SSC382 Community Based Interventions

For the Acadeum Course Sharing Consortium

We're delighted to have you here at RMC! Please note the following policies:

We try our best to ensure you get the most from the courses in which you are enrolled and welcome your feedback.

Online Courtesy

As beings created in the image of God, we all deserve to be treated with the utmost respect whether we are a facilitator or a student. Online courses give us the opportunity to encourage social interaction, relationship building and trust between participants which befits our status as image-bearers. Failure to show respect in course interchange, through emails, announcements, discussion forums or instant chat, whether in the form of racism, chauvinism or simple unkindness is ungracious and inappropriate for the health of Christian community. Where mutual respect exists, the possibility of learning is enhanced for all.

Therefore, please remember that there is a person behind every comment on the course website – when you respond, be gracious, give the benefit of the doubt and ask for clarification. Review your comments in the discussion forums for tone before submitting them – sarcasm and jokes often do not translate well in the online environment. Be sure your messages are clear – it is tempting to quickly write a response and submit it but this can lead to confusion if your thoughts are a bit jumbled – take time to polish your remarks. Remember that your comments, whether in emails or discussion forums can become public so act accordingly.

RMC Grading Policy

GradeGradePoint

Grade	Grade Point	Description
A+	4.0	
A	4.0	A = Excellent - superior performance showing comprehensive understanding of subject matter.
A–	3.7	
B+	3.3	
B	3.0	B = Good - clearly above average performance with knowledge of the subject matter generally complete.
B–	2.7	
C+	2.3	
C	2.0	C = Satisfactory — basic understanding of subject matter.
C–	1.7	
D+	1.3	
D	1.0	D = Inferior work which falls below the expectations of the course but which is of passing quality.
D–	0.7	
F	0.0	F = Failure to meet the minimum standards required for a passing grade.
P	Pass	P = Represents satisfactory work. Given only in courses specially designated for Pass /Fail grading.
IN		Incomplete
VW		Voluntary Withdrawal from a course before the course withdrawal deadline.
AU		Audit - No grade awarded. Indicates that a minimum of 75% of classes have been attended.

Grading Scale

A+ 97-100	A 93-96	A- 89-92
B+ 85-88	B 80-84	B- 76-79
C+ 72-75	C 67-71	C- 60-66
D 55-59	F 0-54	

Plagiarism & Academic Misconduct at Rocky Mountain College

A.   Plagiarism Defined

Plagiarism - involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Plagiarism exists when:

1. the work submitted was done, in whole or in part, by an individual other than the one submitting the work,
2. parts of the work are taken from another source without reference to the original author,
3. the whole work is copied from another source, and/or
4. a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence.

B.   Penalties

1. **Failing Grade** - a student may be given a failing grade in either the assignment or course in which that student is found guilty of plagiarism. Except in circumstances in which leniency is warranted, this penalty will be applied in conjunction with one or other of the other penalties mentioned below.
2. **Disciplinary Probation** - when a student is placed on disciplinary probation, he or she is entitled to proceed with their academic program. If the student is found guilty of a further academic offence the student will be suspended or expelled.
3. **Suspension** - suspension takes place when a student is denied continuance at the college for a specified period of time. A student who has been placed under suspension is eligible to reapply for admission after the end of that specified period of time. Suspension does not imply automatic readmission; a student must satisfy the dean of his/her eligibility for readmission.
4. **Expulsion** - a student who is expelled is dismissed permanently from the college with no right to apply for readmission.

C.   Penalties and Their Application

1. In cases in which the dean is satisfied that a student is guilty of a clear intention to deceive, the normal penalty will be either suspension or expulsion from the college.
2. In cases in which the dean is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive, the normal penalty will be disciplinary probation.
3. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the college.

Copies of the official policy regarding Plagiarism and other academic offenses can be found on the RMC website. If charged with plagiarism, it would be wise for a student to familiarize themselves with the RMC policy, "Plagiarism, Cheating & Academic Misconduct."

This policy is based on the University of Calgary policy "Plagiarism, Cheating & Academic Misconduct - 1996-97"Copyright © 1998 University of Calgary

COURSE DESCRIPTION.

This course is an introduction to the practice of community assessment and interventions. The course will identify and explore major issues, topics and tools from the fields of sociology, social work and community psychology with a view to gaining a better understanding of how to make change at a community level. In addition to increasing the student's understanding of community, various approaches to intervention at the community level will also be explored. There is an emphasis on understanding and valuing diverse ideologies and methodologies while examining a variety of macro social issues. The student will be encouraged to explore the issue of cultural competence in their personal and professional approach to working in community. Community assessments and both asset and strengths-based approaches will be covered in this course.

