Columbia College
Community Development and Advocacy (HSPD250)
Lecture 1
Course Outline

Semester Dates: September 04, 2017 to October 07, 2017

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Crystal Smith, *MSW, RSW*	Email: crystals@columbia.ab.ca
Class Time: 8:30 AM - 5:00 PM (Sat.)	Room: 805-113
Credit: 3	Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator. Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Course Description:

The purpose of this course is to enable students to acquire the skills needed to participate in achieving constructive social change through the process of community involvement and advocacy. Both theories and practical applications will be discussed with a focus on the values of community work and power, and how social structures are developed, maintained and changed. Students will be encouraged to actively engage in community involvement for this course.

Learning Outcomes:

As a result of active participation in these sessions, a student can expect to:

- Understand and explain the social, physical, and political needs that communities serve.
- Describe different types of communities and the functions that they serve.
- Identify the main features of community development and practice.
- Describe three perspectives on community organizations, including policy and administration, community development, and types of community organizations and analyze the implications of this information.
- Apply the Theory of Change Logical model to create community change to benefit marginalized groups
- Understand the role of advocacy in the community development process
- Describe the general systems theory and the implications of this perspective for building relationships in community practice.
- Understand the different ways to get involved in the community.
- Describe community development as a process and assess the role played by the professionals in this process.
- Identify and explain the various skills, strategies, and approaches needed in community work. Compare and contrast the three different categories of community intervention.

Course Format:

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

Required Textbooks and Equipment:

Brown, J. & Hannis, D. (2012). *Community Development in Canada* (2nd ed.). Toronto, ON: Pearson Canada Inc.

Haig, J., MacMillan, V., & Raikes, G. (2017). *Cites & Sources; an apa document guide (5th ed.).* Toronto, ON: Nelson Education Ltd.

Sonpal-Valias, N. (2009). *Measuring the Difference: An Outcome Evaluation Resource for the Disability Sector*. The Alberta Council of Disability Services, Calgary, AB. http://www.acds.ca/web/images/webpages/evaluation/MTD_Module_4_How_to_Develop_a_Program_Logic_Model.pdf. .

Students may access this source from the College and from home.

GALE InfoTrac Custom Journals
   o   http://infotrac.galegroup.com/itweb/calg145?db=SP00
            Password: cclibrary09

Further Recommended Readings and Resources:

N/A

Homework Assignment Due for the First Class:

- Read this course outline and prepare to discuss in class.

- Read chapters 1 and 2 in your text, Community Development in Canada.

- Write down at least three (3) questions from the assigned readings that you would find beneficial to discuss in class.

- Prepare for a test on the assigned Chapter readings**.**

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Daily Tests	Classes 1 through 8	20%
Daily Summary Activity	Classes 1 through 8	10%
Reflective Paper	Class 8	20%
Group Presentation	Class 9	20%
Final Project	Class 10	30%

Please note that all homework and assignments are due at the beginning of each class.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "D" (a minimal pass).

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

Requesting an Examination Deferral:

If you are requesting an exam to be deferred, you must submit an Application for *Deferred Examinations form (SSPP-F012)* to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A medical certificate or other appropriate documentation may be required. This form is available on Columbia's website, Bldg. 802-Main Office and from Department Chairs. There is a fee for Exam Deferral.

Attendance Requirements:

Columbia College believes that student are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229), Columbia College's Commitment to Human Rights and Diversity Policy (ADM-P079),* and any additional requirements established by your program.

Generally, each student will:
- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

Important Dates:

Description	*Date*
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam schedules are available in each building on a bulletin board, as well as online at www.columbia.ab.ca/exams. <u>It is the student's responsibility to check this exam posting.</u>

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177).*

Students with Temporary or Permanent Disabilities or Medical Condition:

Students with temporary or permanent disabilities or medical condition may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Accommodation Policy and Handbook (ADM-P188).*

Student Support:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings
1	• Introduction and course overview • Importance of Community • Introduction to Community Development	• Chapters 1 & 2
2	• History of Community Development	• Chapter 3
3	• Perspectives on Community Development • Building Relationships with the Community • *Tentative: Community Guest Speaker*	• Chapters 4 & 5
4	• Process of Community Development	• Chapter 6
5	• Skills for Working in Communities • Canadian Case Studies	• Chapter 7 & 8
6	• Aboriginal Community Development • *Tentative: Community Guest Speaker*	• Chapter 9
7	• International Community Development • *Tentative: Community Guest Speaker*	• Chapter 10
8	• Social Welfare and the Future of Community Development	• Chapter 11 • **Reflective Paper Due**
9	• Review	• **Presentations Due**
10	*Final Exam – 3 hrs.*	•

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Appendix 1
Assignment Outlines

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Reflective Paper
Due: Class 8
Weight: 20%

Community Development is an intervention that challenges structural inequality to initiate change at the macro level of society.   What is structural oppression? How should the voices of marginalized people be incorporated into conversations or initiatives involving community development?   What roles do race, class, ability, and gender play in community development?   What role does General Systems Theory serve in assessing a community? Give three (3) examples.

