Course Number	**SOWK 397 S03 (SAR)**	Classroom	Online via Zoom
Course Name	**Practice & Evaluation with Communities**		
Day(s) & Time	**Synchronous Online via Zoom: Mondays between 1:30 and 3:30pm MST** **Asynchronous learning on Feb 8, Mar 1, Mar 15, and Mar 29, 2021**		
Instructor	Dora Tam, Ph.D.		
U of C E-mail	dtam@ucalgary.ca	Phone	Please email me

SYLLABUS STATEMENT

An introduction to theories and skills about community practice. The focus will be on understanding the basic value, ethical, strategic, evaluative and political issues involved in working for community change.

COURSE DESCRIPTION

Community practice is the part of social work that involves mobilizing people to address problems that are of common concern, which involves:
1) knowing the community;
2) understanding the nature of organizing and organizations;
3) identifying unmet community or special interest needs;
4) developing strategies and tactics that support change efforts; and
5) learning a variety of community evaluation techniques.

This course is intended to introduce students to the range of activities that come under the heading of community work. Through a study of theoretical literature as well as concrete case examples, the course is designed to provide students with the opportunity to develop beginning knowledge and skills in identifying and implementing appropriate interventions at the level of the community. Learning activities will include readings, lectures, class discussions, experiential group work, and student projects.

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.

REQUIRED TEXTBOOKS AND/OR READINGS

Parada, H., Barnoff, L., Moffatt, K., & Homan, M. S. (2011). *Promoting community change: Making it happen in the real world* (1st Canadian Ed.). Nelson Education.

Supplementary Reading

Tam, D.M.Y., Green S.P., Paz, E., & Lavigne, B. (Eds.). (2020). *Building community: Case book for mobilizing community practice in Canada (2nd ed.)*. The Author.

Note: Related chapters of this book for supplementary reading will be uploaded to D2L for this course.

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 course is a more focused part of generalist social work practice. It applies a "macro" perspective. The content is complementary to social action and builds upon material learning in group practice, human behaviour, organizational practice and generalist practice.

CLASS SCHEDULE

Please note important dates for Winter 2021:

- o First Day of Regular Classes: Monday, Jan 11
- o Fee Deadline: Friday, January 22
- o Winter Break: February 14 -20 (Sunday to Saturday) – no classes, assignments or course activities
- o Good Friday: Friday, April 2
- o Easter Monday: Monday, April 5
- o Last Day of Regular Classes: Thursday, April 15

Date	Topic	Readings/Assignments Due
Jan 11, 2021 Class 1 Synchronous Learning via Zoom	Welcome Back and Course Overview What is Community Practice? Why is this macro level of practice so important to social work? Guest Speakers	Required Readings: Parada, Barnoff, Moffatt, & Homan (2011): Ch. 1: Responding to the Need for Community Change Ch. 4: Relating Community Change to Agency Work and Professional Practice Supplementary Readings: 1. Tam, Green, Paz, & Lavigne (2020). Ch. 16: First Nations Real Voice Project (by J. Antone) 2. Mundel, E., & Chapman, G. E. (2010). A decolonizing approach to health promotion in Canada: The case of the Urban Aboriginal community kitchen garden project. *Health Promotion International*, *25*(2), 166-173.

