CORE 583
Community Development in Community Rehabilitation

Instructor:
Tiffany Boulton, PhD
tiffany.boulton@ucalgary.ca

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:
The location of the course is online, including three Zoom Sessions on May 6, May 20, and June 10 at 6:00 pm – 7:00 pm MT. Please Note: The Online Sessions will be recorded for those who are unable to attend.

Prerequisite/Co-Requisite:
48 units

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

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.

Required Textbooks

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.

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:
1. **Core Readings and Critical Analysis – Value 20%**
2. **Critical Analysis of a Community Development Project – Value 40%**
3. **Short Answer Final Exam – Value 40%**

Details of assignments:

1. **Core Readings and Critical Analysis – Value 20%** (4 x 5% each = 20%)
   Students will complete a weekly critical analysis of assigned readings based on activities posted on D2L. **Due: Tuesday May 12, 19, June 2 & 9th by 11:59 pm MT.**

2. **Critical Analysis of a Community Development Project – Value 40%**
   Students will find and research 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. Students will then write a brief (3-4 page) paper that outlines their findings and connects their analysis to community development principles and community rehabilitation practice. **Due: Tuesday, May 26th by 11:59 pm MT to Dropbox**

3. **Short Answer Final Exam – Value 40%**
   Students will complete a take-home short answer exam. The exam will cover critical content areas covered through the class readings, discussions, and assignments. Answers should be in essay format with APA references used to back up knowledge statements. Marks will be given for correct answers and for proper use of grammar, spelling, punctuation and clarity of responses. **Due: Exam will be posted on D2L June 16 at 6:00 am MT and will be due June 17 by 11:59 pm MT to Dropbox**

   **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 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:

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<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Outstanding performance</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>Excellent performance</td>
<td>90-96</td>
</tr>
<tr>
<td>A-</td>
<td>Approaching excellent performance</td>
<td>85-89</td>
</tr>
<tr>
<td>B+</td>
<td>Exceeding good performance</td>
<td>80-84</td>
</tr>
<tr>
<td>B</td>
<td>Good performance</td>
<td>75-79</td>
</tr>
<tr>
<td>B-</td>
<td>Approaching good performance</td>
<td>70-74</td>
</tr>
<tr>
<td>C+</td>
<td>Exceeding satisfactory performance</td>
<td>65-69</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory performance</td>
<td>60-64</td>
</tr>
<tr>
<td>C-</td>
<td>Approaching satisfactory performance</td>
<td>57-59</td>
</tr>
<tr>
<td>D+</td>
<td>Marginal pass</td>
<td>54-56</td>
</tr>
<tr>
<td>D</td>
<td>Minimal pass</td>
<td>50-53</td>
</tr>
<tr>
<td>F</td>
<td>Did not meet course requirements</td>
<td>0-49</td>
</tr>
</tbody>
</table>

Missed Components of Term Work:
Late assignments will not be accepted and will automatically receive a mark of zero. Students who miss a quiz will receive a mark of zero unless the instructor has been previously notified. There will be NO exceptions to this policy.

Extensions will NOT 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. 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).

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

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

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 (jjlogan@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
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 by students 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 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

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 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
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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Module / Topics</th>
<th>Readings</th>
<th>Assignments &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Welcome and Introduction to the Course; Introduction to Community Development</td>
<td>Course Syllabus Textbook Chapters 1 &amp; 2 Chapter 1: Importance of Community Development Chapter 2: Introduction to Community Development</td>
<td>Core Reading &amp; Critical Analysis: Due May 12th by 11:59 pm MT in Dropbox</td>
</tr>
<tr>
<td>May 6</td>
<td>Zoom Session #1 (6 – 7 pm MT)</td>
<td>Textbook Chapters 3 &amp; 4 Chapter 3: History of Community Development Chapter 4: Perspectives on Community Development</td>
<td>Core Reading &amp; Critical Analysis: Due May 19th by 11:59 pm MT in Dropbox</td>
</tr>
<tr>
<td>Week 2</td>
<td>History and Perspectives</td>
<td>Textbook Chapters 5 &amp; 6 Chapter 5: Building Relationships Chapter 6: Processes of Community</td>
<td>No Analysis Due this Week</td>
</tr>
<tr>
<td>May 13</td>
<td>Zoom Session #2 (6 – 7 pm MT)</td>
<td>Core Reading &amp; Critical Analysis of a Community Development Project Due May 26th by 11:59 pm MT in Dropbox</td>
<td>No Analysis Due this Week</td>
</tr>
<tr>
<td>Week 3</td>
<td>Engaging in Community Development</td>
<td>Textbook Chapters 7 &amp; 8 Chapter 7: Skills for Working in Community Chapter 8: Canadian Case Studies</td>
<td>Core Reading &amp; Critical Analysis: Due June 2nd by 11:59 pm MT in Dropbox</td>
</tr>
<tr>
<td>May 20</td>
<td>Skill Development &amp; Case Studies</td>
<td>Textbook Chapters 9 &amp; 10 Chapter 9: Aboriginal Community Development Chapter 10: International Community Development</td>
<td>Core Reading &amp; Critical Analysis: Due June 9th by 11:59 pm MT in Dropbox</td>
</tr>
<tr>
<td>Week 5</td>
<td>Indigenous and International Community Development</td>
<td>Textbook Chapters 9 &amp; 10 Chapter 9: Aboriginal Community Development Chapter 10: International Community Development</td>
<td>Core Reading &amp; Critical Analysis: Due June 9th by 11:59 pm MT in Dropbox</td>
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<tr>
<td>June 3</td>
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| Week 6  
| June 10  
| Zoom  
| Session #3  
| (6 – 7 pm  
| MT)  
| Social Welfare  
| Textbook Chapter 11  
| Chapter 11: Social Welfare  
| and the Future of Community  
| Development  
| NO ANALYSIS DUE  
| THIS WEEK  
|   | Week 7  
| June 17  
| Short Answer Final  
| Exam  
| No readings this week  
| Short Answer Final  
| Exam will be posted  
| on D2L June 16 at 6:00  
| am MT and will be due  
| June 17 by 11:59 pm  
| MT to Dropbox  
|   |