

THE UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
HLSC 4200 – Community Development and Outreach
Course Syllabus – Spring, 2013
Thursdays, 9:25 a.m. – 12:05 p.m.
January 10 – April 11
Room: AH 175

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If you want to go fast, go alone. If you want to go far, go together.
– African Proverb

We cannot live for ourselves alone. Our lives are connected by a thousand invisible threads, and along these sympathetic fibers, our actions run as causes and return to us as results.
– Herman Melville

If you don't go to somebody's funeral, they won't come to yours.
– Yogi Berra

COURSE DESCRIPTION:

This course prepares Addictions Counselling students to work collaboratively with communities to deal with community-related issues and to promote community empowerment through organization, outreach, and development. Students will take a leadership role in the community by working in teams to facilitate and apply community development principles through the completion of a community development team project. The intent of the community development team project is to use community development principles learned in the classroom in an applied setting, while creating opportunities to empower members of a community of interest through the development and evaluation of learning opportunities, assets, and resources.

COURSE OBJECTIVES:

Upon completing this course, students will:

- Identify basic concepts of community development and outreach
- Describe theoretical perspectives and approaches to community development
- Create formal and informal connections in the community
- Apply principles of community development to empower community members

APPROACH TO LEARNING:

A combination of lectures, class discussion, team collaboration, and student presentations will be used throughout the course. It is essential that students read the materials beforehand and be prepared to engage in discussion and debate. Team-project work can be challenging. A team project is a key feature of the course because working with others is central to the principles of community development. To support diverse student strengths, promote cooperation and teamwork, and support conflict resolution, the group project will have a group written component, a group oral presentation, and a peer-evaluation task.

Canadian Centre for Substance Abuse (CCSA) Core Competencies addressed in this course:

Technical Competencies	Behavioural Competencies
<ul style="list-style-type: none"> • Community Development • Conflict Management • Outreach • Program Development, Implementation and Evaluation • Teamwork 	<ul style="list-style-type: none"> • Client Service Orientation • Collaboration and Network Building • Developing Others • Leadership • Planning and Organizing • Teamwork and Cooperation

COURSE TEXTS:

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

ADDITIONAL RESOURCES:

Alinsky, S.D. (1972). *Rules for radicals: A practical primer for realistic radicals*. New York: Vintage.

Cary, L.J. (1983). *Community Development as a Process*. Columbia, MO: University of Missouri Press.

Craig, G. & Mayo, M. (1995). *Community empowerment: A reader in participation and development*. London: Zed Books.

Ife, J. & Tesoriero, F. (2006). *Community development: Community-based alternatives in an age of globalisation*. Toronto, ON: Pearson Canada.

Lee, B. (1999). *Pragmatics of community organization*. Mississauga, ON: Commonact Press.

Putnam, R.D. (2002). *Democracies in flux: The evolution of social capital in contemporary society*. New York: Oxford University Press.

Putnam, R.D. (2000). *Bowling alone: The collapse and revival of American community*. New York: Touchstone.

Putnam, R.D. & Feldstein, L.M. (2003). *Better together: Restoring the American community*. New York: Simon & Schuster.

Warren, R. (1987). *The community in America (3rd ed.)*. Lanham, ND: University Press of America.

GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter		GPA	Percent	Letter		GPA	Percent
A+		4.0	95-100%	C+		2.3	71-74.9%
A	Excellent	4.0	91-94.9%	C	Satisfactory	2.0	67-70.9%
A-		3.7	87-90.9%	C-		1.7	63-66.9%
B+		3.3	83-86.9%	D+		1.3	59-62.9%
B	Good	3.0	79-82.9%	D	Poor	1.0	55-58.9%
B-		2.7	75-78.9%	F	Fail	0	0-54.9%

SUMMARY OF ASSIGNMENTS:

<u>Description:</u>	<u>Due Date:</u>	<u>% of Grade:</u>
1. Community development team project		
1a. Electronic logbook & signed agreement	April 4	5%
1b. Professional report	April 4	30%
1c. Class presentation	April 11	15%
2. Peer team evaluations	1 st evaluation, February 28 2 nd evaluation, April 11	- 15%
3. Tests:		
Mid-term exam	February 14	20%
Final in-class test	April 11	15%

Late Penalty: As per Faculty of Health Sciences policy, unless prior permission is obtained from the instructor, a penalty of 5% per day late will be applied to assignments submitted after the due date. Written physician notes will be required for waiver of this penalty.

DESCRIPTION OF ASSIGNMENTS:**1. Community Development Team Project**

Students will work in teams of 5 throughout the term designing a community development team project. The intent of this project is to use community development principles learned in the classroom in an applied setting, while creating opportunities to empower members of the community of interest through a shared vision. The team project is the centerpiece of the course, thus class time will be allotted to organize and plan the team projects. Out-of-class time spent on this project will include consultation with Key Stakeholders. It is essential that members of the community of interest contribute in a meaningful way to guide the project. *Consultation with the instructor regarding potential agencies is **strongly** recommended.*

The Community Development Team Project schedule includes a list of tasks to help teams stay on track for their team projects. Remaining on track will ensure that teams are sufficiently prepared for their project-based assignments described below. Teams that fall behind in their task lists run the risk of having insufficient consultation and feedback from key stakeholders in their communities of interest. **Remember, members of your community of interest must contribute in a meaningful way in guiding your project. Community involvement and empowerment is of central importance in Community Development.**

1a. Electronic Logbook (3%) and Community Partner Agreement (2%) - (5% Total)

Teams will keep an electronic log of their Community Development projects. The log will be completed after In-Class and Out-of-Class Tasks for planning and to track progress over the term. A log with sufficient detail is critical for developing class presentations and the written report. A recommended template is available on page 13, but teams are free to use their own if they choose.

The **Community Partner Agreement** (page 12 of this outline) signed by your key stakeholder(s) should be submitted on or before Class #4. This date is not firm but it is in student's best interest to have the agreement signed before then. *Teams who do not obtain a signed commitment from their key stakeholder(s) before this date run the risk of falling behind in their projects.*

One group spokesperson will submit the electronic logbook through Moodle before class on the due date.

1b. Professional Report of the Community Development Team Project (30%)

Teams will submit a written professional report describing their Community Development Team Project. **Teams will ensure that a copy of the professional report is made available to their Key Stakeholder(s).** Written reports will include:

- A brief introduction of key points in your project
- A detailed description of the group/community worked with, including but not limited to goals and activities of group members
- A description of your Key Stakeholder(s)'s role within the group/community
- A description of the need or problem focused on this project, factors contributing to it, and barriers faced by the community in solving it
- A description of the process of determining what need or challenge to focus on
- A description of the solution(s) to the identified problem
- A description of the process of determining what solution to adopt
- A description of evaluation measures that will be used to determine the effectiveness of the solution(s)
- An description of at least 3 concepts learned in the course and how they applied to your community development project
- A brief summary of key points and conclusions

One group spokesperson will submit the electronic logbook through Moodle before class on the due date.

1c. In-class presentation of Community Development Team Project (15%)

Teams will give 20-minute formal presentations of their community projects, based on the written report. Teams will decide how they will divide presentation time amongst their members.

In addition to the presentation, teams will submit to the instructor three (3) multiple-choice questions from key content in their presentations. One (1) of these questions from each team will be included as a question on the final test. Questions may be adapted or modified as needed by the instructor.

2. Peer Team Evaluations (15%)

Working well with others is essential in community development. At the midpoint and at the end of the course, students will complete a formal evaluation for members in their groups. The midpoint evaluation will provide students feedback on their contributions to that point but will not count toward the student's grade. The final evaluation will contribute to the student's final grade. Students' final team participation peer evaluation mark will consist of the average of the peer evaluations. **The course instructor, however, has the final determination of peer team evaluation grades for students.**

Students will be peer-evaluated on several team-based performance criteria, including preparation, in-class and out-of-class contributions, respect, and group dedication. More information on how students will be assessed is available on pages 14-16 of this course outline.

