

CORE 583
Community Development in Community Rehabilitation

Instructors:

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Teaching Research and Wellness 3D36
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Office Hours/Policy on Answering Student Emails:

Office Hours: by appointment
Email Policy: Student emails will be answered within 24 hours of receipt during the week and within 72 hours over the weekend

Time and Location:

Thursdays 12:30-15:15 TRB 102

Prerequisite/Co-Requisite:

24 units including at least one of Community Rehabilitation 205 or 209 or admission to BCR or BCR-C.

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 is a face-to-face course. 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. The course relies on in-class participation and group work.

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

Brown & Hannis (2011). Community Development in Canada (2nd ed). Toronto, Pearson.2. Additional required weekly readings will be posted on D2L or given out in class.

A Note regarding readings

A list of required readings 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 of the 2019-2020 Calendar.

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

- Core readings group presentation on reading **Value 15%**
- Reflective analysis of community **Value 10%**
- Group presentation of community project research **Value 15%**
- Research paper on principles of Community Development **Value 20%**
- Take-home exam **Value 30%**
- In-class meaningful participation **Value 10%**

Details of assignments:

Core readings group presentation: Value: 15%

Student groups (TBD) will facilitate one discussion related to core weekly required readings. The duration of these presentations will be approximately 30-45 minutes. Presentations will run weekly from September 19th - October 31st

Reflective analysis of community: Value: 10%

Students will submit a reflective analysis of community. Students are encouraged to think critically about a community with which they are familiar and how this community impacts the student and/or others who live in the community. APA is not required for this assignment. Due: Thursday, September 26, 2019

Community Investigation/Presentation Total Value 35%

- In groups of 4 to 5 students (TBD), students will find, investigate and analyze a community development project and the processes used by the community to generate solutions and take collective action to solving problems using community development principles. Communities, processes, criteria and projects will be discussed within the first month of class.
- Group Presentation (15%) Dates: November 21st and November 28th, 2019
Student groups will present on their community investigation. The presentation should offer a dynamic and sophisticated analysis of the community, collective action and processes based on your knowledge of community development principles. The duration of these presentations will be 35 minutes.

- Research Paper (20%) Due: November 21st, 2019. Students will write a brief (5-6 pages) INDIVIDUAL research paper relating their learning of community development principles and how their community investigation experience relates to community rehabilitation practice.

Take-home short answer / essay exam Value 30%

Students will complete a take-home essay exam. The exam will cover critical content areas covered through the class readings / discussions / lectures. 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. Exam will be handed out on Nov 28 and is due December 5, 2019

In-class meaningful participation Value 10%

Students are expected to participate in class discussions and activities and prepare for class by completing the assigned readings. Activity sheets will regularly be completed in class and completion of such will count toward meaningful class participation.

The details of each assignment and a rubric for each assignment will be posted on D2L

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 2019-20 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:

| Letter Grade | Description | Percentage |
|--------------|-----------------------------------|------------|
| A+ | Outstanding performance | 97-100 |
| A | Excellent performance | 90-96 |
| A- | Approaching excellent performance | 85-89 |
| B+ | Exceeding good performance | 80-84 |
| B | Good performance | 75-79 |
| B- | Approaching good performance | 70-74 |

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|-----------|--------------------------------------|-------|
| C+ | Exceeding satisfactory performance | 65-69 |
| C | Satisfactory performance | 60-64 |
| C- | Approaching satisfactory performance | 57-59 |
| D+ | Marginal pass | 54-56 |
| D | Minimal pass | 50-53 |
| F | Did not meet course requirements | 0-49 |

Missed Components of Term Work:

Late assignments will receive a late penalty of 5% per day and will not be accepted after 72 and will automatically receive a mark of zero. There will be NO exceptions to this policy.

Extensions will NOT be granted on any assessed components. The only exceptions to this are those in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation. Traffic jams and late or full buses are common events in Calgary and are NOT acceptable reasons for late arrivals to class, meetings and examinations. Please note that while absences are permitted for religious reasons, students are responsible for providing advance (14-day) notice and adhering to other guidelines on this matter, as outlined in the University Calendar (<https://www.ucalgary.ca/pubs/calendar/current/e-4.html>).

Brightspace by Desire2Learn (D2L)

Brightspace (by D2L) 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 receive 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.

A laptop, desktop, tablet or mobile device is required for D2L access. 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:

Attendance

While there is no specific grade for attendance, a student's mark on any component of the in-class research project will include a component of participation in class and in group work. See more detail on each assignment's rubric on D2L.

Conduct During Lectures

The classroom should be respected as a safe place to share ideas without judgement - a community in which we can all learn from one another. Students are expected to conduct themselves in a mature and courteous manner during ALL lectures. Students are expected to

frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic.

Students are expected to take notes during class and should not rely solely on material supplied by the instructors.

Electronic Devices

The Bachelor of Community Rehabilitation program aims to create a supportive and respectful learning environment for all students. The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. However, research studies have found that inappropriate/off-topic use of electronic devices in the classroom negatively affects the learning of both the user and those sitting nearby. Students are to refrain from accessing websites that may be distracting for fellow learners (i.e. personal email, Facebook, YouTube).

Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>

Cell phones (or similar devices) should not be turned off upon entering the classroom since we will use cell phones or computers to access the internet and participate in in-class activities. However, sending/receiving text messages or leaving the class to take calls is disruptive to the entire class and will not be tolerated unless absolutely necessary. Students who disregard this rule during lectures or tutorials will be asked to leave.

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

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; 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/.

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 their instructor or to the designated BCR program contact, Mrs. Jennifer Logan (jljlogan@ucalgary.ca), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

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. 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> Students are expected to be familiar with these standards and to uphold the policies of the University in this respect. 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 for investigation;** infractions will be noted on the record of a student found to be guilty.

Recording of Lectures

Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

Other Important Information

Freedom of Information and Protection of Privacy Act

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

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. 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 10 days** of first being notified of the grade. <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

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

Student Success Centre

<http://www.ucalgary.ca/ssc/>

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|-------------------------|---|
| 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 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.

Student Success Centre: The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

Emergency Evacuation/Assembly Points

As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area. For more information, see <http://www.ucalgary.ca/emergencyplan/node/55>
<https://www.ucalgary.ca/emergencyplan/building-evacuation/assembly-points>

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the

yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

Class Schedule

The following is a list of topics for class, associated readings, and assignment due dates. Please note that unforeseen circumstances may cause changes to the schedule with respect to the timing of topics and readings and most especially with the availability of guest speakers. Students will be notified of all changes in a timely manner by way of email and D2L announcements.

| Date | Module / Topics | Readings | Assignments & Due Dates |
|----------------------------|--|------------------------------------|--|
| September 5 th | Course Introduction | Chapter 1 Assigned readings | |
| September 12 th | History and Perspectives, Sense Making, Social Capital | Chapter 2 Assigned readings | In-class core readings presentations begin |
| September 19 th | Theories of Poverty | Chapter 3 & 4 Assigned readings | Reflective analysis due in class |
| September 26 th | Engaging in Community Development, Asset based Community Development | Chapter 5 & 6 Assigned readings | |
| October 3 rd | Social Determinants of Health, Skill Development, Case Studies | Chapter 7 & 8 Assigned readings | |
| October 10 th | Systems Theory and Human Systems Transformation | Assigned readings | |
| October 17 th | Participatory Action Research and Principles to Guide Action | Assigned readings | |
| October 24 th | Leadership, Indigenous and International community development | Chapter 9 & 10 | In-class core readings presentations complete |
| October 31 st | Supporting Core Development, Personal Revitalization and Healing, Facilitating | Assigned reading | |

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|---------------------------|--|--------------------------------|--|
| November 7 th | Sustainable Community Development and social welfare | Chapter 11 Assigned reading | |
| November 14 th | No class-fall break | n/a | |
| November 21 st | Student Presentations | n/a | Community Development Investigation paper due Community Investigation Presentations Begin |
| November 28 th | Student Presentations | n/a | Community Investigation Presentations Completed |
| December 5 th | Instructor available in class for questions | n/a | Take home exam released online December 3rd Due December 5th by 3:30pm |