

THE UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
PUBH 3850 – COMMUNITY DEVELOPMENT AND SOCIAL JUSTICE
Course Syllabus –Spring 2014
January 13 – April 14, 2014

Instructor: Sharon Yanicki, RN PhD candidate
Office: MH3053
Office Telephone: 403-332-5233
E-mail: yanism@uleth.ca
Office Hours: Monday 1:00 – 3:30 or by appointment
Class: Mondays, 9:00 – 11:50 a.m., Room M3023

COURSE DESCRIPTION:

This course will explore community development as a process for promoting health equity and social justice within Canadian and global contexts. In an era of growing social inequities, economic crisis, and urgent concerns about climate change, it has been suggested that both top-down and bottom-up approaches are required to close the health equity gap in a generation. A range of theoretical and practical approaches to community development will be examined to address complex health and social issues.

Students will participate in service learning activities with local community organizations to support opportunities for empowerment (individual, group, organizational or community), collaboration and capacity building. Student experiential learning will focus on engaging with community members as partners.

COURSE LEARNING OUTCOMES:

Upon successful completion of course requirements students will be able to:

1. Describe, compare and apply foundational concepts from public health and community development.
2. Compare asset-based community development to other strategies for social change.
3. Describe core values and principles of community development.
4. Demonstrate critical reflection on global and local health equity/social justice issues.
5. Apply community development as a process for social change to address selected health equity/social justice issues.

APPROACH TO LEARNING:

This seminar class will incorporate class discussions, short lectures, guest speakers, case scenarios, audiovisuals, participatory exercises and web-based resources. It is essential that students **read the assigned materials before class** and come prepared to engage in discussion.

REQUIRED READING (See supplementary readings posted in Moodle):

Parada, H., Barnoff, L, Moffatt, K., & Homan, M. S. (2011). Promoting community change: Making it happen in the real world. (1st Canadian Ed.). Toronto: Nelson Education Ltd.

OPTIONAL READING:

Basok, T., & Ilcan, S. (2013). Issues in social justice: Citizenship and transnational struggles. Don Mills, ON: Oxford University Press.

COURSE REQUIREMENTS:

Community Development Assignment #1	20%
Midterm Exam	20%
Facilitation & Engagement Assignment	20%
Community Development Assignment #2 - Paper	20%
Participation (Classroom & Service Learning)	20%

DESCRIPTION OF COURSE REQUIREMENTS:

Service Learning (also see *Participation – Service Learning*)

Service learning involves engaging in volunteer work to support experiential learning and to contribute to the work of a community organization. Approximately twenty (20) hours of service learning is recommended during the term to support your learning and course assignments.

A recent police check¹ should be obtained prior to seeking volunteer work (service learning) with a Community Partner². It is essential that students identify a local community-based organization for their consultation and service learning as early as possible in the term. See the list of suggested organizations/agencies posted in Moodle. Speak to your instructor if you already volunteer with a community organization/agency.

Community Development Assignment #1 (20%)

This is a group assignment. Students will work in pairs or small groups to identify a local community health equity/social justice issue and to identify community and organizational resources and assets.

Part 1 – Community Consultation Interview

Contact a community organization (Community Partner) and complete an interview with a manager or staff member.

Interview

Each student must participate in an interview with one contact from a local community organization³ (see the Community Partner Agreement form):

- a) Obtain verbal consent for an interview (to be used for education purposes only).
- b) Confirm if the name of the individual interviewed can be included.
- c) Invite the participant to describe the following during the interview:
 - What are the main health issues of the clients served by this organization?
 - Is social inequality (e.g., by income, race/ethnicity, gender, sexual orientation or age) influencing the health of the client population served?
 - Are any health equity and/or a social justice issues identified (an issue involving potentially modifiable, unfair or unjust differences in the health/wellbeing of a population group in our community)? (If the organization identifies more than one health equity issue, choose one as focus for this assignment.)
 - What are the organization's current strategies to address this health equity issue (e.g., current services or community development approaches)?
 - What are some of the organization's strengths and assets? What enables this organization to support and/or engage this population group in addressing this health equity and/or social justice issue? (e.g., the organization's human resources, physical resources, social capital and level of engagement of the people affected).