Students who do not submit evaluations for their peers in the Final Peer Evaluation will receive a grade of "0" for this assignment, unless valid and documented medical/personal reasons for not doing so are provided.

3. Tests (35%)

3a. Mid-term exam (20%)

3b. Final in-class test (15%)

The mid-term examination and final test will include questions from lectures, assigned readings, and classroom discussions. The format will be discussed in class prior to the exam.

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Counselling Services/Students with Disabilities Resource Centre at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Disabilities Resource Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least *two weeks* in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

COPYRIGHT STATEMENT:

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.

COURSE SCHEDULE (tentative and subject to change):

Class	Date	Lecture Topic(s), Tests/Assignments	Required Reading
1	Jan 10	- Description of course outline and assignments - Exploration of topics and agencies for community development projects	
2	Jan 17	- The importance of community - Teams organized and team planning commences	- Brown & Hannis Ch. 1
3	Jan 24	- Community development	- Brown & Hannis Ch. 2
4	Jan 31	- Teamwork and skills for working in communities	- Brown & Hannis Ch. 7
5	Feb 7	- Perspectives on community development - A signed Community Partner Agreement should be submitted.	- Brown & Hannis Ch. 4
6	Feb 14	- Mid-term exam	
	Feb 21	<i>Reading Week, no class</i>	
7	Feb 28	- <i>Guest Lecture</i> - Mid-point Peer Team Evaluations due	
8	Mar 7	- Social capital	- Putnam (1993)
9	Mar 14	- Building relationships with the community	- Brown & Hannis Ch. 5
10	Mar 21	- Groups and culture	- Brown & Hannis Ch. 6
11	Mar 28	- Program development, implementation, and evaluation	
12	Apr 4	- Leadership - Community Development Project written reports and electronic project logs due (submit through Moodle prior to class)	
13	Apr 11	- Presentations of Community Development Projects in class - Peer Team Evaluations due - Submit 3 multiple-choice questions from presentation	
	TBD	- Final Exam	

Community Development Team Project Recommended Schedule

Date	In-Class Team Tasks	Out-of-Class Team Tasks
Jan 17	<ul style="list-style-type: none"> - Get to know each other as a team - Discuss potential communities or groups of interest for the project 	<ul style="list-style-type: none"> - Individually, determine some potential key stakeholder(s) amongst those communities or groups you discussed in your teams - DO NOT ASK FOR COMMITMENTS FROM KEY STAKEHOLDER(S) UNTIL YOU COMMIT YOURSELVES AS A TEAM TO WORK WITH THAT COMMUNITY OR GROUP
Jan 24	<ul style="list-style-type: none"> - Discuss how principles discussed in class apply to team projects - <u>Define</u> and <u>prioritize</u> at least three (3) communities or groups of interest for the team project - Identify points of contact for key stakeholders of those communities (feel free to consult with instructor as a group if needed) 	<ul style="list-style-type: none"> - Make preliminary contact with stakeholders, in order of priority, to determine their interest and willingness to participate in a Community Development project (anticipated commitment for stakeholders is less than an hour per week, over 6-8 weeks. Benefits could include promoting development and exploring potential solutions for problems facing the group or community). Details are available in the Community Partner Agreement.
Jan 31	<ul style="list-style-type: none"> - Discuss how principles discussed in class apply to team projects - Update each other on team progress - Commit to one (1) community or group of interest (if your first option falls through, go to the next in your priority list) 	<ul style="list-style-type: none"> - Consult with key stakeholder(s) to discuss commitments and goals - Obtain Community Partner Agreement from your key stakeholder(s) - Research that community or group for context (i.e., what do they do, what are common factors they experience, what are common problems they face, etc.)
Feb 7	<ul style="list-style-type: none"> - Community Partner Agreement should be submitted to instructor (any point before this date is fine) - Discuss how principles discussed in class apply to team projects - Discuss as a team the contextual research you obtained - Discuss what you would perceive to be potential opportunities and challenges facing the community or group of interest 	<ul style="list-style-type: none"> - Consult with key stakeholder(s) to: <ul style="list-style-type: none"> o Evaluate for accuracy the contextual research you found last week o Identify 3 problems facing members of the community or group o Identify solutions to those problems that have been tried in the past, if any o Identify barriers that community or group members may face in solving these problems

