Course Outline
SOWK304A Social work Practice with Groups and Communities

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<thead>
<tr>
<th>Section:</th>
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<tbody>
<tr>
<td>Instructor:</td>
<td>Carmen Plante</td>
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<tr>
<td>Phone:</td>
<td>403-357-3695</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:Carmen.Plante@rdc.ab.ca">Carmen.Plante@rdc.ab.ca</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Tuesday 4:00 – 5:00 or by appointment</td>
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<tr>
<td>Class time And room:</td>
<td>Tuesday, 1:00 – 3:50 p.m., Room 1800</td>
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Academic Calendar Entry:
Examine theories and models of group work and community organization with contextual applications. Evaluate self as a group member, leader, and community organizer. (3)

Required Texts and Equipment:


Recommended Readings and Resources:


Articles may be posted to Blackboard.

**Course Outcomes:**
1. Identify the role and functions of groups in social work practice.
2. Identify the dynamics, strategies, challenges and rewards of community work
3. Compare various models used by community organizers
4. Apply theoretical knowledge of group development
5. Contribute to the facilitation of groups as a leader and/or a group member
6. Appraise leadership styles and apply group leader functions
7. Evaluate the effectiveness of different community organization strategies
8. Assess the strengths, resources, and needs within a community
9. Assess the effectiveness of self as a community organizer.

**Course Topics:**
Areas covered include, but are not limited to, group development, roles, styles, and stages, the history of community organizing (CO), overview of CO processes, structure and objectives of CO, diversity and anti-oppressive approaches to CO, becoming an ally, social action/social change and CO idols, participatory action research, community economic development and challenges and rewards of group and CO work.

**Learning Activities:**
Learning activities may include lectures, discussions, presentations, guest lectures, case studies, group work, peer teaching, fieldwork, and activity-based and/or community project learning.

**Assessments and Assignments:**
Assessment in this course will be based on theoretical concepts, the ability to integrate the learning to social work practice and demonstrate knowledge and skill in group work and community based projects. This course will follow a progressive group and community learning and action project divided into different assignments meant to translate the classroom learning to the field.

Assignments are due on the day assigned. Late assignments will be penalized at 5% of the assignment per day, unless prior arrangement has been made with the instructor with respect to extenuating circumstances. Extensions are not granted on the due date. Assignments will not normally be accepted more than two weeks past the original due date. Assignments will be graded within two weeks of submission, unless extenuating circumstances prevent it.

**Assignment 1. Groups Journal**  
Value: 5%  
Due: October 2, 2018
This individual journal assignment will draw on the readings you’ve done so far, discussions in class, and your experiences in your small groups to identify the similarities and differences between groups and communities and their functioning. Details for the assignment will be provided on Blackboard.

**Assignment 2. Community Walk About**

*Value* – 15%  
*Due:* October 16, 2018

Working alone or in pairs, students will focus on a geographic/attribute/affiliation/interest* community of Red Deer or area and conduct a “walk about” that will provide information as a means of learning how to get to know a community. The emphasis is on secondary observations and the resources contained in a community, with a view to determining the makeup of the community, and potentially speculate on what resources might be beneficial for the community to acquire. Students will present the information in a typed report. Details of the assignment will be discussed in the class. *terms will be explained further in class.

**Assignment 3: Groups journal**  
*Value:* 5%  
*Due:* October 30, 2018

This individual journal assignment will draw on the readings you’ve done so far, discussions in class, and your experiences in your small groups to identify the similarities and differences between groups and communities and their functioning. Details for the assignment will be provided on Blackboard.

**Assignment 4. Community Profile and Action Plan**

*Value – 25% Due: November 6, 2018*

Working in a small group, students will select a community (geographical or interest/affiliation/attribute) and construct a community profile, using an outline that will be distributed in class. Particular attention will be paid to roles/functions/process of group work in completing the task assigned.

**Assignment 5. Community Organizing Project (Presentations & Report)**

*Value – 35% - Due: November 27, 2018*

Students will work in groups on individualized projects in the community, as a continuation of their earlier work in the community. This assignment will develop a plan of action for the community in partnership with other stakeholders in the community. Students will present their projects orally to the class and submit a write up on the work. More details will be shared in class.

**Assignment 6. Reflection and documentation**

*Value – 15% Due: December 4, 2018*

Working individually, you are asked to reflect upon the entirety of the course, focusing on self as group member, self as leader, linking to theory and process, commenting on the roles/functions of the group, assess your own development as a group member, leader, and community organizer, with particularly attention to your community organization project. You will submit a short summation of your learning, the challenges you encountered, and the successes and learning achieved. Non-narrative forms of this assignment may be acceptable, please discuss with your section Instructor before starting on any non-narrative format.

**Attendance Requirements:**  
In this course it is necessary to attend classes in order to obtain the full benefit of learning opportunities. Accordingly, at the discretion of the instructor **any unaccounted absence in classes** or equivalent, including late arrival or early departure, may have their final grade reduced, and having three or more unaccounted absence will lead to a failure grade.
Grading Scale:

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<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Percent Value</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>*</td>
<td>Exceptional</td>
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<tr>
<td>A</td>
<td>4.0</td>
<td>90 – 100</td>
<td>Excellent Performance</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>85 – 89</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>80 – 84</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>75 – 79</td>
<td>Good Performance</td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>70 – 74</td>
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<tr>
<td>C+</td>
<td>2.3</td>
<td>65 – 69</td>
<td>Satisfactory Performance</td>
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<td>C</td>
<td>2.0</td>
<td>60 – 64</td>
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<tr>
<td>C-</td>
<td>1.7</td>
<td>56 – 59</td>
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<td>D+</td>
<td>1.3</td>
<td>53 – 55</td>
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<td>D</td>
<td>1.0</td>
<td>50 – 52</td>
<td>Pass</td>
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<tr>
<td>F</td>
<td>0.0</td>
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<td>Fail</td>
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* A grade of A will generally be the top grade in a course, with A+ being reserved for recognition of exceptional achievement.

Mid-Term Feedback
Midterm feedback for this course will be available October 26, 2018. Grades will be available via Blackboard. Should your grades be of concern at the mid-term feedback date, please make an appointment with your Instructor to discuss your progress and concerns. Regularly scheduled office hours can also be used to discuss your progress.

The RDC Final Examination Policy:

In courses with Final Examinations, the RDC Final Examination Policy will apply. Please review this document to ensure that you understand the contents and implications of the policy.

Academic Misconduct:
Academic misconduct in all its forms is a serious offence. Academic misconduct is the giving, taking, or presenting of information or material that unethically or dishonestly aids oneself or another on any work which, under normal circumstances, is to be considered in the determination of a grade or the compilation of academic requirements or the enhancement of that student’s record or academic career. The two key areas of academic misconduct are plagiarism and cheating. Please read the definitions that follow.

Plagiarism:
The use or close imitation of language, paintings, films, prototypes and ideas of another author and representation of them as one’s own original work. The most common forms of plagiarism are copying or paraphrasing another author’s work without proper acknowledgement, using the ideas or lines of reasoning of another author’s work without proper acknowledgement, submitting work to which someone else has made substantial improvements to the content, and submitting the same work for multiple courses without approval.

Plagiarism can be judged to have occurred if the instructor has both the submitted material and original source that was copied, or if the student is unable to explain the terminology or ideas of a submission.

Cheating:
Any attempt to give or obtain unsanctioned assistance in a formal academic exercise (e.g., examination). Some examples of cheating are unauthorized cheat sheets in a test or exams, the unauthorized use of electronic devices during an exam, and copying from an adjacent student.

- Student Misconduct: Academic and Non-Academic Policy
- Appeal: Formal Policy
- Appeals: Informal Resolution Policy

Student Rights and Responsibilities Policy:
Red Deer College (RDC) is a learning community dedicated to the pursuit of knowledge and to ensuring that the adult learners it serves have the knowledge, skills, and competencies to develop to their full potential. The essential conditions for a learning community are an atmosphere of freedom, respect, and appreciation for the basic rights and responsibilities of all members of the community. Students should familiarize themselves with the RDC Students Rights and Responsibilities Policy and follow the guidelines defined within the policy.

Audio-Visual Recording:
Audio or video recording, digital or otherwise, of lectures, labs, seminars, or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Important Red Deer College Dates Fall 2018

- September 4 College open. No credit classes.
- September 5 First day of classes for Fall-term and Full-Year 2018-2019 courses.
- September 14 Last day to register late or add/drop Fall-term and Full-Year 2018-2019 courses.
- September 14 Last day to have tuition refunded for Fall-term courses.
- October 1 First day to apply for Fall 2019.
- October 2 Emergency Response Day.
- October 8 Thanksgiving Day; College closed.
- October 26 Mid-term feedback date for Fall-term courses.
- November 9 Final exams schedule posted Fall-term.
- November 9 College open. No credit classes.
- November 12 Statutory holiday. College closed.
- November 13 Credit classes resume Fall-term.
- December 5 Last day to withdraw from Fall-term and Full-year 2018-2019 courses and receive a WD.
- December 5 Last day of classes for Fall-term.
- December 10-15 Final exams written.
December 18  Deferred exams for Fall-term courses written.
December 19  Last day for submission of final grades for Fall-term courses.
December 22  Final grades available for Fall-term.
December 24  College closed at noon.
December 25-31  No classes for students.
January 12  Supplemental exams written for Fall-term written.