Part 2 – Community Resources and Assets

As a group, identify other community resources and assets in the community that also address the identified health equity issue identified in part 1 of this assignment. You are expected to describe community resources beyond those of the organization you have contacted.

- Summarize the key community resources and assets you have identified in a graphic display or an asset map. See the sample asset maps posted in Moodle.

¹ A letter of introduction will be provided for you to take to the Lethbridge Police Station to obtain a free criminal record check. You will need to pick up this letter in person from Kristie Masuda, Academic Advisor for the Public Health degree. A criminal record check is completed to protect vulnerable clients.

² A Community Partner refers to a local community-based agency supporting clients in addressing health or social justice issues.

³ Each student must arrange for their own service learning with a Community Partner. If students choose different organizations, they may still work in a group with other students addressing similar health equity/social justice issues.

Summary report – Community Assignment #1

Post a summary of your locally identified health equity/social justice issue and the resources and assets to support action on this issue in Moodle. Include parts 1 – 3 (see below) for each group member. Evaluation criteria for this assignment will be provided in class.

Part 3 – Arrange for Volunteer Work & Complete a Community Partner Agreement

Each student must obtain agreement for volunteer work with a local community organization (*after completing a criminal record check*).

- a) A signed Community Partner Agreement must be completed and attached to Assignment #1 for each student. Group members may work with more than one community organization for their service learning.
- b) Reflect on community development concepts and principles during your service learning activities.
- c) Engage in informal discussions with your community partner during the term to discuss community development strategies to address the health equity or social justice issue identified during the consultation interview.

Midterm Exam (20%)

This multiple-choice and short-answer exam will cover material presented in class, required readings, guest lectures and resources posted in Moodle prior to the mid-term exam.

Facilitation & Engagement Assignment (20%)

This is a small group assignment (2-3 students). Students will actively engage in identifying skills, tools or processes used in community development (e.g., facilitating group decision-making). In small groups, select a focus for this assignment. Topics should not overlap and creativity is encouraged. The Facilitation & Engagement Schedule and topics will be posted in Moodle (**class 3**).

Pre-Reading & Class Preparation

All students should prepare in advance for scheduled Facilitation & Engagement sessions by reading the material posted in Moodle prior to each session.

Process

In small groups, plan and facilitate an active class exploration of a skill or process for community development. Creative approaches are encouraged to engage students in the process of community development through the use of tools, techniques and activities (e.g., a case example, a social justice or health equity gauge, community assessment tools, concept mapping, asset mapping, arts-based activities, consensus-building or team-building activities, photo-elicitation to promote critical reflection or role play). (See resources posted in Moodle, and the *Marking Guide for the Facilitation and Engagement Assignment – attached*.)

Prior to the Scheduled Session:

- Confirm your group with the instructor by **class three**.
- Identify a focus (a skill, tool or process for community development).
- Each group member is responsible for identifying a list of scholarly references (two references per group member) in APA 6th Edition format.
- Identify the contributions of each group member.
- Post a reference list (in Moodle prior to the session).
- Post one (1) suggested reading and one (1) resource in Moodle **at least two days** prior to your scheduled Facilitation and Engagement session. Marks will be deducted for late posting.

Facilitation and Engagement Session (See Schedule posted in Moodle)

- Engage the class in a participatory session on your focus (30 – 40 min.).
- All group members are expected to participate in facilitating this session.
- Each group member must submit a peer evaluation form rating the contribution of group members to this group project (**due in class** following the scheduled session). Marks will be deducted for late submission of peer evaluation forms.

Community Development Assignment #2 Paper (20%)

Ideally, as part of your service learning, you will seek to engage with a community partner in co-identifying strategies to address the health equity/social justice issue identified in Assignment #1. As part of this process, discuss some possible community development strategies or approaches that could be applied in this setting with your Community Partner organization (a manager or with staff). Write a scholarly paper describing this health equity/social justice issue.

Use the following headers in your paper and address the following questions:

Health Equity/Social Justice Issue

What health equity/social justice issue was identified by a community partner?