Date	In-Class Team Tasks	Out-of-Class Team Tasks
Feb 14	<ul style="list-style-type: none"> - Discuss how principles discussed in class apply to team projects - Discuss as a team what you learned this week about the problems facing the community, potential solutions, and barriers to solving these problems - For each problem identified by the stakeholder, discuss what factors may contribute to these problems (i.e. lack of resources, inadequate services, prejudices, oppression, etc.) - Select one (1) problem you feel that you can most adequately address 	<ul style="list-style-type: none"> - Consult with key stakeholder(s) to discuss the selected problem and factors contributing to it. The discussion should be detailed.
Feb 28	<p>Peer Team Evaluations due</p> <ul style="list-style-type: none"> - Discuss the problem, and factors contributing to the problem - As a team, come up with three (3) possible solutions to resolve, or at least address, the problem and/or factors contributing to the problem 	<ul style="list-style-type: none"> - Consult the key stakeholder(s) to discuss the three possible solutions - With guidance from the stakeholder(s), choose one solution to focus on, considering both need and feasibility
Mar 7	<ul style="list-style-type: none"> - Discuss how principles discussed in class apply to team projects - As a group, develop the solution you discussed with your key stakeholder. How will it be operationalized? What resources do you require? How will you access them? What are potential challenges you will face? - Develop a way to evaluate your solution 	<ul style="list-style-type: none"> - Consult with key stakeholder(s). Is the solution and evaluation potentially helpful and feasible? - Any feedback or suggestions from key stakeholder(s)?
Mar 14	<ul style="list-style-type: none"> - Discuss how principles discussed in class apply to team projects - Discuss key stakeholder(s) assessment of solution and evaluation, and incorporate suggestions - Review - Create an outline of a plan of action for key stakeholder(s) 	<ul style="list-style-type: none"> - Submit an outline of a plan of action to key stakeholder(s) - Consult with key stakeholder(s) if needed.
Mar 21	<ul style="list-style-type: none"> - Discuss how principles discussed in class apply to team projects 	<ul style="list-style-type: none"> - Consult with key stakeholder(s) if needed. - Preparation for write-up
Mar 28	<ul style="list-style-type: none"> - Review Rotham's 3 types of interventions described in pages 41-48 in Brown & Hannis (2012): <ul style="list-style-type: none"> • Locality Development • Social Planning • Social Action - Which approach to community intervention best matched your team's approach? 	<ul style="list-style-type: none"> - Preparation for write-up and presentation

Date	In-Class Team Tasks	Out-of-Class Team Tasks
Apr 4	Submit Electronic Project Log and Written Report A COPY OF THE WRITTEN REPORT MUST BE MADE AVAILABLE TO THE KEY STAKEHOLDER(S) WITH WHOM YOU CONSULTED	
Apr 11	Presentation of Community Development Project to class Peer Team Evaluations due	

**HLSC 4200 – Community Counselling and Development
Spring 2013
Written Report of the Community Development Team Project (30%)**

Learners: _____

Elements for Evaluation	Scoring	Mark
Detailed description of the group/community worked with and of Key Stakeholder(s)' role within the group/community.	7	
Detailed description of the need or problem focused on this project, the process of determining what need or challenge to focus on, the identified solution(s) to the problem, and the process of determining what solution to adopt.	13	
A description of at least 3 concepts learned in the course and how they applied to your community development experience	5	
Introduction and summary of key points, organization of writing, use of headings, spelling, and grammar.	5	

Total: /30

**HLSC 4200 – Community Counselling and Development
Spring 2013**

Presentation of the Community Development Team Project (15%)

Learners: _____

Elements for Evaluation	Scoring	Mark
A clear description of the group/community worked with, and your Key Stakeholder(s)' role within the group/community	3	
A clear description of the need or problem focused on this project, and the process of determining what need or problem to focus on, a clear description of the solution(s) to the identified problem, and the process of determining the solution	7	
Presentation was clear, informative, and professional	2	
Student evaluations	2	
Submission of three (3) multiple choice questions from key content of the presentation to the instructor.	1	

Total: /15



COMMUNITY PARTNER AGREEMENT

Dear Community Partner:

Thank you for your willingness to participate with our HLSC 4200 – Community Counselling and Development students in a community development project. The intent of this project is for students to use community development principles learned in the classroom in an applied setting while creating opportunities to empower members of the community. In teams of five, students will take an active role in implementing principles of community development in their projects. A recommended schedule for the community development process is provided to the students.

