



Community Development in Community Rehabilitation

Calendar Description

A study of practice 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

- Community development
- Approaches toward participation and partnership
- Community engagement strategies
- Social capital, social inclusion, community mobilization, empowerment, community capacity, sustainability, leadership and citizen engagement.
- International community development perspectives

Outcomes/Competencies

- Demonstrates knowledge of the principles, paradigms, and theories of community development.
- Demonstrates an understanding of community development perspectives
- Demonstrates how the application of theoretical constructs relates to community development through practical engagement with a community.
- Demonstrate ability to constructively reflect on individual / professional engagement with communities.
- Demonstrates strategies for community capacity building, and community mobilization

Assignments

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| 1. Reflective analysis of community | Value 20% |
| 2. Research Presentation on Community Experience | Value 40% |
| 3. Take-home short essay test | Value 40% |

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

Students are REQUIRED to complete assigned readings at the beginning of each week. Discussions 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.

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 course material. Discussions will be conducted with the assumption that the assigned readings have been completed.

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

Instructor and Course Information

COURSE: CORE 583	INSTRUCTOR(s): Joanna Rankin
TERM: Spring 2017	TELEPHONE: 403-220-3973
SECTION: L01 & B01	FAX: 403-220-6494
TIME/DATE: Online	EMAIL: joanna.rankin@ucalgary.ca
LOCATION: Web	OFFICE HOURS: (by appointment)

Course Content

Course Description:

Course participants will explore and actively engage in knowledge and skills enabling them to initiate and participate in community development (CD), and to understand their role as rehabilitation practitioners in CD. Key concepts covered will include community, social capital, asset building, partnership, empowerment, inclusion, capacity building, leadership and sustainability. Course participants will meaningfully explore CD constructs from individual, professional and systems perspectives. For the purpose of this course, a broad definition of community is embraced, which will include place-based communities as well as interest-based and other communities of circumstance. Course objectives will be illustrated drawing from local, national and international CD initiatives. Learning opportunities will utilize core CD readings, discussions, analysis of theories, participatory activities, assignments, and reflection.

Course Schedule

Week	Topic	Adobe Connect	Readings & Weekly Activities
Week 1 May 9-14	Welcome and Course Orientation & Intro to Community Development	Live Session May 9th @6:30pm-7:30pm (MST)	Syllabus Textbook: Chapter 1: Importance of Community Development Chapter 2: Introduction to Community Development
Week 2 May 15-21	History & Perspectives		Textbook: Chapter 3: History of Community Development Chapter 4: Perspectives on Community Development Assignment 1 Due: Community Reflection – May 21st by 11:30pm MST in D2L Dropbox. <u>Late Submissions will not be graded</u>
Week 3 May 22-28	Engaging in Community Development	Live Session May 23rd @6:30pm-7:30pm (MST)	Textbook: Chapter 5: Building Relationships Chapter 6: Processes of Community Development
Week 4 May 29- June 4	Skill Development & Case Studies		Textbook: Chapter 7: Skills for Working in Community Chapter 8: Canadian Case Studies
Week 5 June 5-11	Community Investigation Presentations		No Readings this week Assignment 2 due: b. Research Presentation – To be posted by June 8 th by 11:30pm MST c. Response to 2 Student Presentations - To be posted by June 11 th by 11:30pm MST <u>Late Submissions will not be graded</u>
Week 6 June 12-18	Aboriginal and International Community Development	Live Session June 13 @6:30pm-7:30pm (MST)	Textbook: Chapter 9: Aboriginal Community Development Chapter 10: International Community Development
Week 7 June 19-25	Social Welfare		Textbook: Chapter 11: Social Welfare and the Future of Community Development
Week 8 June 26-29	Take Home Test		No Readings this week Test will be posted June 26th on D2L Take Home Test Due June 29th by 11:30pm MST in D2L Dropbox. <u>Late Submissions will not be graded</u>

Details of Assignments

1. Community Reflection:

Value: 20%

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: May 21st at 11:30pm (MST)

2. Research Presentation on Community Development Project & Response:

Value 40%

- a) Students will find a community development project and interview someone from the project to gain a better understanding of the processes used by the community to generate solutions and take collective action to solving problems using community development principles.
- b) Students will prepare an online presentation for the class to demonstrate the project and the ways in which it reflects the community development principles covered in class. Be creative in your presentation. You can use any medium you wish (i.e. write a paper, create a narrated Prezi, present a photographic essay) as long as you clearly explain how it represents the requirements of the assignment. The duration of these presentations will be a maximum of 30 minutes.
- c) Using the template provided on D2L, discuss the effectiveness of the application of community development principles outlined in 2 of your classmates presentations.

Due:

Part b: June 8th at 11:30pm (MST)

Part c: June 11th at 11:30pm (MST)

3. Take-home short answer test:

Value 40%

Students will complete an online, take-home, short answer test. The test will cover critical content areas covered through the class readings / discussions / assignments. 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.

Due: Test will be posted on June 26 and is due June 29 at 11:30pm (MST)

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 Spring 2017 :

The last day to drop a class without financial penalty – **May 19, 2017**

The last day to add, edit or swap a course – **May 19, 2017**

Tuition and Fee payment deadline–**May 24, 2017**

The last day to withdraw from a course– **June 27, 2017**

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.

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.

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

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. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. 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.

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 are referred to the "Student Misconduct" sections of the University Calendar for further information.

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/provost/students/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.