Students should refer to their Moodle course site for information on writing their term paper and use of an electronic template. The *Cites* text is the College's official source to use as an APA Reference. The paper will have a minimum length of 1250 words, but is not to exceed a maximum length of 1400 words (not including the title page, references, appendixes, table, and figure captions). The paper should meet APA standards. No abstract is required. The paper should have at least four references from scholarly journals like Gale. Students will be evaluated according to the attached rubric: Reflective Paper Rubric.

Presentation
Due: Class 9
Weight: 20%

Students will be divided into groups (3 or 4 students per group); and each group will make a 20- to 30-minute PowerPoint or Poster presentation. **Macro** level change at the community level follows similar pathways to interventions at the **Micro** or individual level. One key difference is that at the individual level human service professional utilize "Theory of Change" framework to view the big picture. At the community level, professionals utilize a "Logical Model" to conceptualize programs delivered to arrive at a community **IMPACT**.

Each group will choose a marginalized group. Students will design a program for this group using Chapter 6 of Hannis & Brown's textbook as a guide to address a need. Your program should include inputs, activities, outputs, outcomes and the community impact (intervention). Students are to be prepared to respond to questions from class members. Students will be <u>individually evaluated</u> according to the attached rubric: Oral Presentation Rubric

Daily Summary Activity
Due <u>Date</u>: Daily (at the conclusion of the class; 1 through 8)
Weight: 10%

Students will be expected to do a reflective response that is centred on what was discussed and learned during the class. This will be done during the last 30 minutes of the class. If you are absent, you will receive a "zero". Students will be evaluated according to the appended Short Writing Reflective Rubric.

Daily Tests
Due Date: Each class from classes 1 through 8
Weight: 20%

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments

Final Exam
Due Date: Class 10
Weight: 30%

Students will be required to write a final exam covering the content of classroom learning and assigned text and other readings.

Columbia College
Short Writing Reflective Rubric
Last Revised: July 2017

Student's Name	Course Code	Date	Facilitator/Evaluator's Name

Area	8	7	6-5	4-3	2-0	Score
Depth of Reflection	• Reflection reveals a thorough insight of the subject matter. • Shows depth of critical thinking. • Uses specific and convincing examples to support reflective statements.	• Reflection reveals insight into the subject matter. • Often there are thoughtful statements. • Uses well-chosen examples to support reflective statements.	• Reflection reveals a basic understanding of the subject matter with an effort at reflection. • At times, some reflective statements are evident. • Uses some examples to support ideas on the subject matter and reflections.	• Reflection is limited. • The writer produces some basic understanding of the subject matter. • Uses limited number of examples to support ideas. This seriously affects the integrity of the reflection process	• Little to no reflection is present. • Uses few to no examples.	

	2		1.5		1-0	
Use of Writing Conventions: spelling, punctuation, capitalization, grammar	• Demonstrates control of the writing conventions with few errors.		• Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding.		• Demonstrates limited to no control of the writing conventions with frequent errors that make understanding difficult.	

Total Score out of 10:

Facilitator/Evaluator's Comments:

Student's Name		Course Code	Date	Facilitator/Evaluator's Name

Skills	5	4	3	2	1
Depth of Reflection	• Reflection reveals a thorough insight of the subject matter with the student digging deeply to present well though-out reflections.	• Reflection reveals insight into the subject matter. Often there are thoughtful statements.	• Reflection reveals a basic understanding of the subject matter with an effort at reflection. At times, reflective statements are evident.	• .Reflection is limited. The writer produces some basic understanding of the subject matter.	• Little to no reflection is present.
Use of Examples / Evidence	• Uses specific and convincing examples to support reflective statements.	• Uses well-chosen examples to support reflective statements. A more convincing presentation would strengthen the response.	• Uses some examples to support understanding of the subject matter and reflections.	• Uses limited number of examples to support understanding of the subject matter. This seriously affects the integrity of the reflection process.	• Uses little to no examples.
Cohesiveness of Response	• This reflection provides a clear picture of the student's thinking on this subject matter. Thoughts are presented in a good logical, convincing order.	• This reflection gives a good understanding of the student's thinking on this subject matter. Thoughts are usually presented in a clear and logical way.	• Most of the time this reflection provides an acceptable indication of the student's thinking on this subject matter. Most of the time thoughts are presented in a sequential manner.	• This attempted reflection does not provide a clear picture of the student's thinking on this subject matter. Thoughts are often presented in an inconsistent and illogical order.	• This response is confusing and ideas do not tie together.

