

BP
April 25/11

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

- 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. Weekly response to readings and participation in other group activities | Value 20% |
| 2. Presentation on special topic | Value 20% |
| 3. Reflective analysis of self in community | Value 10% |
| 4. Discussion paper on community experience | Value 20% |
| 5. Take home essay exam | Value 30% |

Resources

Weekly readings will be posted on Blackboard

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

Instructor and Course Information

COURSE: CORE 583	INSTRUCTOR(s): Denise Buchner
TERM: Spring/Summer 2011	TELEPHONE:
SECTION: 30/B30	FAX:
TIME/DATE: TBA	EMAIL dlbuchne@ucalgary.ca
LOCATION: Online	OFFICE HOURS: (by appointment)

Course Content

Course Description:

Course participants will explore and actively engage in the knowledge and skills enabling them to initiate and participate in community development (CD) endeavors, and to understand their role as rehabilitation practitioners in CD. Key concepts covered will include community, social capital, asset building (versus needs assessment), partnership, empowerment, inclusion, capacity, 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 will be 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.

Details of Assignments

- 1. Weekly response to readings and participation in other weekly group activities** **Value: 25%**
- Students will respond in approximately 250 words to weekly required readings. Responses must be posted by Wednesday midnight of each week. Responses will be marked on a scale of 0-3 (0=not complete; 1=complete but lacks synthesis/analysis of topic; 2=well done, shows good analysis/synthesis of topic; 3=outstanding, demonstrates sophisticated analysis/synthesis and understanding of the topic). Responses should clearly indicate that the student has read all of the required readings and has made an effort to synthesize the material in a thoughtful manner. Late responses will not be marked and extensions will not be considered unless exceptional circumstances are demonstrated. In total, students will submit 7 weekly responses. **Due weekly May 16 – July 3rd, 2011**
 - Students will also post one response (a few sentences to a paragraph) to another student or student's response each week. These responses must be posted by Sunday midnight each week. Late responses will not receive a mark and extensions will not be considered unless exceptional circumstances can be demonstrated. Responses will be marked as complete or incomplete. In total, 7 weekly student-to-student responses are required. **Due weekly May 16 - July 3rd, 2011**
 - Students will respond to 4 key lectures (Knowledge & Sense Making; Theories of Poverty; Leadership; Social Determinants of Health). Student response can take the form of asking a well thought out question, adding a comment from his/her personal experience, making a statement about what he/she learned from the lecture or found insightful or adding other comments that is interesting and related to the topic. Responses should be one or two paragraphs long. Responses will be marked on a scale of 0-3 (0=not complete; 1=complete but lacks synthesis/analysis of topic; 2=well done, shows good analysis/synthesis of topic; 3=outstanding, demonstrates sophisticated analysis/synthesis and understanding of the topic).

2. Presentation on a special topic

Value: 20%

1. Working in groups, students will prepare a PowerPoint presentation on one special topic to share with the rest of the class. The special topics are:
 - a. Social Capital **Due June 1**
 - b. Asset Building **Due June 8**
 - c. Disability and Community Development **Due June 15**
 - d. Participatory Action Research **Due June 22**
 - e. International Perspectives on Community Development **Due June 29**

Students will be divided into groups in the first week of class. Presentations should be referenced and demonstrate and in-depth and complex understanding of the topic. Presentations should also include notes so that classmates can fully understand the topic. Presentations should be instructive so that anyone who is unfamiliar with the topic will be able to understand the major/important concepts after reading the presentation. Value 10%

2. Working individually, students will write 4-6 page research paper that highlights the topics/sections of the PowerPoint presentation. This paper should demonstrate an insightful, well researched and in-depth understanding of the topic and how it relates to the other topics covered in the PowerPoint Presentation. APA style is required for this assignment Value 10%

3. Reflective analysis of self in the community

Value 10%

Students will submit a reflective analysis of self in community. Students are encouraged to think creatively about themselves in community and how community has influenced who they are now. APA not required for this assignment. Assignment will be marked as complete or not complete. **Due June 8**

4. Discussion paper on community experience

Value 20%

Students will make arrangements to participate in a community event. This event should be something that is new to the student. Students are expected to spend several hours to one day volunteering or participating at a community event. Students will submit a **5 page summary** of their experiences at this event as well as a one paragraph synopsis of their experience for classmates to read. While at the event the student will observe community development in action and also arrange time to talk to relevant (and multiple if possible) stakeholders about the project. While at the event, the students should organize time to observe community development in action and also talk to relevant stakeholders about the project. The student should try to understand the origins, history and demographics of the project, how it has evolved and the models, paradigms and systems it functions within. The student should avoid turning the discussion paper into a one-dimensional summary of the project. The discussion paper should offer a dynamic and critical analysis of the project based on the student's knowledge of community development. A detailed marking rubric will be posted for this assignment on Blackboard. **Due June 29th**

5. Take-home essay exam

Value 25%

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. **The exam will be handed out on July 4 and is due by midnight July 10**

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

NOTE

The last day to change/register for courses and pay balance of fees for Spring is May 20th 2011. The last day to withdraw is August 15, 2011

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