



Winter 2019

Course Number: SOWK 699.22 S02	Classroom: PF 3208
Course Name: Advanced Community Development Theory & Practice II	
Day & Time: Wednesdays 17:00 - 20:00	

Instructor: Ary Vreeken	Office Hours: By appointment
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COURSE OUTLINE

Syllabus Statement

This course builds on the student’s previous exposure to basic communication and group work skills, and expands the student’s repertoire with advanced knowledge and skills in theories and methods related to Community Development Practice.

Course Description

Aside from being well-versed in relevant theory and practice methods, Social Workers at the Master’s Degree level are also expected to be able to contribute to the advancement of Social Work practice. This requires the application of critical analysis to existing methods, as well as reflective practice to synthesize, test and disseminate new learning.

This is one of two consecutive core courses for Masters Degree students in the Community Development Specialization of the Faculty of Social Work. The content and process of this course was developed in consultation with experienced practitioners in a wide variety of Community Development practice settings.

This course will add to previous learning by exploring current discourse about a number of critical development theories, the role of culture and language and the links between resilience and sustainable livelihoods.

In addition to the content material, the process is designed to expose the students to core adult education principles and methods, as well as a means to experiment with the use of non-traditional adult learning networks. The content of this course was informed by the recommendations of Community Social Work Practitioners.

Pre-requisite: SOWK 699.21

Learning Objectives

This course will contribute specifically to the following MSW Program Learning Outcomes:

- Professional Identity Develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.

	<p>Acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities.</p> <p>Develop an awareness of personal biases and preferences to advance social justice and the social wellbeing of social work service users.</p>
At the end of this course students will be able to:	Use the hands-on experience of this class as basis to provide leadership to, and profit from, non formal peer learning settings
Diversity	<p>Recognize diversity and identify how difference acts as a crucial and valuable part of living in a society.</p> <p>Identify how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups, including Francophone, Indigenous, and newcomer populations.</p> <p>Generate plans that strive to end these and other forms of social injustice, and oppression.</p>
At the end of this course students will be able to:	<p>Apply knowledge about cultural and linguistic dynamics related to cross-cultural development practice.</p> <p>Develop strategies that contribute to resilient sustainable livelihoods</p>
Critical Thinking in Professional Practice	<p>Demonstrate critical thinking and reasoning in analyzing complex social situations in order to make professional judgments.</p> <p>Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.</p> <p>Apply knowledge of a variety of social work theories and perspectives to critically analyze professional and institutional practices.</p>
At the end of this course students will be able to:	Critically examine key theories related to the practice of Community Development, and their implications for practice approaches.

Relationship to Other Courses

This course builds on the material presented in the undergraduate and foundation courses on Practice & Evaluation with Communities. This is one of two related core courses for students in the Community Development stream and emphasizes a higher level of focus on theory and practice implications.

Course Text(s)

This course has no assigned text. Assigned readings may be provided and students will research and share texts, papers and resources about the current discourse on assigned topics.

Class Schedule

The learning process in this course will model adult learning principles. While the content and course objectives are set, there will be considerable opportunity for students to provide input as to the learning style, tools & processes, which will be decided on during the first class. This course has a cross-cultural orientation, including Social Work in International settings, as well as the Canadian multi-cultural and aboriginal context. The following is suggested as a starting point for discussion.

First Module: Class 1 Wednesday 16 January (17:00-20:00)

Introductions, Course introductions, objectives & expectations, discussion about key learning priorities & interests, assignment of first module learning topics (key theories.) Facilitated by the instructor the class will develop its own learning process to research key theories related to Community Development. Students will decide on how to best use team work strategies including a variety of electronic communication options to process and synthesize their learnings.

Class 2, 3 (Wednesday 23 & 30 January):

Two weeks of on-line processing via on-line group meeting using D2L, Skype or other electronic media. After each meeting the instructor will be available for two to three hours to be of further assistance to groups and individuals.

Class 4: (Wednesday 06 February):

Students will present their findings, discuss & synthesize learnings, reflect on and learn from the learning process, and strategize for the next module.

Second Module: Class 5 (Wednesday 13 February)

The class will be divided into research groups who all get to address the same (mutually agreed-on) general research question about the implications of language and culture on practice. Groups are to research, synthesize their findings about current state-of-the-art discourse on the topic, and present their findings using the format of their choice. Emphasis will be on the theories' practice implications for cross-cultural/multicultural, including Canadian Aboriginal contexts.

Class 6 & 7 (Wednesday 27 February & 6 March)

Two weeks of on-line processing via on-line group meeting using D2L or other electronic format. After each meeting the instructor will be available for two to three hours to be of further assistance to groups and individuals.

Class 8 (Wednesday 13 March): workshop class to present and discuss learnings, conduct an evaluation of the learning process, and select and assign learning topics for the second module (Social Capital and Networking.)

Third Module: Class 9 (Wednesday 20 March)

This module will emphasize individual learning within a group setting. Each student is to formulate his or her own research question related to Social Capital and Networking. All students are to synthesize their learnings into one presentation of their findings and recommendations for practice. The presentation is to integrate learnings of module 1 and 2 into its findings/recommendations.

Class 10 & 11 (Wednesday 27 March and 03 April)

Two weeks of on-line processing via on-line group meeting using D2L or other medium. After each meeting the instructor will be available for two to three hours to be of further assistance to groups and individuals.

Class 12 (Wednesday 10 April) Workshop to present and discuss learnings, conduct an evaluation of the learning process and wrap-up.

OTHER IMPORTANT DATES:

- 17 January 2017: Last day to drop Winter Term half courses.
 - 18 January 2017: Last day to add or swap Winter Term half courses.
 - 17-24 February 2017: Reading Week. No lectures.
 - 12 April 2017: WINTER TERM LECTURES END.
- <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>

Assignments

First Assignment (25%) - Due: Week 4 (6 February)

Associated Learning Objective:

Critical Thinking in Professional Practice	<p>Demonstrate critical thinking and reasoning in analyzing complex social situations in order to make professional judgments.</p> <p>Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.</p> <p>Apply knowledge of a variety of social work theories and perspectives to critically analyze professional and institutional practices.</p>
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At the end of this course students will be able to:	Critically examine key theories related to the practice of Community Development, and their implications for practice approaches.
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For the first presentation students will summarize and critique current state-of-the art thinking and the linkages between the core theories explored in this module.

For a “passing” grade (A-) for the first assignment, presentations should evidence the following criteria:

	Graduate-level students:
Basic principles	Understanding of the basic theory and able to clearly discuss the discourse over time that expanded on the basic concepts to current state-of-the-art understanding.
Critical thinking	Provide a well thought-out critique about possible implications to community development implementation or implementation approaches.
Backing & sources	Good use of a number of quality sources that present some variety of viewpoints (pro and con).

Weak performance tends to include: Lack of basic understanding; rambling and unclear presentations; lack of critique (pros & cons, linkages between the theories); lack of critique or reference with respect to practice implications, and weak source selection.

Second Assignment (25%) - Due: 13 March

Associated Learning Objectives:

Diversity	<p>Recognize diversity and identify how difference acts as a crucial and valuable part of living in a society.</p> <p>Identify how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups, including Francophone, Indigenous, and newcomer populations.</p>
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Generate plans that strive to end these and other forms of social injustice, and oppression.

At the end of this course students will be able to: Apply knowledge about cultural and linguistic dynamics related to cross-cultural development practice.

Develop strategies that contribute to resilient sustainable livelihoods

Critical Thinking in Professional Practice Demonstrate critical thinking and reasoning in analyzing complex social situations in order to make professional judgments.
Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.
Apply knowledge of a variety of social work theories and perspectives to critically analyze professional and institutional practices.

At the end of this course students will be able to: Critically examine key theories related to the practice of Community Development, and their implications for practice approaches.

For the second module the class will formulate a common research question to reflect their own learning needs on this topic area. For the presentation students get to present on their version of the same research question related to the role of cultural and linguistic issues related to Community Development.

For a “passing” grade (A-) for the second assignment, presentations should evidence the following:

	Graduate-level students:
Findings	Understanding of key competing linguistics and cultural theories, brief history of challenges and debates, and the current consensus (if any) related to cross-cultural practice.
Critical thinking	Able to use multiple sources to provide a balanced analysis of the debates, and their implications for the theories studied in this module.
Implications	Practice Implications are noted in light of current debate, especially referencing current cross-cultural, multi-cultural and aboriginal contexts.
Sources used	Ingenuity and variety of sources including comparing and contrasting reputable articles and sources.

Weak performance tends to involve: Not addressing the research question, inadequate presentation of changes of the debate over time, use of one-sided arguments or sources, over-generalization, inadequate attention to implications for practice.

Third Assignment (25%) Due: 10 April

Associated Learning Objectives:

Diversity Recognize diversity and identify how difference acts as a crucial and valuable part of living in a society.
Identify how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups, including Francophone, Indigenous, and newcomer populations.
Generate plans that strive to end these and other forms of social injustice, and oppression.

At the end of this course students will be able to:	Apply knowledge about cultural and linguistic dynamics related to cross-cultural development practice. Develop strategies that contribute to resilient sustainable livelihoods
Critical Thinking in Professional Practice	Demonstrate critical thinking and reasoning in analyzing complex social situations in order to make professional judgments. Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society. Apply knowledge of a variety of social work theories and perspectives to critically analyze professional and institutional practices.
At the end of this course students will be able to:	Critically examine key theories related to the practice of Community Development, and their implications for practice approaches.

For the third module, students will present the synthesis of their findings between Resilience and Sustainable Livelihoods, and its implications for practice.

For a “passing” grade (A-) for the third assignment, presentations should evidence the following criteria:

	Graduate-level students:
Basic concepts	Explain basic concepts, supports and challenges in the literature and current status quo of key debates.
Critical thinking	Critique the key debates (pros and cons) from a social work perspective.
Implications	Outline the practical implications of the concepts of resilience theory and sustainable livelihoods to community development practice.

Weak performance tends to involve: Inadequate understanding of the key concepts, insufficient depth and detail for Master’s level education and lack of detail of history leading up to current discourse.

Participation (25%)

Associated Learning Objective:

Professional Identity	Develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible. Acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities. Develop an awareness of personal biases and preferences to advance social justice and the social wellbeing of social work service users.
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At the end of this course students will be able to:	Use the hands-on experience of this class as basis to provide leadership to, and profit from, non formal peer learning settings
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The process of this course is designed to give students an opportunity to experiment with a peer learning approach. For this, some of the “risks” associated with marked assignments have been reduced so as to encourage maximum innovation, participation and experimentation.

As such, student participation will be a key component (25%) of the overall “pass” mark. It is expected that students fully engage in their own learning as well as contribute to the learning of their colleagues. To this end, students are encouraged to utilize every available avenue for attaining and sharing knowledge – including collaborating with each other to complete projects. Students who are unable to participate due to extraordinary circumstances (e.g., medical emergency) must contact the instructor as soon as possible and make alternative arrangements to complete the module activities.

	Graduate-level students:
Participation in non-classroom learning opportunities	Contributed to all discussions and electronic exchanges in a timely and meaningful way.
Weekly on-line and face-to-face meetings	Attended all on-line and face-to-face meetings, post value-added comments to discussion boards in a timely fashion.
Evidence of critical thinking	Well-developed postings that contribute to the learning by challenging existing ideas or providing backing for or support of ideas. Evidence of having completed the assigned readings should be reflected in class discussions.

Weak performance tends to involve: Late posting (i.e., responding to parts of the discussions from which the dialogue has already moved on from); not contributing new ideas or sources to the discussion; rambling or incoherent contributions, parroting other peoples’ responses, providing “non-content” to discussion posts.

This course has no final exam:

Students who meet all expectations for each module (25% for each module) will pass the course with an A-. Weak performance in the assignments will be required to be improved until a passing grade is achieved. Those students who wish to improve their mark one grade point (e.g., from an A- to an A) have the option to write a paper on a topic of their interest related to the three modules of the course. The topic / content of the paper should be negotiated with the instructor prior to submission. The length of the paper will be approximately 1500 words for MSW students.

All papers must be in APA 6 format. **Due date:** 30 April.

Recommended Readings

Recommended readings may be posted on D2L. It is up to the students to find, post, share and comment on the current “state-of-the-art” articles on each subject. As such, one outcome of the course will be a library and/or toolkit of articles explored during the learning process.

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 Graduate Grading System will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

Course Evaluation

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms.

Aside from a process check, at the end of each class, students will be engaged in a participatory course evaluation exercise at the last day of the course.

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-2.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, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013): http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf

Students are expected to ensure they are both familiar with, and comply with these standards.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she 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."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lqb1nucdh/>

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: <http://ucalgary.ca/ssc/graduatestudent>

IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

Wellness Centre 24 hours/day Phone Support (403) 210-9355

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com).

Appeals: If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process of the Faculty of Graduate Studies Calendar.

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

STUDENTS WITH DISABILITIES

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

Building Evacuations

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Werklund School of Education Building. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App: <http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

SAFEWALK (403) 220-5333

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

Supports for Mental Health

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, ucalgary.ca/wellnesscentre/counselling/personal/) and the Campus Mental Health Strategy website (ucalgary.ca/mentalhealth).

Sexual 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/policies/files/policies/sexual-violence-policy.pdf>