



*Community Rehabilitation
and Disability Studies*

CORE 583

Half (3-1)

Community Development in Community Rehabilitation

Calendar Description

A study of practical issues for professionals working in community development and interdisciplinary teams. The course is designed to acknowledge that partnership and community action are key components of rehabilitation practice.

Content/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 (Bopp & Bopp, 2011) and other related readings, discussions, analysis of theories, participatory in-class activities, assignments, and reflection.

Learning objectives include understandings and application of:

- Community development
- Strategies for community strengthening and engagement
- Social capital, social inclusion, community mobilization, asset building, empowerment, community capacity, sustainability, leadership and citizen engagement

Outcomes/Competencies

- 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.

Assignments

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|-------------------------------------|------------------|
| 1. Core readings group presentation | Value 15% |
| 2. Reflective analysis of community | Value 10% |

3. Presentation on community experience	
Group presentation	Value 20%
Research paper on principles of Community Development	Value 20%
4. Take-home essay exam	Value 30%
5. In-class meaningful participation	Value 5%

In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2016-17 Calendar), this course relies heavily on writing and the grading thereof in determining a student's mark. Competency in writing is not the exclusive domain of the humanities and social sciences, nor does it solely mean accuracy in mechanics (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.

Resources

1. Bopp & Bopp (2011). *Recreating the world. A practical guide to building sustainable communities* 3rd Edition. Four World Press: Calgary
2. Additional required weekly readings will be posted on D2L or given out in class.

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.** Discussions in class and in tutorials will be conducted with the assumption that the assigned readings have been completed.

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.

Details for current course offerings are available at: www.crd.s.org

Instructor and Course Information

COURSE: CORE 583	INSTRUCTOR(s): Joanna Rankin
TERM: Fall 2016	TELEPHONE:
SECTION: L01 / B01	FAX:
TIME/DATE: Tuesday @ 12:30 pm – 03:15 pm	EMAIL joanna.rankin@ucalgary.ca
LOCATION: SA 017	OFFICE HOURS: by appointment

Course Content

Each week course topics will assist students to gain in-depth knowledge of community development issues and approaches. The following topics will be covered throughout this course:

Week 1: Introduction to Community Development

Week 2: Sense Making, Social Capital

Week 3: Theories of Poverty

Week 4: Asset based Community Development

Week 5: Social Determinants of Health

Week 6: Systems Theory and Human Systems Transformation

Week 7: Participatory Action Research and Principles to Guide Action

Week 8: Leadership, Harnessing Community Tension

Week 9: Supporting Core Development, Personal Revitalization and Healing, Facilitating Learning

Week 10: Sustainable Community Development

Week 11: Student Presentations

Week 12: Student Presentations

Details of Assignments

- 1. Core readings group presentation:** **Value: 15%**
Student groups (TBD) will facilitate a discussion related to core weekly required readings. The duration of these presentations will be approximately 30-45 minutes.
Presentations will run weekly from September 20 - November 1, 2016
- 2. Reflective analysis of community:** **Value: 10%**
Students will submit a reflective analysis of community. Students are encouraged to think critically about a community that they are familiar with and how this community impacts the student and/or others who live in the community. APA is not required for this assignment.
Due: Tuesday, September 27, 2016
- 3. Community Investigation/Presentation** **Value 40%**
a) 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.
b) 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.
c) Students will write a brief (5-6 pages) research paper relating their learning of community development principles and how their community experience relates to community rehabilitation practice.
Presentation (20%) Dates: November 15 and November 22, 2015 - Paper (20%) Due: November 22, 2016
- 4. 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 form 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 29 and is due December 6, 2015

5. In-class meaningful participation

Value 5%

Active student engagement in class discussion and activities is required for this class. In order to receive full marks for class participation students are required to attend all lectures, participate in discussions and activities when required / appropriate and also complete several impromptu in-class responses (approximately 250 words) to required weekly readings. Exceptions to in-class requirements will not be considered unless exceptional circumstances can be demonstrated.

Marking Scheme

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

IMPORTANT DATES FOR FALL 2016

Last day to drop a class without financial penalty - **September 23, 2016.**

Last day to add a course - **September 26, 2016**

Last day to withdraw from a course - **December 9, 2016.**

Tuition and Fee Payment Deadline - **September 30, 2016**

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

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 s/he gets all posted communications and documents and that s/he receives emails sent by instructors or fellow students through D2L.** Your email address on D2L is the one you gave to the Registrar. Using an email address on the University server (name@ucalgary.ca) will ensure that you receive emails and that, should the server ever be down, instructors will be aware of it. Other servers sometimes filter D2L or instructor group mailings as spam; **we therefore require that you have your ucalgary.ca email address linked to D2L.**

Conduct During Lectures

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 each session and should not rely solely on handout 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. Research studies have found that student use of electronic devices (laptops, tablets, etc) in the classroom negatively affects the learning of both the user and those sitting nearby. Inappropriate use of laptops is also disruptive to your fellow classmates and disrespectful to the lecturer. Their use in the classroom is **strongly discouraged** and may be prohibited by instructors except in circumstances related to course content. Should laptops be permitted, their use is limited to taking notes and **NOT to surf the web, check email or do other unrelated work.** Students who use their laptops inappropriately or are otherwise disruptive during lectures will be asked to leave. Repeat offences may be considered non-academic misconduct and disciplined accordingly.

Cell phones and similar devices **must be turned off** (not merely silent) during class time. Students who disregard this rule during lectures or tutorials will be asked to leave. These items are not permitted under any circumstance during exams/quizzes, etc.

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

It is the student's responsibility to register with Student Accessibility Services to be eligible for formal academic accommodation. 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 (jjlogan@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

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Cheating, plagiarism, and other forms of academic misconduct are very serious offences that will be dealt with rigorously in all cases. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the BCR program or the University. The Cumming School of Medicine follows a zero tolerance policy regarding dishonesty. **All incidences of academic dishonesty will be reported to the Associate Dean (Undergraduate Health & Science Education) and be recorded in their student records.** The University calendar is explicit about what is construed as academic misconduct and on the appropriate penalties. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

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

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP) and 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. Assignments given by you to 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.

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 should 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.

Resources for Support of Student Learning and Wellness

Student Success Centre <http://www.ucalgary.ca/ssc/>

Student Wellness Centre <http://www.ucalgary.ca/wellnesscentre/>

Distress Centre <http://www.distresscentre.com/>

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 medrep@su.ucalgary.ca.

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; and from the evacuated population to the emergency responders. **The primary assembly point for the Science A is Social Science –Food Court**

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 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

Purchasing a Textbook from the University of Calgary Bookstore:

- Shop On-line www.calgarybookstore.ca/ Click on --> Shop On-line; Click on --> Textbooks; Follow the directions.
- Order by Phone: (403) 220-5937; Toll Free: 1-877-220-5937
- In Person: Go to the University of Calgary Bookstore, MacEwan Student Centre, Room 155, 2500 University Drive NW, Calgary, AB T2N 1N4