Course Outline

SOCIAL WORK DIPLOMA PROGRAM

SOWK 230
COMMUNITY DEVELOPMENT
Fall, 2015

3 CREDITS
3 HOURS PER WEEK

INSTRUCTOR: REAVE MACLEOD, MSW, RSW
COMMUNITY DEVELOPMENT

COURSE OUTLINE

INSTRUCTOR: REAVE MACLEOD, MSW, RSW

PHONE NUMBER: 780-791-4993

E-MAIL: Reave.Macleod@keyano.ca

OFFICE NUMBER: S113B

OFFICE HOURS: 11a.m.-noon Tuesday-Thursday

HOURS OF INSTRUCTION: Tuesdays 1p.m. – 3:50p.m.

LOCATION: CC228

COURSE DESCRIPTION:

This course will explore the history of community development as well as introducing the student to the basic principles, processes and models of community development from a Canadian social work perspective.

PRE-REQUISITE(S): N/A

LEARNING OBJECTIVES:

To introduce the student to the multi-faceted dimensions of community development and the information and skills necessary for effective community building and facilitating change in various settings.

LEARNING OUTCOMES:

Upon successful completion of the course students can expect to:

1. Understand the function of communities within the Canadian context.
2. Understand community development, its history and the various types and models.
3. Examine personal values in working with a diverse population.
4. Understand how community values, social and political issues impact community development.
5. Identify essential skills for a community development worker.
6. Understand some basic strategies for community mobilization.
7. Demonstrate knowledge of empowerment and the role of community development in Aboriginal communities.
8. A basic understanding of international community development, historically and current context.

9. Describe the basic evolution of the Canadian welfare state and the future of community development.

REQUIRED RESOURCES:


ADDITIONAL RECOMMENDED READINGS:

All other recommended readings will be distributed in class.

TOPICS TO BE COVERED:

<table>
<thead>
<tr>
<th>Week</th>
<th>Activities</th>
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<tbody>
<tr>
<td>1-September 8th</td>
<td>Review of course outline and texts. Intro to course. Discussion question sign up.</td>
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</table>
| 2-September 15th | **Defining Community/Benefits of Community.**  
Reading: Chapter 1 (course text)  
- What is community  
- Trends in Canada  
- Types and functions of communities  
- Malcolm Gladwell example of community  
- Linked to learning outcome 1. |
| 3-September 22nd | **What is Community Development?**  
- Definition  
- Factors that strengthen and weaken communities (group work using Fort McMurray as an example)  
- Myths  
- Links to social work practice  
Reading: Chapter 2 (course text)  
Linked to learning outcomes 1, 2, 4. |
| 4-September 29th | **The History of Community Development**  
- Pre and post second world war  
- Preventative social services act in AB  
- Key figures  
- Links to anti-oppressive practice  
Reading: Chapter 3 (course text)  
Linked to learning outcomes 2, 3, 4 |
| 5-October 6th   | **Influences on Community Development**  
- Political ideologies and their impact  
- Macro vs. micro theoretical perspectives  
- Regional perspectives  
- Power vs. program approaches  
- 3 models of practice  
Reading: Chapter 4 (course text)  
Linked to learning outcomes 2, 4 |
| 6-October 13th  | **Building Relationships, the Foundation of Community Development**  
- Importance of relationships (quote M. Wheatley)  
- Types of relationships in community development |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
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<tbody>
<tr>
<td>7-October 20th</td>
<td>What Does Community Development Look Like?</td>
<td>- 10 steps and visual model</td>
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<td>- Group work on case studies from Chapter 8 in course text</td>
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<td>Reading: Chapter 6 (course text)</td>
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<td>Linked to learning outcomes 2, 4, 5, 6.</td>
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<tr>
<td>8-October 27th</td>
<td>Essential Skills for Community Development</td>
<td>- Understanding bureaucracies</td>
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<td>- Running meetings</td>
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<td>- Fund Development</td>
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<td>- Building Effective Teams</td>
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<td>- Managing Conflict</td>
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<td>- Advocacy</td>
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<td>- Social Marketing</td>
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<td>- Networking</td>
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<td>Reading: Chapter 7 (course text) &amp; handout on Wheatley’s collaboration factors</td>
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<td>Linked to learning outcomes 4, 5, 6.</td>
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<td>9-November 3rd</td>
<td>Aboriginal Community Development</td>
<td>- effects of residential schools (youtube video)</td>
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<td>- current health and social realities</td>
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<td>- history of community development in Aboriginal communities</td>
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<td>- practice principles</td>
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<td>Reading: Chapter 9 (course text)</td>
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<td></td>
<td>Linked to learning outcome 7.</td>
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<td>10-November 10th</td>
<td>International Community Development</td>
<td>- history of imperialism-cautions</td>
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<td>- international development in the new millennium</td>
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<td>- basic needs and social capital</td>
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<td>- Canadian contributions</td>
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<td>Reading: Chapter 10 (course text)</td>
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<td>Guest Speaker</td>
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<td>Linked to learning outcome 8.</td>
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<td>11-November 17th</td>
<td>Social Welfare and Community Development</td>
<td>- Past, present and future</td>
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<td>Reading: Chapter 11 (course text)</td>
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<td>Linked to learning outcome 9.</td>
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<td>12-November 24th</td>
<td>Community Development in the RMWB</td>
<td>Student Presentations</td>
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<td>13-December 1st</td>
<td>LAST WEEK- questions and exam preparation</td>
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<td>December 7th to 16th</td>
<td>FINAL EXAMS</td>
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EVALUATION:

Discussion Question Reflection (10%)  

Due: date to be chosen during first 2 weeks of class
Each chapter in your course text is followed by discussion questions for further reflection. Choose a chapter that is of interest to you and respond in writing to the discussion questions (a maximum of 200 words/question). Share ONE of your responses with the class in a brief presentation (5 minutes or less), submit your written answers to the instructor at the time of your presentation.

Linked to learning outcomes 1 through 9 specific to class/chapter.

Community Profile Project (30%)

Due: October 27th, 2015

Students will each select a community (can be geographic, interest/issue, identity or any combination) and construct a community profile. Your project will be 5-7 pages (may include images, charts etc.), using the American Psychological Association (APA) format and should cover the following:

- A thorough description of the community you are analyzing
- Some relevant research... what does the literature say about this issue? (2 references)
- Relevant influences on the community (social, political, regional etc.)
- What are the core strengths and challenges of the community?
- What is a particular issue that this community faces? Provide analysis of the issue.

Linked to learning outcomes 1, 2, 4.

Community Development in the RMWB-Group Project/Presentations (30%)

Groups and Communities Chosen By: September 15th

Presentations: November 24th

Students will form groups of 4 or 5 and each group will select an issue or community that they are interested in and/or passionate about. Locate a group or organization working on this issue. Get involved – dedicate a minimum of 3 hours to attend events, activities and or discussions organized by or related to this group. Get creative - take photos/video, gather information & memorabilia from events/meetings to share in your presentation. Your presentation will be 30-45 minutes in length and will describe/answer the following:

- the community/issue you have chosen and why your group chose it (consider both personal connection to the issue and compelling statistics or facts).
- describe the event(s) attended, your group members’ involvement and how it contributes to your understanding of community development.
-what essential community development skills is the group/organization using and which skills are they lacking?

- What types of relationship(s) did you observe between your chosen community/interest group and the larger community?

-Did the event further social justice? How did the social location of your group members impact their understanding of the both the issue and the event(s)?

Linked to learning outcomes 3, 6.

Final Exam (30%)

Exam date: December 7th-16th

The final exam format will be multiple choice, short answer essay format. The exam will cover chapters 1-11 in the course text, any additional required readings and topics of classroom discussion.

Linked to learning outcomes 1 through 9.

ALL ASSIGNMENTS ARE DUE BY THE SPECIFIED DATE AND A LATE PENALTY OF 5% PER DAY WILL BE APPLIED TO LATE SUBMISSIONS.

