J. P., Riley, H., & Myers, N. (2015). Recommendations for Writing Successful Grant Proposals: An Information Synthesis. *Academic Medicine*, 90(12), 1720-1725. https://doi.org/10.1097/ACM.0000000000000811
February 20	**NO CLASS – Winter Break**	
February 27	Community practice dynamics I: Relationships building *Knowledge application activity 6*	Trevithick, P. (2003) Effective relationship-based practice: A theoretical exploration. *Journal of Social Work Practice, 17*(2), 163-176. https://doi.org/10.1080/026505302000145699. Young, S. (2009). Professional relationships and power dynamics between urban community-based nurses and social work case Managers: Advocacy in Action. *Professional Case Management*, 14(6), 312-320
March 5	Community Practice dynamics Part II: Needs Assessment *Knowledge application activity 7*	Hassan, M. (2022). *Community Development Practice: From Canadian and Global Perspectives*. Centennial College. Chapter 6 Hardcastle, D. A., Powers, P. R., & Wincer, 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). Oxford University Press.
March 12	Community Practice Dynamics part III: Planning and Taking Action *Knowledge application activity 8*	Hassan, M. (2022). *Community Development Practice: From Canadian and Global Perspectives*. Centennial College. Chapters 8 & 9 Simpson L., Wood, L., & Daws, L. (2003). Community capacity building: Starting with people not projects. *Community Development Journal, 38*(4), 277-286. http://cdj.oxfordjournals.org.ezproxy.lib.ucalgary.ca/content/38/4/277 Fraser, H. (2005). Four different approaches to community participation. *Community Development Journal, 40*(3), 286-300. https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/cdj/bsi037

March 19	Community Practice Dynamics part V: Monitoring & Evaluation *Knowledge application activity 9*	Roberton, T. & Sawadogo-Lewis, T. (2022). Building coherent monitoring and evaluation plans with the Evaluation Planning Tool for global health. *Global Health Action*, 15 (1), 22-28. https://doi.org/10.1080/16549716.2022.2067396 Canadian Evaluation Society. (2022). *Asking for a friend: Developmental evaluation with Louise Adongo.*
March 26	**Group Presentations (x3)**	
April 2	**Group presentations (x3)**	
April 9	**Group presentations (x3)** **Complete Grant proposals due by this date at 11:59pm**	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

RECORDINGS OF CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the Recording of Lectures Policy and Student Non-Academic Misconduct Policy for the additional information.

ASSESSMENT COMPONENTS

Assignment 1: Knowledge application activities (20%)

Aligned course learning outcomes: This assignment aligns with learning objectives 1,2,3,4,5

Assignment description: Students will be grouped in a number of 5 peers, based on the issues they are interested in responding to as identified in our first class (introduction class). The weekly group activities (knowledge application) therefore aim at helping you to apply what you have learned in the class by connecting the topic to the issue (s) that faces communities you care about. About 45 minutes to 1 hour will be allocated for this activity in each class. This assignment prepares you for community practice with

diverse populations and issues. The question for each week is " How do we intend to apply what we have learned in this week class to better understand and address our community issue of interest?" More details on these activities will be provided in class. For each weekly activity, please limit your responses to 2 pages max, double-spaced, 12 point Times New Roman font.

Assessment criteria: This is a community practice course, and you are required to actively engage with members of the groups you are assigned to. Your group will get same grade, assessed on basis of your ability to align the topic of the day with diverse population and issues in your given communities, demonstrating how you will apply such a topic to practically address the issue. Nine knowledge application activities will be submitted in total. While these assignments will be graded individually, at the end of the term, they should be calculated at 20% of the overall course mark. More grading criteria will be discussed in class, and will also be posted in D2L.

Due Date: Each activity is due on class date as specified in the class schedule. Submission will be via Dropbox in D2L.

Assignment 2: Group presentations - Evaluation on community practice processes (40%)

Aligned Course Learning Outcomes: This assignment aligns with learning objective 1, 2, 3, 4, 5

Assignment description: These presentations are intended to support your group to integrate what you have learned throughout the course into a practical experience. Three groups will present in each class and each presentation will last for 45 minutes (30 minutes of presenting and 15 minutes for questions and answers from the rest of the class). You are required to prepare in advance as a group, create a PowerPoint to present to the class and to post as a resource in D2L.

Presentation guide: You will use the following questions to prepare for your presentations:

1. What is the community issue of focus? How has the issue evolved over time?
2. How would you engage and build relationships with the community of focus?
3. How do you approach needs assessment to respond to that community issue?
4. What strategies and tactics do you include in your plan to address the community issue of focus?
5. How will you monitor and evaluate the processes and outcomes of your community practice?

Assessment criteria: For this component of the group assignment, all group members will again receive the same grade. Grades will be based on the (1) group members' ability to apply and integrate the course learning (2) quality of group presentation; (3) contribution among group members; (4) quality of responses to questions. More details on the grades allocation for each assessment component will be discussed in class and a rubric will be posted in D2L.

Due date: Due on the class presentation date.

Assignment 3: Grant proposal (40%)

Aligned course learning outcome: This assignment aligns with learning outcomes 2,3,4,5

Assignment description: This assignment is meant to help you develop necessary skills to understand funding application process and engage with a practice of designing a community project and develop a plan to get it funded. You will have a class on grant application writing followed by an in-class activity to prepare you for this assignment. When writing this assignment, please adhere to the following format: 8 pages max including references, double spacing, 12 point Times New Roman font.

Assessment criteria: Based on your assigned groups from the beginning of classes, you will be working as a group who share interests in issues that face you and or other members of your communities. With this assignment however, you have **two options**: a) an option to do it as a group assignment or b) as an individual assignment. Based on that issue that you intend to address, do the following:

- Identify **ONE** potential funder you might want to approach in this proposal and provide a brief explanation of how your project fits their funding criteria & priorities
- Follow what we covered in class on "grant application writing" to compose the grant application

Grading is based on the individuals' or groups' abilities to address the expectations of the assignment, and by ensuring that their proposals demonstrate originality, critical thinking, and alignment to funders' required criteria, including the rationale for the community initiative for which the funding is proposed. More details on grading criteria will be posted in D2L.

Due date: This assignment is due on the last day of the class, which is on April 9th, by 11:59pm.

For all assignments, use APA (7th edition) formatting for citations (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Everyone is expected to attend class and actively engage in the learning community. Experiential learning is a significant component of the course. If you are required to miss class, please consult with your peers concerning missed class activities and **catch-up on your learning independently**. Being accountable for your own time and respect for others' labour is community practice.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through your respective dropbox in D2L. If you experience issues submitting through the dropbox, contact U of C IT Support (403.210.9300; it@ucalgary.ca). The instructor does not provide IT support. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date. Please note that it is the student's

responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted." ***Assignments are not accepted via email.***

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. 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. Only the final grade will be rounded up to the nearest whole number. For example, if a final course numeric grade is 84.5%, it will be rounded up to 85%.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66

C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university's curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri

Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Additional suggested readings will be posted in D2L.

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
- Emergency Evacuation/ Assembly Points
- Safewalk