Jan 18 Class 2 Synchronous Learning via Zoom	Theoretical Frameworks for Practice in Communities Guest Speakers	Required Readings: 1. Parada, Barnoff, Moffatt, & Homan (2011): Ch. 2: Theoretical Framework for Community Dynamics 2. Rothman, J. (2007). Multi modes of intervention at the macro level. *Journal of Community Practice, 15*(4), 11-40. Supplementary Reading: 1. Miller, M. (2010). Alinsky for the left: The politics of community organizing. *Dissent*, *57*(1), 43-49. 2. Tam, Green, Paz, & Lavigne (2020). Ch. 2: Select theories overview (by the Authors)
Jan 25 Class 3 Synchronous Learning via Zoom	Community Change and Understanding of Power Dynamics	Required Readings: Parada, Barnoff, Moffatt, & Homan (2011): Ch. 3: Understanding Community Change Ch. 5: Putting the Pieces Together Supplementary Readings: 1. Cramer, E.P., Brady, S.R., & McLeod, D. A. (2013). Building capacity to address the abuse of persons with disabilities. *Journal of Community Practice*, *21*, 124-144. 2. Tam, Green, Paz, & Lavigne (2020). Ch. 22: The Harmony Movement (by S. Fedoruk)
Feb 1 Class 4 Synchronous Learning via Zoom	Community Assessment and Engaging People **Assignment 1 Due**	Required Readings: Parada, Barnoff, Moffatt, & Homan (2011): Ch. 6: Knowing Your Community Ch. 8: People-The Most Valuable Resource. Supplementary Readings: 1. Tam, Green, Paz, & Lavigne (2020). Ch. 6: The Local Community Food Centre (by T. O'Hearn) 2. Building Healthy Organizations (BHO). (April 2014). Assessing community needs and resources. *Community Organizational Health*, pp.1-10, The Author.
Feb 8 Class 5 Asynchronous Learning	Self-directed Community Visit	Supplementary Readings: 1. City of Calgary. (n.d.). Sustainability direction. Calgary, AB: The Author. https://www.calgary.ca/PDA/pd/Pages/Office-of-Sustainability/Office-of-Sustainability.aspx 2. Tam, Green, Paz, & Lavigne (2020). Ch. 5: Owen Sound hunger and relief effort (by S.P. Green)
Feb 14 – 20 Winter Break No Class		

Feb 22 Class 6 Synchronous Learning via Zoom	Planning and Budgeting Debriefing on Community Visit **Assignment 2 Due**	Required Readings: Parada, Barnoff, Moffatt, & Homan (2011): Ch. 7: Powerful Planning Ch. 9: Raising Other Resources Supplementary Reading: 1. Lewis, M.L., Scott, D.L., & Calfee, C. (2013). Rural social service disparities and creative social work solutions for rural families across the life span. *Journal of Family Social Work*, *16*, 101-115. 2. Rose, V.K., & Thompson, L.M. (2012). Space, place, and people: a community development approach to mental health promotion in a disadvantaged community. *Community Development Journal*, *47*(4), 604-611. 3. Tam, Green, Paz, & Lavigne (2020). For the Love of Laundry (by R. McClelland)
March 1 Class 7 Asynchronous Learning	Community Practice I: Community Engagement	Supplementary Readings: 1. Tam, Green, Paz, & Lavigne (2020). Ch. 19: Old east village community association (by J. Hoekstra) 2. Hanley, J., & Shragge, E. (2009). Organizing for immigrant rights: Policy barriers and community campaigns. *Journal of Community Practice, 17*, 184-206.
March 8 Class 8 Synchronous Learning via Zoom	Knowing your Neighbourhoods Debriefing on Community Practice I	Required Reading: Parada, Barnoff, Moffatt, & Homan (2011): Ch. 13: Enhancing Neighbourhoods Supplementary Reading: 1. Lewis, M.L., Scott, D.L., Calfee, C. (2013). Rural social service disparities and creative social work solutions for rural families across the life span. *Journal of Family Social Work*, *16*, 101-115. 2. Rose, V.K., & Thompson, L.M. (2012). Space, place, and people: a community development approach to mental health promotion in a disadvantaged community. *Community Development Journal*, *47*(4), 604-611.
March 15 Class 9 Asynchronous Learning	Community Practice II: Community Project Implementation	Supplementary Readings: 1. Tam, Green, Paz, & Lavigne (2020). Ch. 15: Orientation services for newcomers. (by A. Al Jamal) 2. Butler, S.S., & Eckart, D. (2007). Civic engagement among older adults in a rural community: A case study of the senior companion program. *Journal of Community Practice*, *15*(3), 77-98.