Describe the population group affected, and what is known about this issue based on scholarly literature (e.g., journal articles and books) and scholarly grey literature (e.g., a local report, and credible Canadian statistics).

Current Strategies & Assets

What strategies have been used (including community development strategies) to address this issue?

What assumptions or community development principles underlie current strategies?

How could organizational and community resources and assets (as identified in CD Assignment #1) be mobilized to address this issue?

Service Learning

Describe how you engaged with a Community Partner organization through service learning during the term.

Were you able to discuss strategies for community development with this organization? Why or why not?

Community Development Approach(es)

How could your community partner develop their organizational capacity to address this issue?

How could stakeholders, partners and the people most affected by this issue be involved?

What community development approach or combination of approaches would you propose be considered and why?

Provide a rationale and cite references using APA 6th edition format.

Reflection on Future Practice

What did you learn through this assignment that may inform your future practice?

Participation Marks - Classroom (10% = 5% at midterm and 5% at final evaluation)

The purpose of the participation mark is to encourage regular attendance, student accountability for participation in cooperative learning and self-directed learning, and to provide students opportunities to receive feedback from their peers. Collaboration, teamwork and the ability to work well with others are important skills for public health and community development practice.

In-Class Discussions

Discussion groups (base groups) will be confirmed or assigned by the second class. Preparation for class discussions includes completion of assigned readings for each class. Group members are also encouraged to post and share applicable articles and resources in Moodle. Discussion topics and cases will be posted in Moodle prior to scheduled group discussions.

Peer Evaluation

For in-class participation, *base group members* will provide peer evaluation on the quality of preparation and contributions of each member in group discussions (submitted at mid-term and at the end of term).

For *group assignments*, each student will be *rated by their peers* for their individual contribution to the group assignment. Peer ratings will be used in part to calculate individual student marks on group assignments (See the *Marking Criteria for Participation and the Peer Evaluation Form* attached).

**The course instructor will make the final determination on participation marks.

Students who fail to submit peer evaluation ratings for their peers by required deadlines will receive a mark of 0 (for the applicable component of participation) unless documentation for a valid and documented medical/personal absence is provided promptly to the instructor.

Participation Mark - Service Learning (10%)

Service learning will provide students an opportunity to engage with community members, and explore health equity/social justice issues in the context of volunteer work with a community agency. (See previous description of process and documentation.)

Service Learning - Evaluation Criteria for Participation

- a) A signed Community Partner Agreement – Service Learning Form – submitted with Assignment 1 – for each student (or a group of students volunteering with one agency).
- b) Evidence that each student participated in an interview with a Community Partner (names of contact shared with their *verbal consent*).
- c) An *electronic record of service learnings hours* is posted in Moodle.
- d) Reflect on your service learning as part of this course and prepare a one-page summary of your service learning experiences. Post this Service Learning Summary in Moodle prior to class 12.
- e) Be prepared to discuss this health equity issue and your recommended CD strategies with the class during a Debriefing Session during class 13.
- f) Ethical conduct in respecting the privacy and confidentiality of information in a community organization/agency is essential. Discuss this with your Community Partner. Speak to your instructor if you have any questions. Students may not share confidential information in assignments or class discussions. (See the *Health Equity Student Handbook for Ethical Conduct for Health Equity*, p. 9).

http://www.uleth.ca/healthsciences/sites/healthsciences/files/Public%20Health%20Student%20Handbook%202011-2012%20v5_0.pdf

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	4.0	91 - 94.9%	C	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	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

It is expected that university students are familiar with correct spelling and grammar rules. If you feel that you need help in these areas, you are strongly advised to obtain and use dictionaries and/or to take advantage of university resources to assist students with writing. Further, students are referred to the University of Lethbridge Calendar for 2012-2013 regarding academic offences.

GENERAL INSTRUCTIONS FOR ASSIGNMENTS:

- Students are responsible for completing all course requirements as scheduled.
- Late assignments (documentation on the group presentation received later than the start of class on dates specified) will be deducted 5% of the total mark per day late unless an extension has been granted (Faculty of Health Sciences policy).
- The American Psychological Association’s (APA) 6th Edition is the format to be used for referencing in all assignments. See library resources: <http://libguides.uleth.ca/citingsources>
- Page length (in assignments) refers to double-spaced typed pages (Arial or Times New Roman 12 point font) with 1” page margins on all sides.
- All assignments are to be submitted electronically in Moodle.
- The instructor will return the mid-term exam in class or it may be picked up at the instructor’s office.
- A request for an extension for an individual or group assignment must be discussed with the instructor at least 24 hours prior to the due date for the assignment.
- Submit documentation verifying a legitimate absence (e.g., for an exam or an assignment) to the instructor as soon as possible (e.g., a note from a doctor, nurse, or counsellor or other documentation--obituary or police report).

- All students should familiarize themselves with the Academic Regulations and Policies of the University of Lethbridge (see *current University Calendar for Undergraduate programs 2012-2013* at <http://www.uleth.ca/ross/calendar/part04.pdf>).
- Marks on the mid-term exam and all assignments will be posted in Moodle.

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 are required to submit both electronic and hard copy versions of their work for this course.

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 Accommodated Learning Centre at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Accommodated Learning 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.

CLASS SCHEDULE (Tentative)

Date	Topic	Reading/Activities/ Guest Speaker
Class 1 Jan. 13	Overview Community change & community development (CD), health equity & social justice What is a community? Community issues	Moodle: Resources Parada et al, Ch. 1, p 1 – 24 & Ch. 6 Basok & Ilcan, Ch. 1
Class 2 Jan. 20	Theoretical perspectives Community change & critical reflection Social capital, models of CD & key principles	Moodle: Asset-Based CD Parada et al, Ch. 2 &

Date	Topic	Reading/Activities/ Guest Speaker
Class 3 Jan. 27	Building inclusive communities: Social inclusion/exclusion Ways of thinking about social justice	Parada et al, Ch. 3 & Basok & Ilcan, Ch. 2 p 15 - 21 Moodle: Resources
Class 4 Feb. 3	CD as a process for change: A case example Developing skills for CD	Parada et al, Ch. 4 & 5 Guest Speaker: TBA
Class 5 Feb. 10	Issues in CD - Community organizing & mobilization Issues in CD - Power & empowerment	Parada et al, Ch. 8 & 10 Guest Speaker: TBA
Feb. 17	Stat Holiday – Reading Week	No Class
Class 6 Feb. 24	Issues in CD – Community participation & communication – Strategies & Tactics Confrontation, negotiation & collaboration	Parada et al, Ch. 12 Guest Speaker : TBA
Class 7 Mar. 3	Midterm Exam	Midterm Exam (9:00 am – 10:30 a.m.)
Class 7 Mar. 3	Second half of class: Poverty reduction: the Vibrant Communities Model Case study: Lethbridge	Moodle: Vibrant Communities Guest Speaker: TBA
Class 8 Mar.10	Issues in CD – Class Choice Issues in CD – Food Security	Facilitation & Engagement Assignments
Class 9 Mar. 17	Issues in CD - Redistribution & Health Equity Case Study: Saskatoon	Basok & Ilcan, Ch. 5 Moodle: Resources Facilitation & Engagement Assignments
Class 10 Mar. 24	Issues in CD - Aboriginal Community Development	Moodle: Resources Facilitation & Engagement Assignments
Class 11 Mar. 31	Issues in CD – Global health, sustainable development & lobbying for change	Parada et al, Ch. 15 Basok & Ilcan, p. 161 -179 Facilitation & Engagement Assignments
Class 12 April 7	Issues in CD – Microcredit, Microenterprise & Social Business	Moodle: Resources Facilitation & Engagement Assignments
Class 13 April 14	Issues in CD – Class Choice Debriefing on Service Learning & Local Health Equity/Social Justice Issues	Moodle: Resources Facilitation & Engagement Assignments

*Readings, discussion questions and case examples will be posted in Moodle – please review prior to each class.

**Guest speakers will be announced in class and posted in Moodle.

Community Development Assignment # I - Marking Rubric

Student Name/Group Members: _____

Topic: _____ Community Partner _____

	Poor/Failing			Outstanding/Excellent
Issue /20%	<input type="checkbox"/> A local health equity/social justice issue is not described. <input type="checkbox"/> Resources and assets are unclear or not described <input type="checkbox"/> A Community Partner or the client group affected is not identified or adequately described.	<input type="checkbox"/> A local health equity/social justice issue is described superficially. <input type="checkbox"/> Resources and assets are unclear or not described (at the organizational level only) <input type="checkbox"/> The community partner(s) and the client group most affected are described superficially.	<input type="checkbox"/> A local health equity/social justice issue is adequately described. <input type="checkbox"/> Resources and assets are adequately described.(at organizational and community levels) <input type="checkbox"/> The community partner(s) and the clients most affected are adequately described.	<input type="checkbox"/> A local health equity/social justice issue is identified and clearly described. <input type="checkbox"/> Resources and assets are well described at multiple levels) <input type="checkbox"/> Community Partner(s) and clients affected and/or a specific population groups are well identified and described
Process and Support for ideas /50%	<input type="checkbox"/> Missing an interview with a community organization or an interview is not documented. <input type="checkbox"/> Missing a citation of a local report to describe community resources and assets. <input type="checkbox"/> Current strategies and/or CD approaches are missing.	<input type="checkbox"/> An interview with a community organization is described and t a health equity/social justice issue is identified <input type="checkbox"/> A local report is cited to identify community resources and assets related to a health equity/social justice issue. <input type="checkbox"/> Current strategies and/or CD approaches are described by may be unclear at times.	<input type="checkbox"/> An interview with a community organization is adequately documented and described. <input type="checkbox"/> A local report and an adequate range of community resources and assets are described to support action on a health equity/social justice issue. <input type="checkbox"/> Current strategies and/or CD approaches are appropriately described.	<input type="checkbox"/> An interview with a community organization is adequately documented and clearly described. <input type="checkbox"/> Local reports and a wide range of community resources and assets are described to support action on a health equity/social justice issue. <input type="checkbox"/> Supportive evidence is integrated with original expression of ideas <input type="checkbox"/> Current strategies and/or CD approaches are clearly described and theories-in-use are named.
Expression of Ideas /15%	<input type="checkbox"/> Grammatical and spelling errors interfered with expression of ideas. <input type="checkbox"/> Expression of ideas frequently unclear and confusing.	<input type="checkbox"/> Significant grammatical errors, incomplete sentence structure, poor usage of terms, colloquial expressions and spelling errors. <input type="checkbox"/> Inconsistent clarity, wordiness or duplication. Flow of logic is unclear at times.	<input type="checkbox"/> Minor grammatical errors, colloquial expressions and occasional spelling errors. <input type="checkbox"/> Generally clear, succinct and logical expression of ideas.	<input type="checkbox"/> No grammatical or spelling errors in written materials. <input type="checkbox"/> Logical, succinct development of ideas.
Structure and Formatting /5%	<input type="checkbox"/> Multiple and repeated errors in APA format. <input type="checkbox"/> Headings missing or components of the report are missing or there is a general lack of organization of the report.	<input type="checkbox"/> Significant APA format errors. <input type="checkbox"/> Headings and the structure of the assignment are appropriate. Some format errors are present or components of the report may lack organization.	<input type="checkbox"/> Minor APA format errors. <input type="checkbox"/> Headings and structure of the assignment are present. All components of the assignment are appropriately formatted and organized.	<input type="checkbox"/> No APA format errors. <input type="checkbox"/> The report is well presented, organized and formatted, adding to clarity in presentation of information and ideas.
Documentation & deadlines 5%	<input type="checkbox"/> Missing 2 required components <input type="checkbox"/> Missed required deadlines	<input type="checkbox"/> Missing 1 required component <input type="checkbox"/> Missed 1 deadline. Greater than 1 day delay in posting.	<input type="checkbox"/> All required component are included (details adequate) <input type="checkbox"/> Met required deadlines (email to instructor but not posted in Moodle)	<input type="checkbox"/> All required components well documented and completed by timelines. <input type="checkbox"/> Met all required deadlines and posted in Moodle.

COMMENTS

FINAL GRADE = /100 (Grade will be computed to be worth **20% of the final mark.**) Group Presentation Mark

Evaluation Criteria Facilitation & Engagement Assignment

Topic _____ Date _____

Student Name/Group Members _____

Elements of Evaluation	Scoring	Mark
<p><i>Meets timelines for the Assignment</i></p> <ul style="list-style-type: none"> - <i>Group confirms topic (class 3)</i> - <i>Posts a reading in Moodle 2 days prior to the scheduled session</i> - <i>Posts a reference list identifying the contribution of each group member</i> - <i>Engagement session 30-40 min.</i> 	10%	
<p><i>References & Formatting</i></p> <ul style="list-style-type: none"> - <i>Scholarly references address the topic and process of CD – Support exploration of ideas</i> - <i>The selected reading posted in Moodle is a scholarly reference</i> - <i>No errors in APA format</i> 	10%	
<p><i>Teamwork</i></p> <ul style="list-style-type: none"> - <i>Group members each contribute to the process of facilitation</i> - <i>Group members each contributed scholarly and local references</i> 	15%	
<p><i>Engagement & Creativity</i></p> <ul style="list-style-type: none"> - <i>A creative and participatory approach is used to engage the class in discussion on an identified topic (an issue identified as a priority topic)</i> - <i>Facilitates discussion and exploration of a process for community development. Identifies appropriate tools, techniques, activities and/or resources.</i> - <i>Activities support capacity building</i> 	20%	
<p><i>Content</i></p> <ul style="list-style-type: none"> - <i>Identifies a topic focused on community development for promoting health/taking action on a social justice issue</i> - <i>Introduces and supports exploration of a skill, tool or process for community development</i> - <i>Evidence that course concepts are applied appropriately</i> - <i>Scholarly literature is identified</i> - <i>Appropriate resources are identified</i> 	40%	
<p><i>Documentation</i></p> <ul style="list-style-type: none"> - <i>Peer Evaluations submitted on the day of the scheduled session</i> 	2%	
<p><i>Scholarly Preparation & Mechanics</i></p> <ul style="list-style-type: none"> - <i>No spelling, punctuation or grammar errors</i> - <i>Concepts are correctly applied</i> 	3%	

Comments:

FINAL GRADE = /100 (Grade will be computed to be worth **20% of the final mark.**) Group Presentation Mark