GRADING SYSTEM:

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Alpha Grade</th>
<th>4.0 Scale</th>
<th>Percent</th>
<th>Rubric for Letter Grades</th>
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</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A+</td>
<td>4.0</td>
<td>&gt; 92.9</td>
<td>Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format.</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>4.0</td>
<td>85 – 92.9</td>
<td>Work is generally of high quality, well developed, well written, has clarity, and uses proper format.</td>
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<tr>
<td></td>
<td>A-</td>
<td>3.7</td>
<td>80 – 84.9</td>
<td>Work has some developed ideas but needs more attention to clarity, style and formatting.</td>
</tr>
<tr>
<td>Good</td>
<td>B+</td>
<td>3.3</td>
<td>77 – 79.9</td>
<td>Work has some developed ideas but needs more attention to clarity, style and formatting.</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>3.0</td>
<td>74 – 76.9</td>
<td>Work is completed in a general way with minimal support, or is poorly written or did not use proper format.</td>
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<tr>
<td></td>
<td>B-</td>
<td>2.7</td>
<td>70 – 73.9</td>
<td>Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>2.3</td>
<td>67 – 69.9</td>
<td>Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format.</td>
</tr>
<tr>
<td>Progression</td>
<td>C</td>
<td>2.0</td>
<td>64 – 66.9</td>
<td>Work is generally of high quality, well developed, well written, has clarity, and uses proper format.</td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>1.7</td>
<td>60 – 63.9</td>
<td>Work has some developed ideas but needs more attention to clarity, style and formatting.</td>
</tr>
<tr>
<td>Poor</td>
<td>D+</td>
<td>1.3</td>
<td>55 – 59.9</td>
<td>Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format.</td>
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<tr>
<td>Minimum Pass</td>
<td>D</td>
<td>1.0</td>
<td>50 – 54.9</td>
<td>Work is generally of high quality, well developed, well written, has clarity, and uses proper format.</td>
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<tr>
<td>Failure</td>
<td>F</td>
<td>0.0</td>
<td>&lt; 50</td>
<td>Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.</td>
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Students intending to transfer to other institutions require a ‘C-’ as a minimum grade.

Transfer information on each course is available at the Alberta Council on Admission and Transfers.

Students who do not complete all the required work should not expect to pass the course.

Students should consult:

http://www.keyano.ca/current_students/examinations/index.htm

PERFORMANCE REQUIREMENTS

Attendance:

Class attendance is useful for two reasons. First, class attendance maximizes a student’s learning experience. Second, attending class is a good way to keep informed of matters relating the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course. Please refer to the 2015-2016 Credit Calendar.

Late Assignments:

Assignments are due on dates as assigned throughout the semester. Late assignments may not be accepted dependent on the nature of the work or may be subject to a 5% late penalty per day. If a student expects that an assignment will be late, he or she is urged to consult with the course instructor prior to the due date.

Student Preparation:

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and/or notes that may be due.
Academic Misconduct:

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person’s work as one’s own
- The use of unauthorized aids in assignments or examinations
- Unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person

Penalties for academic offences may range from a verbal reprimand to dismissal from the College, and in certain circumstances may involve legal action. Please refer to the 2015-2016 Credit Calendar for more information.

Accommodation for Students with Disabilities:

The College will provide reasonable accommodation to students with disabilities in order to promote academic success. If you require accommodation, contact Counselling Services to initiate the process for documenting, assessing and implementing your individual accommodation needs. In addition, tutoring services are available at the Skill Centre.

Student Rights and Responsibilities:

Students should consult the Keyano College Credit Calendar or online information.
Course Outline

SOCIAL WORK DIPLOMA PROGRAM

SOWK 230

COMMUNITY DEVELOPMENT

Fall, 2015

3 CREDITS

3 HOURS PER WEEK

_________________________________________  ____________________________
Reave MacLeod, Instructor                       Date

Reviewed and approved by:

_________________________________________  ____________________________
Vincella Thompson, Dean                          Date