Research demonstrates that community development is most beneficial when community partners take **an active and meaningful role** in guiding the project. We ask that you commit your time to consult with our students for **approximately one hour per week over 6-8 weeks**. The consultation will centre on the clients you serve and some of the challenges they face, the exploration of potential solutions to those challenges, how to meet client needs, and other potential factors.

Benefits to you include empowerment through community development for your clients and organization, consultation and feedback with student teams actively engaged in learning principles of community development, and potential directions for future development. A written professional report of the community development process will be provided to you by the students for your own use. Near the end of the course, student teams in the course will present their process and findings to class members and other community partners, and we encourage you to attend. The date and time will be provided.

Please sign below if you agree to participate with your student team in the community development project. Students will return signed agreements to the instructor.

Thank you for your willingness to contribute your time and knowledge to our students in the community development project.

Sincerely,

James Sanders, M.Ed., R. Psych.
Lecturer, University of Lethbridge

In partnership with an HLSC 4200 student team, I AGREE to take an active and meaningful role in the Community Development Project, by contributing **approximately one hour per week over 6-8 weeks** to provide guidance and consultation for the student team in their project.

Name (please print)

Signature

Date

Organization/agency (please print)

Phone number

Email address

COMMUNITY PROJECT LOG

TASK:	DATE:
DEVELOPMENTS SINCE LAST MEETING:	
DISCUSSION:	
TASKS/OBJECTIVES FOR NEXT MEETING:	
COMMENTS:	

Peer Evaluation of Team Members

Your Team _____ Your Name _____

Please rate your team members (all but yourself) on the following characteristics from 1 to 10, to reflect how you feel about how they contributed to your team's learning and performance. Please include 2-3 point form comments on each person's performance to support the rating you are giving them. This is your main opportunity to reward the members of your team who worked hard and helped make your team a positive and productive one. **The final determination of grades students receive through the peer evaluation rests with the course instructor.**

Preparation (Had they prepared & done readings prior to class?)

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Completely inadequate
preparation

Adequate
preparation

Excellent
preparation

In-Class Contribution (Did they contribute productively to group discussion and work?)

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Little or no
contributions

Adequate
contributions

Excellent
contributions

Out-of-Class Contribution (Did they complete expected tasks outside of class time?)

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Little or no
contributions

Adequate
contributions

Excellent
contributions

Respect (Did they show respect for other people, and encourage others' ideas?)

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Little or no
Respect

Somewhat
respectful of others

Very
respectful

Dedication (Punctuality, class attendance, communication with group during absences?)

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Little or no
Dedication

Adequate
dedication to team

Excellent
dedication to team

1) Team Member's Name: _____

Comments:

a) Preparation:

b) Contribution:

c) Respect:

d) Flexibility:

e) Dedication:

2) Team Member's Name: _____

Comments:

a) Preparation:

b) Contribution:

c) Respect:

d) Flexibility:

e) Dedication:

3) Team Member's Name: _____

Comments:

a) Preparation:

b) Contribution:

c) Respect:

d) Flexibility:

e) Dedication:

4) Team Member's Name: _____

Comments:

a) Preparation:

b) Contribution:

c) Respect:

d) Flexibility:

e) Dedication:

5) Team Member's Name: _____

Comments:

a) Preparation:

b) Contribution:

c) Respect:

d) Flexibility:

e) Dedication:

6) Team Member's Name: _____

Comments:

a) Preparation:

b) Contribution:

c) Respect:

d) Flexibility:

e) Dedication:
