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Sept 2019



UNIVERSITY OF
CALGARY

FACULTY OF
MEDICINE

*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

- 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
- Demonstrates ability to constructively reflect on individual / professional engagements with communities
- Demonstrates strategies for community capacity building, and community mobilization

Outcomes/Competencies

- 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

Assignments

Assignment	Due Date	%
1. Hosting a Community Conversation	Oct. 17	30%
2. Participatory Action Proposal		45% total
a) Outline		
b) Group project	Oct. 16	10%
c) Personal reflection	Dec. 11	25%
	Dec. 11	10%
3. Reflective Analysis of Self	Dec. 12	25%

- all assignments are due at the beginning of the class
- 5% / day will be deducted for late assignments
- hard copy of assignments only are accepted
- all assignments are to follow APA style formatting (see library for resources)

Resources

Required reading package purchased through instructor – no text.
Additional readings may be handed out during the course.

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

Instructor and Course Information

COURSE: CORE 583	INSTRUCTOR(s): Susan Powell, PhD
TERM: Fall 2009	TELEPHONE: (604) 873-4127
DATES : Sept 11 – Dec 12, 2009	FAX:
TIME/DAYS: Friday, 5-9 pm & Sat 9 am – 4 pm	EMAIL susanpow@telus.net
LOCATION: Rm 2690A, Sept 12 in 2690B and Oct. 17 in 3902	OFFICE HOURS: by appointment

Course Content

SCHEDULE:

Sept. 11 from 1700 – 2100 room 2690A
Sept. 12 from 0900 – 1600 room 2690B

Oct. 16 from 1700 – 2100 room 2690A
Oct. 17 from 0900 – 1600 room 3902

Nov. 13 from 1700 – 2100 room 2690A
Nov. 14 from 0900 – 1600 room 2690A

Dec . 11 from 1700 – 2100 room 2690A
Dec. 12 from 0900 – 1600 room 2690A

Details of Assignments

1. Hosting a Community Conversation

Community development is a planned process that requires certain prerequisites. A possible prerequisite can be a crisis that threatens the viability of the community or an opportunity to enhance the quality of life in the community. BC Healthy Communities has outlined a process for Hosting Community Conversations (see handout: A Guide for Hosting Community Conversations) when a group wants to get together and talk.

Students will host a community conversation, and submit a report discussing the following:

- ❖ topic for conversing. What threat, observations or opportunity is provoking your interest in talking with others?
- ❖ participants. Who did you invite? What is your relationship to each of these people?
- ❖ location. Where did you meet? What specific actions did you take to make the space hospitable?
- ❖ conversation questions. What questions did you pose to help shape the conversation?
- ❖ conversation. Summarize both the content and process that you engaged in to talk about your topic. How did you end the conversation? What actions, if any, did the group decide to take as a result of the conversation?
- ❖ Relate your hosting experience to the articles by Peter Block and Margaret Wheatley in your reading package.
- ❖ A helpful reflective exercise for practitioners or a group is WHAT? SO WHAT? NOW WHAT? Now that your initial hosting responsibilities are complete answer the following questions:

❖
WHAT happened for you during the experience:

- ❖ What did you observe? Think about?
- ❖ What feelings did you have during the experience?

Now ask yourself SO WHAT?

- ❖ What benefits did you get from the experience?
- ❖ What did you learn? Relearn?
- ❖ What are the implications of the activity?
- ❖ How does the experience relate to your work world?

Finally, consider NOW WHAT?

- ❖ How can you extend this learning?
- ❖ What steps can you take to apply what you learned?

2. Participatory Action Proposal

“As community development is a dynamic, a fixed blueprint for the perfect community development process is unrealistic. It is better to plan a framework that provides guidance and adapt it as the situation evolves” (Frank, F. & Smith, A. 1999. The Community Development Handbook).

In groups of 3-4, students will take an interest, need, threat or opportunity and develop a participatory action proposal that incorporates a community development framework. Students will address the following in their proposal:

- a) Identify the focus and background to the issue
- b) Building support
 - ❖ Assessment of the current situation – how did you collect information? Who collected the information? What questions surfaced?
 - ❖ What key people and / or organizations need to be involved? How will you get them connected to this idea?
 - ❖ What are the long term implications for this initiative?
- c) Making a plan
 - ❖ Create a visual representation of how you think things could look when this idea has been implemented. How could you use this visual in conversation with others?
 - ❖ How will people be invited to participate? Outline how you intend to involve participants?
 - ❖ Describe the actions steps (goal areas, activities within each area, expected outcomes and timeframes).
- d) Develop a budget
- e) Provide names of people who could write letters of support
- f) Conclusion or executive summary

The group will provide a written outline, 1-2 pages, stating the focus area, assessment methods for determining the current situation, participant roles and specifics of how they will be collaborating as a group.

Students will submit their proposal as a group.

Each student in the group will submit a personal reflection paper discussing the following:

- ❖ What assets did you bring to the group? As the work progressed what areas did you need to develop?
- ❖ What was the low point in this group project? What was the high point in this group project? What did you struggle with the most?
- ❖ What did you learn about yourself, working with others **and** community development through this learning opportunity? What name would you put on your work – think poetically! What words capture your experiences?
- ❖ How will you use what you have learned in your future work?

3. Reflective Analysis of Self

Reflection is a deliberate pause to examine values, beliefs, experiences, professional practices or ways of thinking. It can be a solitary or collaborative process. Structured reflection is important in promoting sound professional practice and supports personal, professional and / or group development.

Students will maintain a portfolio of reflective activities (keep a table of contents). These activities will include:

- ❖ Personal profile
- ❖ In class activities
- ❖ Responses to guest speakers and / or vides
- ❖ Responses to 5 articles from the required reading package
- ❖ Key learnings from assignment 1 & key insights from assignment 2
- ❖ Bi-weekly practice log
- ❖ Other - personal entries (optional)

Students will synthesize all the entries and write a personal paper discussing:

- ❖ What image of yourself is emerging? How similar or different is this image from the one you described in your personal profile?
- ❖ What are you noticing...what is surprising you...

- ❖ The part of me that is my best self is...
- ❖ What limits would you like to break through?
- ❖ If you were ten times, a hundred times bolder, what actions would you take?
- ❖ Change or ambiguity evokes fears, uncertainties, retreating to old ways of thinking or doing. What practices will help you examine carefully your way of thinking about how things are, how you are and to notice openings or shifts in that understanding?
- ❖ Review the image you brought for the first class. Does it still capture what you now know / understand about Community Development – why or why not? If necessary, insert an alternative image that more fully captures your learning.
- ❖ What will you do (outside of formal learning in the college classroom) in that next year to support your growth and learning in the area of Community Development?

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

Students are expected to engage in behaviors congruent with professional practice and with learning / working with community. These behaviors include, but are not limited to:

- Interacting with respect
- Arriving on time
- Being prepared
- Listening to others
- Meeting commitments and deadlines

NOTE

The last day to change/register for courses and pay balance of fees for the Fall session is *September 21, 2009*. The last day to withdraw is *December 8, 2009*.

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 Accommodation: Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. ***It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.***

IMPORTANT: 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.

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