Skills	5	4	3	2	1
Conventions	• Demonstrates control of the writing conventions with essentially no errors.	• Demonstrates control of the writing conventions with occasional errors.	• Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding.	• Demonstrates limited control of the writing conventions with frequent errors that make understanding difficult.	• Demonstrates little or no control of the writing conventions with errors that make understanding almost impossible.

Total out of 20:

Comments:

Columbia College
Oral Presentation Rubric
Last Revised: January 23, 2014

Student's Name	Course Code	Date	Facilitator/Evaluator's Name

Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Organization	• Creates introduction that is unique, clearly focused and engages the audience. • Organizes content logically, making entire presentation easy to follow. • Builds main points through carefully selected and original examples/ references. • Has effective transition between sections. • Summarizes all key points and stimulates thought at the end.	• Creates introduction that is original, clearly focused and gets the attention of the audience. • Organizes content logically, making most of the presentation easy to follow. • Builds main points through carefully selected examples/ references. • Has a transition between most sections. • Summarizes most key points and stimulates some thought at the end.	• Creates an introduction that tends to be unfocused. • Doesn't engage the audience's interest. • Content appears disorganized, without logic and consistency. • Builds a few main points with details, but most ideas are unsupported. • Few to no transitions are evident. • Little to no summarizing evident. Ending does not stimulate much thought.	• Presentation shows little to no logical organization. • Content is difficult to follow. • Not a thoughtful presentation.	
Content	• Provides evidence of supporting research to back all main points. • Gives a complete explanation of all key points. • Uses relevant examples/ references.	• Provides evidence of supporting research. To back most points. • Gives an explanation of most key points. • Uses some relevant examples/ references.	• Provides evidence that not enough research has been done to support the content. • Gives an incomplete explanation of key points. • Uses a few relevant examples/ references.	• Indicates little to no research. • Gives a limited explanation of a few points. • Uses little to no examples/ references.	

Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Delivery Style: **Nonverbal Effectiveness**	• Demonstrates ease and confidence through carefully maintained posture, poise, and facial expression. • Uses continual eye contact.	• Demonstrates confidence through most of the presentation with careful posture, poise, and facial expression. • Uses fairly consistent eye contact.	• At times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support presentation. • Uses eye contact inconsistently.	• Shows lack of ease in presenting through poor posture, lack of poise, and lack of facial expression. • Uses poor to no eye contact.	
Delivery Style: **Verbal Effectiveness**	• Conveys passionate interest for the topic. • Speaks naturally at a moderate rate with correct pronunciation, enunciation and volume. • Uses few unnecessary pauses "ums". • Makes no obvious grammatical errors. • Uses cue cards or other supports effectively and does not read the presentation. • Uses rich, precise, and varied vocabulary. • Well-rehearsed and prepared.	• Conveys enthusiasm for the topic. • Most of the time speaks clearly at a moderate rate with correct pronunciation, enunciation and volume. • Uses few unnecessary pauses "ums". • Makes few grammatical errors. • Most of the time uses cue cards or other supports appropriately, without reading the presentation. • Uses well-chosen and varied vocabulary.	• Demonstrates minimal enthusiasm for the topic. • Speaks with some lack of clarity in pronunciation and enunciation with varying volume and rate of speech. • Uses too many unnecessary pauses ("ums"), distracting from the presentation. • Makes some grammatical errors. • Tends to not use cue cards effectively and mostly relies on reading the presentation. • Uses ineffective vocabulary.	• No enthusiasm is conveyed for the topic Speech is unclear with poor enunciation and incorrect pronunciation. • Volume and rate of speech are often inappropriate, making comprehension difficult. • Uses too many unnecessary pauses "ums", making comprehension difficult. • Makes frequent grammatical errors. • Reads presentation. • Uses inappropriate or simplistic vocabulary.	

Total Score out of 40:

Facilitator's/Evaluator's Comments: