

CORE 583

Community Development in Community Rehabilitation

Instructors

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Office Hours/Policy on Answering Student Emails

Office hours are by appointment.
Student emails will be responded to within 36 hours.

Time and Location:

Tuesdays 12:30- 15:15 pm
Location SA O17

Prerequisite/Co-Requisite

48 units (8.0 full-course equivalents). (Please see Calendar Description for more information)

Course Description

A study of management, practice and leadership issues for professionals working in community development and interdisciplinary teams, as well as in private, non-profit and public community-based organizations and businesses. Partnerships and community action are examined as components of rehabilitation practice.

Overarching Theme

This course will use a variety of approaches to examine community development theories and practice including community based group work, analysis, research, in-class presentations and meaningful in-class discussions. This course, in line with Community Rehabilitation and Disability Studies principles, provides a foundation academic and professional inquiry aimed at interrogation of understandings and experiences of community and community development.

Global Objectives

Course participants will explore and actively engage in the knowledge and skills enabling them to initiate and participate in community development projects, and understand their role as rehabilitation practitioners in community development. Key concepts covered will include community building, social capital, asset building (versus needs assessment), partnership, empowerment, inclusion, community capacity, leadership, social determinants of health, and community sustainability. Course participants will meaningfully explore community development constructs from an individual, professional, and systems perspectives. For the purpose of this course, a broad definition of community will be embraced, which will include place-based communities as well as interest-based communities, and other communities of circumstance with an emphasis on grass-roots community development. Course objectives will

draw from local, national and international community development initiatives. Learning opportunities will utilize a community development textbook and other related readings, discussions, analysis of theories, participatory in-class activities, assignments, and reflection

Learning Objectives

By the end of this course, students will be able to:

- Demonstrate knowledge of the principles and theories of community development.
- Demonstrate ability to constructively reflect on individual / professional engagement with communities.
- Demonstrate strategies for individual community capacity building, and community mobilization
- Engage actively in a community development project and demonstrates an ability to analyze it through the lens of community development.
- Demonstrate an ability to work in a team environment
- Demonstrate an ability to present research and project outcomes to an audience.

Required Textbooks/Readings

Brown & Hannis (2011). Community Development in Canada (2nd ed). Toronto, Pearson

Additional required weekly readings will be posted on D2L

A Note regarding readings: A list of required readings for all course sections will be outlined on D2L and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the lecture material. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Instructors will proceed in class on the assumption that students have read completely the assigned readings. Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.

Evaluation

The University policy on grading and related matters is described in section F.2 of the 2018-2019 Calendar.

In determining the overall grade in the course the following weights will be used:

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| 1. Core Readings & Critical Analysis | 25% |
| 2. Community Experience Research Project | 40% |
| 3. Final Test | 35% |

Details of assignments:

1. Core Readings Critical Analysis: Value: 25%

Students will complete a weekly critical analysis of assigned readings based on activities posted on D2L. **Due: Monday September 17, 24, October 1, 8, 22, 29, November 19 and 26 at 11:30pm MT.**

2. Community Experience Research Project: Value: 40%

Students will find a community development project and interview someone from the project to gain a better understanding of the process used by the community to generate solutions and take collective action to solving problems using community development principles. **Due: Monday October 15 at 11:30pm MT.**

3. Final Test: Value 35%

The exam will be scheduled in the Registrar-scheduled examination period. The test will cover critical content areas covered through the class readings / discussions / assignments. Answers should be in essay format with APA references used to back up knowledge statements. Marks will be given for correct answers and also for proper use of grammar, spelling, punctuation and clarity of responses. Open book.

A Note regarding Writing Assignments:

Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2018-19 Calendar), writing is emphasized, and the grading thereof in determining a student's mark in this course. The Bachelor of Community Rehabilitation values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (grammar, spelling, punctuation). The University of Calgary offers a number of instructional services through the Students' Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

Grading Scheme:

A+ 97-100%	B+ 80-84%	C+ 65-69%	D+ 54-56%
A 90-96%	B 75-79%	C 60-64%	D 50-53%
A- 85-89%	B- 70-74%	C- 57-59%	F 0-49%

Missed Components of Term Work:

Students will lose 25% per day late past the deadline for all assignments. Assignments will NOT be accepted more than 72 hours after the posted deadline and students failing to submit any assignment within this time frame will receive a mark of zero.