Prior Learning Assessment:

This course may be eligible for Prior Learning Assessment and Recognition. Students should refer to the RDC Academic Calendar for a list of excluded courses.

Student Services on Campus

Students should be aware that Personal Counselling, Career, Learning and Disability Resources are provided by RDC. Students may inquire about locations at the Information Desk. It is the responsibility of students to discuss their specific learning needs with the appropriate service provider.

Learning Support (Library: 403-342-3264, help_learn@rdc.ab.ca)
- Writing Skills Centre (writingskills@rdc.ab.ca)
- Math Learning Centre (math concepts and advanced theoretical math)
- Learning Strategies (note-taking, studying, and exam-writing strategies)
- Peer-Assisted Study / Tutoring (one-on-one tutoring by students)

Disability Resources (Library: 403-357-3629, disabilityservices@rdc.ab.ca)
- Coordination of services (tutoring, alternate format text, note-taking, and so on)
- Academic accommodations, including exam accommodations

Counselling and Career Centre (Room 1402: 403-343-4064, counselling@rdc.ab.ca)

Changes to the Course Outline

It is the student's responsibility to be familiar with the information contained in this course outline and to clarify any areas of concern with the instructor.

Students should refer to the Appeals: Formal Policy, Appeals: Informal Resolution Policy and Student Misconduct: Academic and Non-Academic Policy should questions or concerns about the Course Outline not be resolved directly with the instructor.

No changes will be made to this course outline without the consent of the class and the approval of the Associate Dean of the School of Arts and Sciences.

Dr. Nancy Brown
Associate Dean

Fall 2018
### Reading/Class Schedule (subject to adjustments as required or in consultation with the class.)

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>Tues. Sept. 11</td>
<td>Introduction to Course - What is community organization, Intro to Group work theory – elements of group in community</td>
<td>Lee, Ch 1</td>
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<td>Bishop, Ch 1 &amp; 2</td>
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<td>BB-Group reading</td>
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<tr>
<td>Week 2 Sep 18</td>
<td>Historical and Current Context, Overview of CO process</td>
<td>Lee, Ch 2 &amp; 3</td>
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<td>The Personal is Political</td>
<td>Bishop, Ch 3 &amp; 4</td>
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<td>BB</td>
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<tr>
<td>Week 3 Sept 25</td>
<td>Models of Cmty Practice; group development within models</td>
<td>Lee, Ch 4 &amp; 5</td>
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<td>Bishop, Ch 5</td>
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<tr>
<td>Week 4 Oct 2</td>
<td>Process of Community Org; first stages</td>
<td>Lee, Ch 6</td>
<td>Groups Journal #1 due</td>
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<td>Bishop, Ch 6,7,8</td>
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<tr>
<td>Week 5 Oct 9</td>
<td>Identification of pops/comm/social indicators/stats; pre-engagement, who is in group/community</td>
<td>Lee, Ch 7 &amp; 8</td>
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<td>BB</td>
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<td>Week 6 Oct 16</td>
<td>Community engagement/how to Group process in stages</td>
<td>Lee, Ch 9</td>
<td>Community walk about due</td>
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<td>BB</td>
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<td>Week 7 Oct 23</td>
<td>Group dynamics/with diverse groups/ethics</td>
<td>BB</td>
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<td>Week 8 Oct 30</td>
<td>Allyship/Leadership in community/groups</td>
<td>BB</td>
<td>Groups Journal #2 due</td>
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<tr>
<td>Week 9 Nov 6</td>
<td>Social justice/change; activists</td>
<td>BB</td>
<td>Community profile and action plan due</td>
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<tr>
<td>Week 10 Nov 13</td>
<td>Strategies for changing policy/inside and outside Group reflection</td>
<td>Lee, Ch. 10,11</td>
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<td>Bishop Ch. 9</td>
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<td>BB</td>
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<tr>
<td>Week 11 Nov 20</td>
<td>Work week – no formal class</td>
<td>Lee Ch 12</td>
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<td>Week 12 Nov 27</td>
<td>Student Presentations</td>
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<td>Project presentation</td>
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<tr>
<td>Week 13 Dec 4</td>
<td>Learnings review – maintaining hope</td>
<td>Bishop Ch 10</td>
<td>Reflection and Documentation Due</td>
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