The University of Calgary   Academic Year 2021-2022
Bachelor of Community Rehabilitation
Cumming School of Medicine

CORE 583 (L01)
Community Development in Community Rehabilitation

Instructors:

Tiffany Boulton, PhD
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Office Hours/Policy on Answering Student Emails
Office Hours: By appointment

Email Policy: Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 48 hours during the week and within 72 hours over the weekend.

Time and Location:
Thursday (Alternating Weeks, refer to schedule on p. 10 for exact dates)
Time: 18:00 - 19:00
ONLINE via Zoom

This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate in the Zoom sessions due to the time difference or unforeseen circumstances, it is the student's responsibility to watch the recording and ensure that they understand the course material and complete any in-class assignments that were missed.

Prerequisite/Co-Requisite:
48 units (8 full course equivalents)

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 online course will use a variety of approaches to examine community development theories and practice including community-based analysis, research, and meaningful 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, assignments, and reflection

Course Learning Outcomes

By the end of this course, students will be able to:
- Explain the principles and theories of community development.
- Reflect on individual / professional engagement with communities
- Apply strategies for individual community capacity building, and community mobilization
- Analyze community development projects through the lens of community development
- Collaborate with others and work in a team environment
- Present research and project outcomes

Learning Resources
Required Textbook: Brown, J (2022). Community Development in Canada, 3rd edition. Toronto: Pearson. (E-Textbook via Revel)
Student Invite Link to access the eText: https://console.pearson.com/enrollment/xhgoqa

Recommended Textbooks/Readings
Additional readings will be posted on D2L.

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.

Learning Technology Requirements
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.

To successfully engage in learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection

Most current laptops will have a built-in webcam, speaker and microphone.

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/.

Evaluation
The University policy on grading and related matters is described in section F of the 2021-2022 Calendar.

In determining the overall grade in the course, the following weights will be used:
1. Critical Analysis Assignments – Value 20% (4 x 5% each)
2. Quizzes – Value 20% (4 x 5% each)
3. Group Community Development Project – Value 30% (proposal 5% and poster presentation 25%)
4. Final Exam (Registrar-Scheduled) – Value 30%

Details of assignments:
1. Critical Analysis Assignments – Value 20% (4 x 5% each = 20%)
Students will complete short written critical analyses of assigned readings throughout the term. Further information and instructions for each assignment will be provided on D2L. **Due: Sept 23, Oct 14, Nov 4, and Nov 18 by 11:59 pm MT to Dropbox.** See course schedule.

2. Quizzes – Value 20% (4 x 5% each = 20%)
Weeks – 2, 5, 8, and 12 (see course schedule for further details)
Students will write 4 quizzes (worth 5% each) throughout the term based on content from the assigned readings and lectures. The quizzes will be open-book and each exam may consist of multiple-choice, matching, fill-in-the-blank, true/false, and/or short answer questions. The quizzes are non-cumulative and will be made available on D2L. Students will have the opportunity to complete the quizzes on D2L any time during the two-day window (see course schedule).

3. Group Community Development Project – Value 30% (Proposal – 5 % and Poster Presentation 25%)
In groups of 4-5, students will find and research a community development project and the processes used by the community to generate solutions and take collective action. Students will then create and present an e-poster that outlines their findings and connects their analysis to community development principles and community rehabilitation practice. **Proposal due: Oct 21 by 11:59 pm MT to Dropbox. Group poster presentation (5 min/group) during Zoom class Dec 2 and e-poster due Dec 2 by 11:59 pm MT to Dropbox.** Further details and grading rubric will made available on D2L.

4. Final Exam (**Registrar Scheduled**) – Value 30%
Students will complete a short answer final exam (**online and open book**). The exam will be scheduled by the Registrar in the final exam period. The exam will cover critical content areas covered through the class readings, discussions, and assignments.

**Further details for each assignment will be posted on D2L
** 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.

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 2021-22 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). Sources used in research papers must be properly documented. The University of Calgary offers 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	96-100
A	Excellent performance	90-95
A-	Approaching excellent performance	85-89
B+	Exceeding good performance	80-84
B	Good performance	75-79
B-	Approaching good performance	70-74
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:
Students will lose 25% per day late past the deadline for all assignments. In this case, 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. There will be NO exceptions to this policy.

Extensions will <u>NOT</u> be granted on any assignment or quizzes. 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 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).

Course Evaluations and Student Feedback

Student feedback will be sought at the end of the course through the Universal Student Rating of Instruction (USRI) and a qualitative student evaluation. Students are welcome to discuss the process and content of the course at any time with the instructor. Students may also address any concerns they may have with Dr. Ebba Kurz, Associate Dean (Undergraduate Health and Science Education) in the Cumming School of Medicine (kurz@ucalgary.ca).

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a 'live' video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as the Code of Conduct). When entering Zoom or other video conferencing sessions, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies. If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity (where available). 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 to turn on their webcam (such as for group work, presentations, etc).

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.

Attendance
All students will experience greater success in the course if they attend all online lectures.

Conduct During Lectures/Seminars
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 frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic.

Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

As members of the University community, students, employees and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at https://www.ucalgary.ca/policies/ .

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

Use of Internet and Electronic Communication Devices in Class
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.

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 .

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Copyright
All students are required to reach 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 unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy https://www.ucalgary.ca/pubs/calendar/current/k.html.

Instructor Intellectual Property
Course materials created by instructors (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. 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
It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) 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.pdf). SAS will process the request and issue letters of accommodations to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ .

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to Dr. Ebba Kurz (kurz@ucalgary.ca), Associate Dean (Undergraduate Health and Science Education).

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.

Academic Misconduct refers to student behaviour that compromises proper assessment of a student's academic activities and includes (but is not limited to): cheating, fabrication, falsification, plagiarism, unauthorized assistance, failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses, and failure to comply with exam regulations applied by the Registrar. **It also includes using of third-party websites/services to access past/current course material, essay/assignment writing services, or real-time assistance in completing assessments, seeking answers to assessment questions and similar, whether paid, bartered or unpaid.**

For information of the Student Academic Misconduct Policy and Procedures, please visit;
https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf
https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf

Additional information is available on the Academic Integrity website at: https://ucalgary.ca/student-services/student-success/learning/academic-integrity.

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

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

MEDIA RECORDING
Please refer to the following statement on media recording of students: https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

Media recording for the 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.

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

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 through the SU Wellness 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 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 / 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 exam dates are firm and will not be altered.

Date	Module / Topics	Readings	Synchronous Zoom Sessions	Assignments & Due Dates
Week 1 Sept 9	Welcome and Introduction to the Course Importance of Community	Course Syllabus Textbook Chapter 1: Importance of Community	ZOOM Session 18:00 - 19:00 MT	No assignments due this week
Week 2 Sept 16	Introduction to Community Development	Textbook Chapter: Chapter 2: Introduction to Community Development	NO CLASS	Quiz #1 (available Sept 15-16 on D2L)
Week 3 Sept 23	History of Community Development	Chapter 3: History of Community Development	ZOOM Session 18:00 - 19:00 MT	Critical Analysis #1 Due Sept 23 by 11:59 pm MT to the Dropbox
Week 4 Sept 30 National Day for Truth and Reconciliation	Perspectives on Community Development	Textbook Chapter 4: Perspectives on Community Development	NO CLASS	No assignments due this week
Week 5 Oct 7	Building Relationships with the Community	Textbook Chapter 5: Building Relationships with the Community	ZOOM Session 18:00 - 19:00 MT	Quiz #2 (available Oct 6-7 on D2L)
Week 6 Oct 14	Community Development Process	Textbook Chapter 6: Process of Community Development	NO CLASS	Critical Analysis #2 Due Oct 14 by 11:59 pm MT to the Dropbox
Week 7 Oct 21	Skills for Community Development Workers	Textbook Chapter 7: Skills for Working in Communities	ZOOM Session 18:00 - 19:00 MT	Group Community Development Project Proposal Due by Oct 21, 11:59 pm MT to Dropbox
Week 8 Oct 28	Canadian Cases Studies of Community	Textbook Chapter 8: Canadian Case Studies	NO CLASS	Quiz #3 (available Oct 27-28)

	Development Projects			
Week 9 Nov 4	Indigenous Community Development	Textbook Chapter 9: Indigenous Community Development	ZOOM Session 18:00 - 19:00 MT	Critical Analysis #3 Due Nov 4 by 11:59 pm MT to the Dropbox
Week 10 Nov 7 - 13	READING BREAK	No Readings	NO CLASS	No assignments due this week
Week 11 Nov 18	International Community Development	Textbook Chapter 10: International Community Development	ZOOM Session 18:00 - 19:00 MT	Critical Analysis #4 Due Nov 18 by 11:59 pm MT to the Dropbox
Week 12 Nov 25	Social Welfare and the Future of Community Development	Textbook Chapter 11: Social Welfare and the Future of Community Development	NO CLASS	Quiz #4 (available Nov 24-25 on D2L)
Week 13 Dec 2	Group Community Development Poster Presentations	No Readings	ZOOM Session 18:00 - 19:00 MT	Group poster presentations during zoom class Posters due to the group Dropbox by 11:59 pm MT
Week 14 Dec 9 (Last Day of Classes)	OPTIONAL: Drop-in Study Session	No Readings	NO CLASS OPTIONAL Drop-in Study Session on Zoom 18:00 - 19:00 MT	Short Answer Final Exam will be scheduled by the Registrar's office