Course ID:	Course Title:	Winter 2022	
DVST301	Intermediate Domestic Community Development	Prerequisite: DVST210	
		Credits:	3

Class Information		Instructor Information		Important Dates	
Delivery:	Online / In person	**Instructor:**	Derek Cook M.Sc., RSW	**First Day of Classes:**	January 10, 2022
Days:	Tues / Thurs	**Email:**	Derek.Cook@ambrose.edu	**Last Day to Add/Drop:**	January 23, 2022
Time:	1:30 – 2:45	**Phone:**	403-410-2913	**Last Day to Withdraw:**	March 18, 2022
Room:	TBD	**Office:**	L2072	**Last Day to Apply for Extension:**	March 28, 2022
Lab/ Tutorial:		**Office Hours:**	Tuesdays 10:00 am (online)	**Last Day of Classes:**	April 14, 2022
Final Exam:	None				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at https://ambrose.edu/academic-calendar .

Course Description

This course provides a foundation in community development theory and practice in the current Canadian context. Building on various theoretical understandings of community, a range of community development approaches will be explored to address key issues facing communities. The role of the community development worker will be examined to understand effective models of leadership and ethical practice.

Expected Learning Outcomes

It is the aim of the course that students will be able to:

- Apply various theories and approaches to understand the dynamics of contemporary Canadian communities and the role(s) of a community development worker.
- Articulate the nature and underlying causes of relevant issues facing Canadian communities, such as diversity and inclusion, housing, food security, income security etc…
- Understand the community development process and demonstrate competence in a variety of community development methods and skills, including community visioning, assessment, engagement, planning and evaluation, conflict resolution, policy development and risk management.

- Understand and apply various models of leadership and relationship management in community development contexts.
- Identify ethical issues and apply a framework for guiding ethical practice and making appropriate ethical decisions

Textbooks

- Spindel, P. (2021). <u>Changing Communities: A Guide for Social and Community Activists</u>. Toronto: Canadian Scholars.

Course Schedule

- See Appendix A.

Requirements:

a) Class Attendance and Participation (10%):

Class time will consist of a combination of lecture and "seminar" type activities (highly participative; discussion based). Therefore, participation in discussions and group activities will be a key component of learning throughout this course. Students are expected to attend all classes, having read assigned materials ahead of time and prepared for class in order to actively participate in these discussions. In addition, the onus will be placed on each student to take initiative and contribute as much as possible to participatory class dynamics and activities. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let your instructor know in advice (via email) so that this can be taken into account, as absences from class will negatively impact a student's individual participation grade.

b) Issue Paper (20%): Due March 1

Research a particular community issue and prepare a short paper (5 pages) describing the issue, its underlying causes and its relevance to Community Development in Calgary.

 - or –

Register and participate in one of the following student advocacy seminar / events and write a short paper (4 pages) reflecting on your experience and learning.

- MCC Peace and Justice Student Seminar. https://mcccanada.ca/get-involved/events/peace-justice-student-seminar
- Canadian Foodgrains Bank: Hunger on the Hill. https://foodgrainsbank.ca/hunger-on-the-hill/

c) Short Assignments (20% / 5% each)

Throughout the course four short (1-2 page) practice-based assignments will be completed that will demonstrate technical competence in key practice areas. These assignments will contribute to the development of the major project.

- Logic Model – Goals and Objectives
- Logic Model – Inputs and Outputs
- Logic Model – Outcomes and Measures (Evaluation)
- Risk Assessment

d) Major Project (50%): Due April 12

The major focus of this course will be on the development of a community development project that addresses an area of need or builds on the assets of a chosen community. The project should be structured as a formal proposal and include a discussion of the need / asset being addressed or developed, the rationale for the project linked to theory, the project goals, objectives and key activities, a community engagement plan, a framework for monitoring and evaluation, a project risk assessment, and discussion of any ethical issues that should be considered. The proposal should be between 10 - 12 pages.

Attendance:

Attendance: As outlined in Appendix #2, failure to attend all classes will impact the grade out of 10%.

Classroom etiquette:

1. Punctuality: Class begins at 1:30 p.m. Please inform the professor via email if you will be late.
2. Electronic devices: Please ensure that cell phones are turned off or muted during class.
3. Food in the classroom: Please do not bring any hot food into the classroom.

Active Participation: Active participation means it will be obvious to the professor that you are engaging with the course material, that you are bringing insights from the readings into the classroom discussion, and that you are trying to link course knowledge with everyday life. Active participation is judged as thoughtful input to the class. Active participation is ensured by presence in the classroom.

Grade Summary:

The available letters for course grades are as follows:

Numeric Grade	Grade	Interpretation	Grade Points
95-100	A+	Excellent	4.00
90-94	A		4.00
85-89	A-		3.70
80-84	B+	Good	3.30
76-79	B		3.00
72-75	B-		2.70
68-71	C+	Satisfactory	2.30
64-67	C		2.00
60-63	C-		1.70
55-59	D+	Poor	1.30
50-54	D	Minimal Pass	1.0
0-49	F	Failure	0.00
	P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Other:

Any added features in the syllabus are optional. You may or may not wish to include elements such as a bibliography, reading list, or reporting form. This section should also include information on out of classroom activities, such as field trips, and any supplementary fees required to complete those additional elements.

Ambrose University Important Information:

Communication
All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling
Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting
Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity
We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies
It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at https://ambrose.edu/content/academic-calendar-2.

Privacy
Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions
Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:
- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:
- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services
Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a

postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit https://ambrose.edu/writingcentre

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit https://ambrose.edu/tutoring.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:
- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:
- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.

Appendix A - Course Readings, Assignments and Daily Topics

Date	Class Topic/Chapter Title	Readings
Jan. 11	**Introduction**	• Spindel - Chapter 1
Jan. 13	**Foundational Theories**	• The Basics: What's Essential About Theory for CD Practice? • Spindel – Chapter 2
Jan. 18	**The Policy Context**	• Social Policy in Canada (Shier and Graham)
Jan. 20	**Issues: Poverty and Inequality**	• IRPP – Inequality in Canada
Jan. 25	**Project Planning**	• ACOA – Planning for Success
Jan. 27	**Issues: Affordable Housing and Homelessness**	• Phillips & Pittman - Chapter 19 • A Plan Not a Dream
Feb. 1	**Community Engagement**	• Spindel - Chapter 3 • Brown and Hannis - Chapter 5
Feb. 3	**Issues: Food Security**	• Household Food Insecurity in Canada
Feb. 8	**Community Visioning**	• Appreciative Inquiry: The Power of the Unconditional Positive Question
Feb. 10	**Issues: Health**	• SDOH – The Canadian Facts
Feb. 15	**Community Assessment – Quantitative Techniques**	• Spindel - Chapter 4
Feb. 17	**Community Assessment – Qualitative Techniques**	• A Short Guide to Participatory Action Research Techniques • Qualitative Research Methods - Chapter 7: Action Research.
Mar. 1	**Collective Impact and Community Mobilization** • Issue Paper Due	• Collective Impact (Kania and Kramer) • Spindel - Chapter 6

Mar. 3	**Issues: Employment**	• The Precarity Penalty
Mar. 8	**Strategic Planning: Theories of Change** • Assignment 1: Goals and Objectives	• Spindel – Chapter 5 • Theory of Change: A Practical Tool For Action, Results and Learning (pp. 1 - 17)
Mar. 10	**Strategic Planning: Logic Models** • Assignment 2: Program Inputs and Outputs	• Logic Models for Community Based Initiatives • Logic Models Toolkit
Mar. 15	**Monitoring and Evaluation** • Assignment 3: Outcomes and Measurement	• Herman, Morris, Fitz-Gibbon – Chapter 1 • Types of Evaluation
Mar. 17	**Risk Management and Funding** • Assignment 4: Project Risk Assessment	• City of Calgary Risk Management Framework • Spindel – Chapter 8
Mar. 22	**Power, Advocacy and the Policy Process**	• CPJ Advocacy Toolkit • Spindel - Chapter 7
Mar. 24	**Issues: Access to Justice**	• Poverty and the Law Module
Mar. 29	**Issues: Equity, Diversity and Inclusion**	• Fleras – Chapter 1
Mar. 31	**Issues: Reconciliation**	• White Goose Flying report
Apr. 5	**Ethics and Leadership**	• The Servant as Leader (Greenleaf)
Apr. 7	**Issues: Climate Justice**	• "Climate Justice" Stanford Encyclopedia of Philosophy https://plato.stanford.edu/entries/justice-climate/
Apr. 12	**Issues: Urban Planning and Development**	• A Community Guide to the Planning Process • Philipps and Pittman - Chapter 20
Apr. 14	**Synthesis**	• Hannis and Brown - Chapter 11