COURSE OBJECTIVES

By the end of this course students will be able to:

1. explain complex and multi-layered aspects of community life
2. demonstrate an ability to use both needs and assets approaches to community assessment
3. explain methods of community interventions
4. articulate a rationale for community interventions from a Christian perspective
5. explain social issues affecting Canadian communities
6. draw on experience in interacting with individuals involved in community interventions
7. explain various agency aspects that effect community interventions
8. demonstrate the skills necessary to work closely in a team context

REQUIRED TEXT.

Homan, Mark S. (2011). *Promoting Community Change, Making it happen in the real world.* 1st Canadian Edition. Toronto: Nelson Education Ltd.

Brown, Jason D., Hannis, David (2012z). *Community Development in Canada*, 2nd Edition. Toronto: Pearson Canada

COURSE SCHEDULE (subject to change as required)

Date	Topic	Reading Due	Assignments Due
Module 1	Introduction, Defining Community, Why Community development, understanding change	Homan Ch. 1, other assigned readings and videos	Quiz #1, Module 1 Power Point Responses
Module 2	Defining Community Development, Types, History, Basic concepts and issues	Homan Ch. 4, assigned readings and videos	

Module 3	Theoretical frameworks, Perspectives and Canadian Issues	Homan, Ch. 2 and 3, assigned readings and videos	Theological Perspectives Paper, Course to Date Feedback
Module 4	Power, Connecting, Building Relationships,	Homan, Ch. 5,	Cultural competence Assessment, Short answer essay on Power and Quiz #2
Module 5	Assessment and Knowing Your Community,	Homan Ch. 6	Quiz #3,
Module 6	Planning, Visioning, Assessing Strengths, and Risks	Homan Ch. 7	Quiz # 4
Module 7	People and Connections	Homan Ch. 8	
Module 8	Funding and Resources	Homan, Ch. 9	Quiz # 5
Module 9	Getting the word out	Homan, Ch. 10,	
Module 10	Lobbying	Homan, Ch. 12	Term Paper and Video Presentation

ASSIGNMENTS

Papers are to be written in APA style, all assignments are to be referenced properly.

- All the work you submit should be original work, not reworked assignments from previous courses or, worse, the work of others. You must take special care to not plagiarize the work of others, either consciously or unconsciously. We will discuss this matter further in class. Two useful on-line resources to guide you in citing others' work correctly and avoiding plagiarism are:

  http://www.indiana.edu/~wts/wts/plagiarism.html
  https://owl.english.purdue.edu/owl/resource/560/01/

- Clear thinking is manifested in clear written expression. Highly-rated written assignments will be characterized by: originality, clarity, and well-supported arguments, as well as proper grammar, spelling, syntax, and punctuation. When you submit sloppy, typo-ridden work you are telling me that you place a low value on what you have produced. It is likely you will convince me to share this low opinion, and this will be reflected in the grade you receive.

Responsible students begin their projects early and make provision for both known and unforeseen challenges. They manage their time realistically, taking into consideration other commitments and events that are vying for their time. Finally, in setting the completion date for projects, they also allow themselves extra time in order to deal with unforeseen events (minor illness, car trouble, computer malfunction, relationship issues, etc.) that may interfere with task completion. These events—the stuff of daily life—are *not* the kind of situations that qualify for deadline extensions.

COURSE REQUIREMENTS

1. Theological Perspectives Paper (15%)

The student will explore 3 Biblical texts of their own choosing, that suggest God is concerned about the poor, widowed, the orphaned and about other issues of social justice. In an essay format, explore how these teachings might influence any work done on a community level. What is God's call to Christians in the communities where they live, work and play? Describe the

scope of His call to you with regards to caring for others. **3- 4 pages.**

2. Term paper: (45 %)

Students will choose a community for the focus of this assignment. The purpose of the assignment is to experience the process a community developer might go through when looking to enhance a community. As part of the process you will gain an understanding of the needs and strengths of a community as well as key resources, and limitations. Students will need to consult with the instructor to assess the appropriateness of the community chosen.

Once the student has chosen a community, an assessment will need to be completed. The assessment will include historical information, demographics, and formal leaders of the community and if possible informal leaders, online website, resources available in and around the community, map of the area which should include retail, offices, services, restaurants etc. Students must also provide a one-page review of a walk/drive through of the community.

The last section of the paper will be recommendation of interventions for the community. The student must consider what they have discovered in their assessment and choose two appropriate interventions with rational for their choice. They must also include a preliminary outline of the steps that will need to be taken to complete the intervention.

The information gathered is to be disseminated into **a 3000-4000 word paper. Students should consult with the facilitator as they work through the paper to ensure a well written paper.**

3. Chapter Quizzes: (25%) **(**5 quizzes worth 5% each for a total of 25%**)**

Students will be expected to read assigned chapters and be prepared to write a quiz on the chapter as noted in the class schedule. Answers should be sufficient to cover the material and are long answer style.

4. Participation: (15%)

Students will complete three short essays based on assigned questions. 1. Power Point Responses in Module 1, 2. Cultural Competence Assessment in Module 4 and 3. essay on Power in Module 4.