March 22 Class 10 Synchronous Learning via Zoom	Effect Changes Debriefing on Community Practice II	Required Reading: Parada, Barnoff, Moffatt, & Homan (2011): Ch. 14: Increasing the effectiveness of established, formal organizations Ch. 15: Lobbying for Change Supplementary Reading: 1. Letendre, J., & Williams, L.R. (2014). "I hear you": Using focus groups to give voice to adolescent girls' experience with violence. *Social Work with Groups*, *37*, 114-128. 2. Tam, Green, Paz, & Lavigne (2020). The Oxford Situation Table (by L. E. McCreery)
March 29 Class 11 Asynchronous Learning	Community Practice III: Wrapping up of Community Project	Supplementary Reading: 1. Eversole, R., Barraket, J., & Luke, B. (2013). Social enterprises in rural community development. *Community Development Journal*, *49*(2), 245-261. 2. Cook-Craig, P.G., Lane, K.G., Siebold, W.L., (2010). Building the capacity of states to ensure inclusion of rural communities in state and local primary violence prevention planning. *Journal of Family Social Work*, *13*(3), 326-342. 3. Lorthios-Guilledroit, A., Nour, K., Parisien, M., & Dupont, S. (2014). Intersectoral Co-construction of a community-based workshop for respectful sharing of public transportation. *Journal of Community Practice*, *22*, 82-101.
April 5	**Easter Monday, No Class**	
April 12 Class 12 Synchronous Learning via Zoom	Community Practice at Regional, Provincial, National and international Levels Debriefing on Community Practice III Course Wrap-up **Assignment 3 Due**	Supplementary Readings: 1. Fieldhouse, J. (2012). Mental health, social inclusion, and community development: Lessons from Bristol. *Community Development Journal*, *47*(4), 571-587. 2. Ravensbergen, F., VanderPlaat, M.V. (2009). Barriers to citizen participation: The missing voices of people living with low income. *Community Development Journal, 45*(4), 389-403. 3. Smillie, I. (2009). Chicken and egg problem. In I. Smillie, *Freedom from want: The remarkable success story of BRAC, the global grassroots organization that's winning the fight against poverty* (pp. 91-101). Kumarina Press.
April 19 (No Class)	**Assignment 4 Due**	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION
The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

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). 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.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING
The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES
The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS				
Assessment Method	**Assessment Description & Criteria**	**Due Date**	**Weight**	**Aligned Course Learning Outcome**
Instruction on these assignments will be distributed in the first date of class.				
1. Community Practice Project Proposal – Part I: Needs Assessment (Group assignment) In a small group, students are asked to develop a needs assessment on a selected social issue in a chosen community.		Feb 1, 2021	15%	1, 3, 5
2. Community Practice Project Proposal – Part II: Action Plan (Group assignment) In the same small group, students are asked to develop a community practice action plan to address the identified community issue/need.		Feb 22, 2021	15%	1, 2, 3, 4, 5, 6

3. Community Practice in Action and Portfolio (Group assignment) In the same small group, students are asked to carry out the proposal for community practice action plan as outlined in assignment 2.	April 12, 2021	35%	4, 5, 6, 7
4. Integrated Report (Individual assignment) Each student is asked to write an integrated reflection paper that documents their learning throughout assignment 1 to 3.	April 19, 2021	20%	1, 2, 5, 7
5. Participation (Individual assignment) Each student is asked to self-evaluate their participation in assignment 1 to 3 and evaluate their peers' participation in the same small group.	April 19, 2021	15%	4, 5, 6

All written assignments to be upload to the Dropbox on D2L for this course. Grading on Assignment 1 to 4 is based on Content (40%), Synthesis and Integration (40%) and Technical (20%). Grading on participation is based evenly on both attendance and constructive contributions to the group/class.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS
Students are expected to attend class regularly and 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.

GUIDELINES FOR SUBMITTING ASSIGNMENTS
Please submit all assignments electronically through their respective Dropbox in D2L. Assignments should be submitted in Word format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due before midnight on their due date (unless specify). Please note that it is the student's responsibility to keep a back-up copy of each submitted assignment and to ensure that the proper version is submitted.

Faculty members in the Southern Alberta Region expect and insist that assignments:
- Be typed (or in legible handwriting);
- Be free of grammatical, spelling and typing errors;
- Incorporate correct usage of referencing set forth by the current edition of the American Psychological Association (APA).

LATE ASSIGNMENTS
Grades are deducted for late submissions (one grade level per day will be deducted e.g. B to B-) unless otherwise specified in the course outline. Except for unpredictable circumstance, it is the student's responsibility to request an extension from the instructor in writing should you require more time and offer an alternate due date and time for the instructor's consideration; otherwise deduction for late submission will apply.

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 format. If you need writing support, please connect with the Student Success Centre at: https://www.ucalgary.ca/student-services/student-success/writing-support

WRITING SUPPORT SERVICES

The University of Lethbridge Writing Centre is located in the Library and provides individual consultations with trained academic writing instructors and tutors to all students at the University of Lethbridge from all disciplines. There is no charge for this instruction, and the Writing Centre is happy to assist students at all stages of the writing process and levels of proficiency. For more information: https://www.uleth.ca/artsci/academic-writing/writing-centre

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: https://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.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

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.

ADDITIONAL SUGGESTED READINGS/ WEB RESOURCES

Alinsky, S. (1971). *Rules for radicals: A practical primer for realistic radicals.* Random House.

Bishop, A. (2002). *Becoming an ally: Breaking the cycle of oppression*. Fernwood Publishing Co. Ltd.

Community Development Journal.

Community Empowerment Handbooks/Handbook for Mobilizers by Girls Action Foundation, Canada. http://cec.vcn.bc.ca/cmp/hbmob.htm

Community Tool Box: http://ctb.ku.edu/en/table-of-contents

Community Tool Box: Section 3: Model of Practice: Building Capacity for Community and Systems Change: http://ctb.ku.edu/en/tablecontents/sub_section_main_1002.aspx

Community Tool Box: Section 7: Working Together for Healthier Communities: A Framework for Collaboration Among Community Partnerships, Support Organizations, and Funders: http://ctb.ku.edu/en/table-of-contents/overview/model-for-community-change-and-improvement/framework-for-collaboration/main

Freire, P. (2000). *Pedagogy of the Oppressed*. Continuum.

Journal of Community Practice.

Kuyek, J. (2011). *Community organizing: A holistic approach.* Fernwood Publishing.

Lee, B. (2011). *Pragmatics of community organization* (4th ed.). CommonAct Press.

Specht, H. & Courtney, M. (1994). *Unfaithful angels: how social work has abandoned its mission*. The Free Press.

Swift, J., Balmer, B., & Dineen, M. (Eds.) (2010). *Persistent Poverty: Voices from the Margins*. Between the Lines.

Tam, D.M.Y., Green S.P., Paz, E., & Lavigne, B. (Eds.). (2020). *Building community: Case book for mobilizing community practice in Canada (2nd ed.)*. The Author.

The Canadian CED Network http://www.ccednet-rcdec.ca/

Whitmore, E., Wilson, M.G., & Calhoun, A (2011). *Activism that works*. Fernwood Publishing.

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 https://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 https://ucalgary.ca/student-services/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 at https://www.ucalgary.ca/policies/files/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 https://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 are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/policies/files/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.

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 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

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 the Assembly Points posted on campus. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to get acquainted with the U of L Emergency website:
https://www.uleth.ca/campus-safety/emergency-evacuation-plan

UNIVERSITY OF LETHBRIDGE SAFEWALK (403) 380-1888 OR (403) 329-2345.
For more information – https://www.uleth.ca/security/content/safe-walk

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**