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| Course & Session Number | SOWK 397 S03 | | |
| Course Name | Practice and Evaluation with Communities | | |
| Day(s) & Time | Thursdays 1:00-3:50 p.m. | | |
| Instructor | Callista Chasse, MSW RSW | Office Hours | As requested |
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EQUITY, DIVERSITY, INCLUSION, RECONCILIATION AND ANTI-RACISM

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](#).

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 vital part of social work that involves deep understanding of how communities form, function, mobilize, and act to ensure members' needs are met. This course will introduce students to a wide range of theories and skills that will prepare them to engage in community level efforts that address racial justice, equity, diversity, inclusion, truth and reconciliation, and other issues of common concern. Using a macro level perspective, students will be invited to explore the ways in which community work can challenge systemic barriers and promote human rights and social justice. Key areas of skill development will include:

- 1) Knowing one's own community, as well as entering communities we don't belong to
- 2) Understanding the nature of organizing and the relation to organizations
- 3) Identifying unmet community needs, barriers, or inequities, as well as assets and resources
- 4) Developing strategies and tactics that support change efforts
- 5) Learning a variety of community evaluation techniques

Learning activities in this in person course will include assigned readings, lectures, in class engagement activities, guest speakers, multimedia, and peer learning through dissemination of learning from an applied group project. Student participation is vital. Students are expected to develop and integrate their own voice/perspective on the theory and practice of community development/organizing as an integral aspect of social work practice.

COURSE LEARNING OUTCOMES

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

1. Articulate the link between empowerment, resistance, social justice and social work practice with communities;
2. Articulate the key theories and concepts underlying anti-oppressive practice with communities;
3. Identify and articulate essential elements and phases of community organizing;
4. Embody a 'use of self' and demonstrate core interpersonal communication and facilitation skills required by a social work community practitioner;
5. Integrate appropriate theories and practice models to address real world community issues;
6. Demonstrate competence in using appropriate community practice strategies for change; and
7. Demonstrate critical thinking, reflection, and self-directed learning in coming to a better understanding of community social work practice within a generalist social work perspective.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Brown, J. (2022). *Community Development in Canada (3rd Ed.)*. Pearson Canada.

*Additional suggested readings and resources for this course will be made available on D2L.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This course is a practice- based course in the generalist social work program. It applies a “macro” perspective. The content is complementary to social action and builds upon material learning in human behaviour, social policy, group practice, organizational practice, and generalist practice.

CLASS SCHEDULE

| Class | Date | Readings | Topics (tentative and subject to change) |
|--------------|-------------|------------------------|--|
| 1 | Jan 11 | Brown (2022) Ch. 1 & 2 | Intro to the course, defining community and community development, team development and assignment overview |
| 2 | Jan 18 | Brown (2022) Ch. 3 & 4 | History of community development in social work, theoretical frameworks for community work, models for community practice |
| 3 | Jan 25 | Brown (2022) Ch. 5 | Understanding community change, ethics of entering community, building relationships and networks for change work, anti-oppression in macro practice |
| 4 | Feb 1 | Brown (2022) Ch. 6 | Process of community development, phases of community organizing |
| 5 | Feb 8 | Brown (2022) Ch. 7 | Skills for community development, assessing need, powerful planning for community development projects **Quiz # 1 open February 9th – 13th |

| Class | Date | Readings | Topics (tentative and subject to change) |
|-------|---------|---------------------------------|--|
| 6 | Feb 15 | Community Toolbox (link on D2L) | Engaging people and raising resources, communication & effective use of media in community initiatives **Photovoice assignment due February 15th |
| | Feb 22 | | TERM BREAK – No class |
| 7 | Feb 29 | Brown (2022) Ch. 9 | Cultural safety in community work, Indigenous approaches to community development |
| 8 | Mar 7 | Community Toolbox (link on D2L) | Evaluation of community development projects, community based participatory research |
| 9 | Mar 14 | Brown (2022) Ch. 10 & 11 | International community development, impacts of colonialism on development, Social justice, strengthening social welfare and community care, activism & advocacy |
| 10 | Mar 21 | Links on D2L | Creative approaches to community development, arts-based interventions |
| 11 | Mar 28 | | Final Presentations **Portfolio & Logbook Due in class |
| 12 | April 4 | | NO CLASS in lieu of test, Consultation available upon request **Quiz # 2 open April 2nd- 6th ** Reflective Paper & Final peer evaluation Due April 7th |

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Should an online class become necessary, 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. Students will be advised by their instructor when they

are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

ASSESSMENT COMPONENTS

- 1. Quizzes (2 x 15%=30%)** **DUE: Feb 13 & Apr 6, 2024**
Aligned Course Learning Outcomes: 1-3
Students will complete 2 quizzes over the course of the semester to evaluate their understanding of key concepts. These quizzes will include questions relating to course readings, lectures, and guest speaker presentations. Quizzes will be completed on D2L during scheduled dates.
- 2. Photovoice assignment (10%)** **DUE: Feb 15, 2024**
Aligned Course Learning Outcomes: 4,5,7
To explore collective understandings of 'community' and enrich students own individual analysis of the communities to which they belong, students will engage in a participatory action research process known as Photovoice which utilizes photography, reflection, and critical community discourse to examine issues and assets in one's community. Students will respond to three assigned prompts with a photograph for each prompt and a brief narrative (300 words max.) that helps describe the photos. Students will upload photos and narratives to the Forum open on D2L in Week 4. Further details and parameters for participation will be given in first class.
- 3. Community Development Team Project (total 45%)** **DUE: indicated below**
Aligned Course Learning Outcomes: 1-7
This assignment will help build knowledge about the link between empowerment, resistance, social justice and social work practice with communities and articulate the key theories and concepts underlying anti-oppressive practice with communities. Students will also identify and articulate essential elements and phases of community organizing and evaluation.

Working in self-selected teams of 4-5, students will create and implement a community project to address an identified need or gap. The intent of this project is to use community development principles learned in the classroom in an applied setting, while creating opportunities to empower members of the community of interest through a shared vision. The team project is central for completion of this course; thus, class time will be allotted to organize and plan. It is essential that students ensure members of the community of interest contribute in a meaningful way to the project. Consultation with the instructor regarding potential stakeholders/community groups is strongly recommended.

Because teams will work with a diverse range of agencies/organizations/communities addressing a range of concerns, the nature of these projects is expected to vary. Community needs and approaches to address those needs will be identified by each team in consultation with their stakeholders. Risk and safety will also be heavily considered and virtually implemented projects will be an option for students.

The evaluation of this applied project will be broken down as follows:

a) Logbook (3%)

DUE: March 28, 2024

Teams will keep a **logbook** (electronic or paper) of their meetings about their Community Development projects. The log will be completed throughout the planning process to track progress over the term. A log with sufficient detail is critical for developing class presentations and the portfolio. A recommended template will be made available on D2L. Each team will submit their logbook with their Portfolio (see below). Students receive a group mark for this element.

b) Community Partner Agreement (2%)

DUE: February 1, 2024 approximately

Each team is required to submit a Community Partner Agreement signed by a key stakeholder(s) on or before Class #5. This date is not firm but it is in students' best interest to have the agreement signed before then. Teams who do not obtain a signed commitment from their key stakeholder(s) before this date run the risk of falling behind in their projects. An agreement must be submitted in class by one representative from each team for the full 2% credit. Template will be available on D2L. Students receive a group mark for this element.

c) Project Portfolio (20%)

DUE: March 28, 2024

Teams will submit a portfolio describing their Community Development Team Project. A portfolio is made up of evidence and materials that are representative of your project. Various formats will be accepted for submission- consultation with the instructor regarding the chosen portfolio format is recommended. Students receive a group mark for this element.

All portfolios need to include the following elements:

- **Overview of Your Community:** Describe the community your project is centered on. Identify how your group is situated within the dynamics of the community and the social issue being addressed, and how you sought to make change.
- **Explanation of Community Issue:** Provide a critical assessment of the issue and why it's important to address. Include who else is involved in responding to the issue and how it has been or is being addressed. Explain your process of identifying and addressing needs.
- **Practice Framework:** Explain the theoretical framework(s) you are using to inform your practice in responding to the identified issue, and why you made that choice.
- **Community Change Model:** Describe the community change model you used and why you chose it as your model to address the identified issue.
- **Powerful Planning:** Outline the basic elements of your plan. Detail the goals, objectives, and measurable outcomes of the community plan. Map out a timeline of project activities.
- **Project implementation:** Detail the strategies and tactics you used in addressing the community issue. Consider the impacted stakeholders and how they were involved. Provide an overview of what was implemented.
- **Evaluation:** Describe an evaluation method your group used to measure outcomes and impacts of the project. What went well? What was challenging? How could things have gone differently?
- **Critical Reflection:** As community organizers, what skills or attitudes were needed for this project to succeed? How does this project fit within the scope of generalist social work practice?

Portfolios should be submitted by one group member by due date indicated. Electronic and non-electronic formats will be accepted.

d) In-class Project presentation (15%)

DUE: March 28, 2024

With the aim of sharing knowledge within our community of learners, teams will give a 30-minute presentation of their community projects for their classmates. Teams will determine the format of their presentations in consultation with Instructor. All presentations need to include an overview of the project, the process of identifying and addressing needs, evidence demonstrating what teams accomplished, and how the projects integrated social work principles and anti-oppressive practice. Additional content can be included as applicable. Students receive a group mark for this element.

e) Peer Team Evaluations (5%)

DUE: April 7, 2024

Working well with others is essential in community development. Students will thus complete a formal evaluation for members in their groups. Students' final team participation peer evaluation mark will consist of the average of the peer evaluation scores. Students will be peer-evaluated on several team-based performance criteria, including preparation, in-class and out-of-class contributions, respect, and group dedication. Students must complete their evaluations using the form that will be provided on D2L and submit through Dropbox. The forms include numerical ratings and comment sections. Students are expected to provide complete ratings and comments in their evaluations of each team member. Students who do not submit evaluations for their peers will receive a grade of "0" for this assignment. The course instructor has the final determination of peer team evaluation grades for students. Students receive an individual mark for this element.

4. Summary of Learning- Reflective Paper (15%)

DUE: April 7, 2024

Aligned Course Learning Outcomes: 1-7

Students will individually write a brief paper reflecting on their key learnings from the course, including through the process of developing their community projects. Descriptions may include experiences in identifying and addressing needs, connecting with community stakeholders, working with team members, or other experiences within their projects. Content from in class activities, lectures, and readings will be integrated into student descriptions providing specific examples of key learnings from the course. Papers should be 3-4 pages in length double spaced and adhere to APA (7th edition) formatting. Students receive an individual mark for this element.

**Please note: Grading rubrics and relevant forms/templates will be provided on D2L.*

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. In the event of absences, students are responsible for alerting the course instructor in advance and, if necessary, arranging make up assignments.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through Dropbox in D2L unless otherwise instructed. 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 unless otherwise stated. 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. Please note, assignments submitted after the deadline will be penalized with a grade reduction of 2% per day late unless prior approval of extension.

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.

| 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 |

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| 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.

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