Extensions will NOT be granted on any assignment or quizzes. The only exceptions to this are those in keeping with the University Calendar (illness, religious conviction, or domestic affliction)

that are received in writing and with supporting documentation. Please be advised that students should notify the instructor before the assignment deadline to discuss.

Brightspace by Desire2Learn (D2L)

Brightspace by Desire 2 Learn is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that they get all posted communications and documents and that they receive emails sent by instructors or fellow students through D2L.** Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: <http://elearn.ucalgary.ca/d2l-student/>.

Policies Governing the Course:

Students will be expected to participate in online activities

Conduct During Lectures

Students are expected to conduct themselves in a mature and courteous manner during ALL course work. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic.

Copyright

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students (library.ucalgary.ca/files/library/guidance_for_students.pdf). Further information for students is available on the Copyright Office web page (<http://library.ucalgary.ca/copyright>)

A Note Regarding Instructor Intellectual Property

Generally speaking, course materials created by professor(s) (including course outlines, 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.

Academic Accommodations Based on Disability or Medical Condition

It is the student's responsibility to register with Student Accessibility Services to be eligible for formal academic accommodation in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities_0.pdf). If you are a student who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at (403) 220-8237; <http://www.ucalgary.ca/access/>. Students will be provided with all necessary accommodations to ensure equal opportunity to succeed in this course. Please provide the instructor your accommodation letter from Student Accessibility

Services within 14 days after the start of this course so that all needed arrangements for exams and assignments can be made.

Accommodations on Protected Grounds other than Disability

Students who require an accommodation in relation to their coursework based on a protected ground other than disability, should communicate this need, preferably in writing, to the designated BCR program contact, Mrs. Jennifer Logan (jljlogan@ucalgary), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Academic Misconduct

The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the creation of knowledge and the demonstration of knowledge having been learned. These rules are contained principally in Sections J to L of the *University of Calgary Calendar*. Students are expected to be familiar with these standards and to uphold the policies of the University in this respect. The Calendar also stipulates the penalties for violating these rules. Please know that the University and the Cumming School of Medicine take these rules seriously. **All incidences of academic dishonesty in this course, such as cheating and plagiarism, will be reported to the Associate Dean (Undergraduate Health and Science Education) for investigation;** infractions will be noted on the record of a student found to be guilty.

Recording of Lectures

Online courses will be recorded with permission of the students.

Other Important Information

Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP); students should identify themselves on written assignments (exams and term work) by their name and ID number on the front page and ID on each subsequent page. Work assigned to you by your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your expressed permission to the instructor. Grades will be made available on an individual basis and students will not have access to other students' grades without expressed consent. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission. See <http://www.ucalgary.ca/policies/files/policies/privacy-policy-2011.pdf> for more information.

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, as per Section I of the University Calendar, which normally begins with the Associate Dean (Undergraduate Health and Science Education). Students must follow the official reappraisal/appeal process and may contact the Student Ombuds' Office (<http://www.ucalgary.ca/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct. Students should be aware that concerns about graded term work may only be initiated **within 15 days** of first being notified of the grade.

Resources for Support of Student Learning, Success, Safety and Wellness

Student Success Centre	http://www.ucalgary.ca/ssc/
Student Wellness Centre	http://www.ucalgary.ca/wellnesscentre/
Distress Centre	http://www.distresscentre.com/
Library Resources	http://library.ucalgary.ca

Wellness and Mental Health Resources

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 (both face-to-face and over the phone) through the SU Wellness Centre (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Ombuds' Office

The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; the SU representatives for the Cumming School of Medicine can be reached at medrep1@su.ucalgary.ca or medrep2@su.ucalgary.ca.

Course Schedule

The following is a list of topics for class, associated readings, and assignment / exam due dates. Please note that unforeseen circumstances may cause changes to the schedule with respect to the timing of topics and readings. Students will be notified of all changes in a timely manner by way of email and D2L announcements. The assignment due dates are firm and will not be altered.

Week	Module / Topics	Readings	Assignments & Due Dates
Week 1: September 11 - 17 Tuesday 12:30 - 15:15 SA 017	Welcome and Course Orientation:	Syllabus	
Week 2: September 18 - 24 Tuesday 12:30 - 15:15 SA 017	Intro to Community Development	Textbook: Chapter 1: Importance of Community Development Chapter 2: Introduction to Community Development	Core Reading & Critical Analysis: Due September 17 at 11:30pm MT in Dropbox
Week 3: Sept 25 – Oct 1 Tuesday 12:30 - 15:15 SA 017	History and Perspectives	Textbook: Chapter 3: History of Community Development Chapter 4: Perspectives on Community Development	Core Reading & Critical Analysis: Due September 24 at 11:30pm MT in Dropbox
Week 4: Oct 2 - 8 Tuesday 12:30 - 15:15 SA 017	Engaging in Community Development	Textbook: Chapter 5: Building Relationships	Core Reading & Critical Analysis: Due October 1 at 11:30pm MT in Dropbox

<p>Week 5: Oct 9 - 15</p> <p>Tuesday 12:30 - 15:15 SA 017</p>	Engaging in Community Development	<p>Textbook Chapter 6: Processes of Community</p>	<p>Core Reading & Critical Analysis: Due October 8 at 11:30pm MT in Dropbox</p>
<p>Week 6 : Oct 16 - 22</p> <p>Tuesday 12:30 - 15:15 SA 017</p>	Skill Development	<p>Textbook: Chapter 7: Skills for Working in Community</p>	<p>Community Experience Research Project Due October 15th at 11:30pm MT in Dropbox</p> <p>No Analysis Due this Week</p>
<p>Week 7: Oct 23 - 29</p> <p>Tuesday 12:30 - 15:15 SA 017</p>	Skill Development	<p>Textbook: Chapter 8 : Canadian Case Studies</p>	<p>Core Reading & Critical Analysis: Due October 22 at 11:30pm MT in Dropbox</p>
<p>Week 8: Oct 30 – Nov 5</p> <p>Tuesday 12:30 - 15:15 SA 017</p>	Aboriginal Community Development	<p>Textbook: Chapter 9: Aboriginal Community Development Assigned readings</p>	<p>Core Reading & Critical Analysis: Due October 29 at 11:30pm MT in Dropbox</p>
<p>Week 9: Nov 6 - 12</p> <p>Tuesday 12:30 - 15:15 SA 017</p>	Aboriginal Community Development Continued	<p>Textbook: Chapter 9: Aboriginal Community Development</p>	<p>No Analysis Due this week</p>
<p>Week 10: Nov 13 - 19</p> <p>No Classes</p>		<p>Reading week – no classes</p>	

<p>Week 11: Nov 20 - 26</p> <p>Tuesday 12:30 - 15:15 SA 017</p>	<p>International Community Development</p>	<p>Textbook: Chapter 10: International Community Development</p>	<p>Core Reading & Critical Analysis: Due Nov 19 at 11:30pm MT in Dropbox</p>
<p>Week 12: Nov 27 – Dec 3</p> <p>Tuesday 12:30 - 15:15 SA 017</p>	<p>Social Welfare</p>	<p>Textbook: Chapter 11: Social Welfare and the Future of Community Development</p>	<p>Core Reading & Critical Analysis: Due Nov 26 at 11:30pm MT in Dropbox</p>
<p>Week 13 : Dec 4 - 10</p> <p>Tuesday 12:30 - 15:15 SA 017</p>	<p>Semester review</p>		
<p>Dec 10 – Dec 20 Final exam date TBD</p>	<p>Final Exam</p>	<p>Textbook: All chapters Open book exam</p>	<p>Scheduled by the Registrar's office (December 10- December 20, 2018)</p>