Community Development Assignment # 2 - Paper – Marking Rubric

Group/Team Members: _____

Topic: _____

	Poor/Failing			Outstanding/Excellent
Issue /20%	<input type="checkbox"/> A local health equity/social justice issue is not described. <input type="checkbox"/> Resources and assets are unclear or not described <input type="checkbox"/> A Community Partner or the client group is not clearly identified and described.	<input type="checkbox"/> A local health equity/social justice issue is described superficially. <input type="checkbox"/> Resources and assets are unclear or not described (organizational or community level only but not both) <input type="checkbox"/> The community partner(s) and clients affected are described superficially	<input type="checkbox"/> A local health equity/social justice issue is adequately described. <input type="checkbox"/> Resources and assets are adequately described and applied to the issue (at both organizational and community levels) <input type="checkbox"/> The community partner(s) and clients affected are adequately described.	<input type="checkbox"/> A local health equity/social justice issue is identified and clearly described. <input type="checkbox"/> Resources and assets are well described and applied to the issue at multiple levels. <input type="checkbox"/> Community Partner(s) and clients affected and/or a specific population group is well identified and described.
Process and Support for ideas /40%	<input type="checkbox"/> Missing a description of a locally identified health equity/social justice issue. Not linked to service learning. <input type="checkbox"/> Missing citations of a local report, statistics or scholarly references <input type="checkbox"/> Resources and assets are unclear or not described <input type="checkbox"/> Current strategies and/or CD approaches are missing.	<input type="checkbox"/> A locally identified health equity/social justice issue is described, may be unclear at times or is not well linked to service learning <input type="checkbox"/> A health equity/social justice issue is identified and supported by citations from a local report, credible Canadian statistics and limited scholarly references. <input type="checkbox"/> Resources and assets are unclear or not described (at the organizational level only) <input type="checkbox"/> Current strategies and/or CD approaches are described by may be unclear at times.	<input type="checkbox"/> A locally identified health equity/social justice issue is appropriately described and linked to service learning <input type="checkbox"/> A health equity/social justice issue is clarified and supported by a local report, credible Canadian statistics and an adequate range of scholarly references. <input type="checkbox"/> Resources and assets are adequately described.(at organizational and community levels) <input type="checkbox"/> Current strategies and/or CD approaches are appropriately described.	<input type="checkbox"/> A locally identified health equity/social justice issue is described, and well linked to service learning <input type="checkbox"/> A health equity/social justice issue is clarified and supported by a local report, creditable Canadian statistics and scholarly references (exceeds expectations). Supportive evidence is integrated with original expression of ideas <input type="checkbox"/> Resources and assets are well described at multiple levels) <input type="checkbox"/> Current strategies and/or CD approaches are clearly described and theories-in-use are named and described.
Critical Reflection and Expression of Ideas /25%	<input type="checkbox"/> Grammatical and spelling errors interfered with expression of ideas. <input type="checkbox"/> Expression of ideas frequently unclear and confusing. <input type="checkbox"/> Missing implications for future practice.	<input type="checkbox"/> Significant grammatical errors, incomplete sentence structure, poor usage of terms, colloquial expressions and spelling errors. <input type="checkbox"/> Inconsistent clarity, wordiness or duplication. Flow of logic is unclear at times. <input type="checkbox"/> Some implications for future practice described.	<input type="checkbox"/> Minor grammatical errors, colloquial expressions and occasional spelling errors. <input type="checkbox"/> Generally clear, succinct and logical expression of ideas. <input type="checkbox"/> Reflection on implication for future practice is adequately described.	<input type="checkbox"/> No grammatical or spelling errors in written materials. <input type="checkbox"/> Logical, succinct development of ideas. <input type="checkbox"/> Critical reflection on the implications for future practice are well described.
Structure and Formatting /10%	<input type="checkbox"/> Multiple and repeated errors in APA format. <input type="checkbox"/> Headings missing or components of the paper are missing <input type="checkbox"/> There is a general lack of organization in the structure of the paper.	<input type="checkbox"/> Significant APA format errors. <input type="checkbox"/> Headings and the structure of the paper may be unclear. <input type="checkbox"/> Components of the assignment may be unclear or note well structured.	<input type="checkbox"/> Minor APA format errors. <input type="checkbox"/> Headings and structure of the assignment are present with minor format errors. <input type="checkbox"/> All components of the assignment are appropriately organized.	<input type="checkbox"/> No APA format errors. <input type="checkbox"/> The paper is well presented, organized and formatted <input type="checkbox"/> The paper is well structured to support a clear presentation of all required elements of the assignment.
Documentation & Deadlines 5%	<input type="checkbox"/> Missing 2 or more required components <input type="checkbox"/> Missed required deadlines	<input type="checkbox"/> Missing 1 required component. <input type="checkbox"/> Missed one required deadlines. Greater than 1 day delay in posting.	<input type="checkbox"/> All required component are included but may be unclear at times. <input type="checkbox"/> Met required deadlines but not posted in Moodle	<input type="checkbox"/> All required components completed by timelines. <input type="checkbox"/> Met all required deadlines and posted in Moodle.

COMMENTS

FINAL GRADE = /100 (Grade will be computed to be worth **20% of the final mark.**) Group Presentation Mark

Marking Criteria for Peer Evaluation - Participation

This is your opportunity to evaluate the contributions of your team mates. Please rate your team members (all but yourself) using the following five team performance characteristics (with a score from 1 to 10) to reflect how you really feel about the extent to which the other members of your team contributed to your team’s learning and performance. 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. ***Please note that if you give everyone pretty much the same score/rating, you may be penalizing those who worked the hardest, and rewarding those who did not work as hard.***

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

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
 Completely inadequate Just adequate
 Extremely well prepared preparation prepared

Contribution – C (Did they contribute productively to group discussion and work?)

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
 Little or no Contributions, but just
 Exceptional contributions enough to get by
 contributions

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

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
 Little or no Generally Extremely
 respect respectful of others respectful

Flexibility – F (Were they flexible and open-minded during disagreements?)

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
 Little or no Sufficiently Exceedingly
 flexibility flexible flexible and open

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

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
 Little or no Acceptable Excellent
 dedication dedication dedication to team
 to team

Peer Evaluation Form – Participation

Your Student ID #: _____ Date: _____

Provide a copy of this peer evaluation form for each assignment (Check one):

- Mid-term – Base Group – In-Class Discussions
- Community Development Assignment #1
- Group Facilitation Assignment
- Community Development Assignment #2 – Paper (if done in pairs)
- Final – Base Group – In-Class Discussions

Group members _____

Group member ratings (Do not rate yourself):

- 1) Team Member's Name: _____ total score _____/50
 - a) Preparation: _____/10
 - b) Contribution: _____/10
 - c) Respect: _____/10
 - d) Flexibility: _____/10
 - e) Dedication: _____/10

- 2) Team Member's Name: _____ total score _____/50
 - a) Preparation: _____/10
 - b) Contribution: _____/10
 - c) Respect: _____/10
 - d) Flexibility: _____/10
 - e) Dedication: _____/10

- 3) Team Member's Name: _____ total score _____/50
 - a) Preparation: _____/10
 - b) Contribution: _____/10
 - c) Respect: _____/10
 - d) Flexibility: _____/10
 - e) Dedication: _____/10

- 4) Team Member's Name: _____ total score _____/50
 - a) Preparation: _____/10
 - b) Contribution: _____/10
 - c) Respect: _____/10
 - d) Flexibility: _____/10
 - e) Dedication: _____

- 5) Team Member's Name: _____ total score _____/50
 - a) Preparation: _____/10
 - b) Contribution: _____/10
 - c) Respect: _____/10
 - d) Flexibility: _____/10
 - e) Dedication: _____/10

For the **Group Assignments (Community Development Assignment or CD Final Presentation)**, each individual group member will receive a percentage of the group presentation mark based on their participation rating score (e.g., a participation rating score of 50/50 = 100% of the group mark, and a score of 25/50 = 50% of the group mark.).



Faculty of Health Sciences

Community Partner Agreement – Service Learning

PUBH 3850 Community Development & Social Justice

Thank you for agreeing to support student volunteer work with your organization (subject to a criminal record check) and agreeing to support a community development assignment. As part of this course, student (s) will complete volunteer work with your organization (approx. 20 hours of volunteer time between January and April 2014). Students will also be asked to explore a health equity or social justice issue, identify strategies, and apply community development concepts and principles to address this issue.

Community development involves a range of approaches to support people in working together to strengthen their community and to address locally identified issues. *Service learning* is intended to provide students a learning opportunity through volunteer work and to make a contribution to a community organization. *Health inequities* are unjust, unfair and potentially modifiable differences in the health of groups or populations. *Social justice* issues may involve barriers to participation, and unequal access to power, services, resources or respect.

You will be invited to identify an issue of interest for your organization. This issue could be focused on the health/wellbeing of your clients, or a social justice issue affecting your clients. You will also be invited to identify some of the resources and assets available to your organization (or those you would like to develop) to support action on this issue.

Community development involves an active role for community partners. You will be invited by a student (or a small group of students) to participate in one consultation (an interview with a manager and/or staff member). The focus of this interview will be to identify some of the challenges your clients face (factors influencing their health, wellbeing and opportunities) and identify current strategies to address this issue. During student(s) service learning with your organization, strategies and community development approaches will be explored to address the client issue(s) you have identified.

Engaging students in community organizations helps to support the development of engaged citizens. Thanks for your commitment to supporting student learning and offering opportunities for service learning for this course. I hope the student volunteer work will also support your organization.

Sharon Yanicki RN PhD candidate
Coordinator, Public Health Degree & Lecturer, University of Lethbridge

I agree to support a student(s) in the Public Health 3850 Community Development & Social Justice course. I will contribute time for a consultation and provide guidance on an identified issue of interest for a community development assignment.

Name (print)

Signature

Date

Organization

Student Name (print)

Student Name (print)