



Spring 2021

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| Course Number: SOWK 557.45/ UNIV 501.73 | Classroom: In Calgary (tbd) and Nepal (locations vary) |
| Course Name: Community Practice in Nepal: Social Issues and Social Change | |
| Day & Time: April 24 to May 16, 2021 (Integrated with SOWK... | |

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| Instructors: Rita Dhungel and Christine Walsh 587 568 5366 ® Telephone: 587 215 8484 © | Office Hours: tbd Email: rdhungel@ucalgary.ca Email: cwalsh@ucalgary.ca |
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COURSE OUTLINE

Syllabus Statement

SOWK 557.45/ UNIV 501.73 fosters applied learning and community practices within the contexts of Canada and Nepal. Focusing on critical and local community development approaches to knowledge and praxis, learners will engage with key concepts of social capital, empowerment, experiential learning and collaboration to enhance social justice.

Course Description

SOWK 557.45/ UNIV 501.73 engages learners in an applied field study of Nepal that begins with a critical examination of socio- economic and political climates of Nepal as it relates to community practice and social change. This course provides students with an introduction to theoretical and practical knowledge and skills to work with communities specifically marginalized and disadvantaged groups, in Nepal. Students examine current theories of community development and develop the skills necessary for effective social intervention at the community level with a special reference to Nepal. This course includes a local and global perspective and social issues related to environment and international development. This course will help students understand the relationship between community practice and structural change by exploring community engagement/community building approaches/activities and its applications for social change. This course teaches students about the nature of power and the social networks that it flows through, the skills and practices needed to mobilize diverse voices, and the ethics and values that guide social intervention with communities. The intent of this course is to introduce the idea of community practice as an alternative strategy to other forms of social service and social change.

Program Learning Objectives (PLOs)

Upon the completion of this course the student will be able to:

1. Students will be introduced to the history, knowledge and geo and socio-political contexts of Nepal.

2. Students will increase the understanding of social issues and social policies in Nepal.
3. Critically examine the social service delivery system in Nepal and its impact on how community services are delivered to urban, rural and disadvantaged and marginalized communities.
4. Demonstrate an understanding of the links between micro, mezzo and macro social work practice and how they all work collaboratively to create change.
5. Demonstrate an understanding of the dynamics of power in the community setting.
6. Demonstrate an understanding of the historical and current practices and tools used to mobilize communities.
7. Utilize practice skills used to overcome systemic barriers, and to promote human rights and social justice within diverse contexts and with diverse groups.
8. Describe Social Capital Theory, Assets Based Community Development, Participatory Action Research and Community Capacity Building.
9. Demonstrate the skills necessary to critically self-reflect in the community setting.
10. Demonstrate an understanding of how the neo-liberal and neo-conservative paradigms marginalize vulnerable communities.
11. Apply knowledge of community practice in both local and international settings.

Relationship to Other Courses

SOWK 557.45/ UNIV 501.73 is taken concurrently with SOWK 557.44/UNIV 501.72. The two courses apply a “macro” perspective that is deeply embedded in personal work and transformative learning. The content of this course is complementary to courses that focus on social policy, political anthropology, community development, international studies/relations, Indigenous studies and social justice practice.

Course Text(s)

Readings are associated with each class. Please prepare yourself for class by completing the readings for the designated session.

Class Schedule

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| <p>Pre-Departure April 24</p> | <p>Introduction, Overview and Positioning the Course</p> <p>The Language of Community Organization</p> <p>Lee, B, (2011, 4th ed.). <i>Pragmatics of Community Organization</i>. Toronto, Ontario. Common Act Press. (Read Chapter 3)</p> <p>A Glimpse of Nepal (Nepalse History and Culture, and Political Ideologies)</p> <p>https://en.wikipedia.org/wiki/Nepal</p> | <p>Calgary</p> |
| <p>Day 1 (May 3)</p> | <p>Meeting with Students from Nepal</p> <p>Educational System and Cultural Differences/Similarities of Canada and Nepal</p> <p>https://en.wikipedia.org/wiki/Education_in_Canada</p> <p>https://www.nepgo.com/current-status-of-nepalese-education-system/</p> | <p>Nepal</p> |

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| Day 2 (May 4) | <p>Cultural/Historical/Archaeological Heritage Sites Patan/Kathmandu https://en.wikipedia.org/wiki/Patan_Durbar_Square https://en.wikipedia.org/wiki/Kathmandu_Durbar_Square</p> <p>Assignment 1: Reflective Journal 1</p> | Site Visits (Patan and Kathmandu) |
| Day 3 (May 5) | <p>Community Practice I: Exploring and Defining Community, Community Practice and Skills, Values and Principles, Capacity Building and Social Networks</p> <p>Community Practice in Nepal</p> <p>Community Tool Box: The University of Kansas. https://ctb.ku.edu/en Training for Change: Beautify Trouble: A Toolbox for Revolution https://www.trainingforchange.org/ Prada, H., Branoff, L., Moffatt, K., & Homan, M.S. (2011). <i>Promoting community change: Making it happen in the real world</i> (first Canadian Edition). Toronto, ON: Nelson Education. (Read Chapters 1 & 2.)</p> <p>Assignment 1: Debriefing 1</p> | South Western State College (SWSC), Nepal |
| Day 4 (May 6) | <p>Model of Community Practice (Pragmatic Model) Guest Speakers Lee, B, (2011, 4th ed.). <i>Pragmatics of Community Organization</i>. Toronto, Ontario. Common Act Press. (Read Chapters 4 & 5).</p> | Tribhuvan University, Nepal |
| Day 5 (May 7) | <p>Social Welfare, Social Issues, and Interventions (Panel Discussion)</p> <p>Assignment 1: Debriefing 2</p> | Nepal |
| Day 6 May 8) | <p>Inspirational Conversations: Individual Coffee/Tea meetings with Community Leaders/Members/Activists</p> <p>Each student will be sent a match by email.</p> | Nepal |
| Day 7 (May 9) | <p>Community Practice II: Engagement and Emancipatory Model with Women’s Action Research Group</p> <p>Dhungel, R., Lama, S., Khadka, A., K.C., S., Sherpa, M., Limbu, P., Limbu, G., Rai, M., Shrestha, S. (2019). Hearing our Voices: Pathways from oppression to liberation through community-based participatory research. <i>Space and Culture, India, 6</i>(5). Doi: 10.20896/saci.v6i5.439</p> | Nepal |

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| | Prada, H., Branoff, L., Moffatt, K., & Homan, M.S. (2011). <i>Promoting community change: Making it happen in the real world</i> (first Canadian Edition). Toronto, ON: Nelson Education Ltd. (Read Chapters 3 & 4) | |
| Day 8 (May 10) | Community Engagement: Exploring Issues and Strengths Field Visits | Field Visits with Students from Nepal (Visit Communities) Nepal |
| Day 9 (May 11) | Social Services, Social Organizations and Delivery Models Field Visits | Field Visits with Students from Nepal (Visit Social Service Agencies), Nepal |
| Day 10 (May 12) | Inspirational Conversations Presentations: Community Building, Social Change and Advocacy Prada, H., Branoff, L., Moffatt, K., & Homan, M.S. (2011). <i>Promoting community change: Making it happen in the real world</i> (first Canadian Edition). Toronto, ON: Nelson Education Ltd. (Read Chapter 6) | Various Places, Nepal |
| Day 11 (May 13) | Community Economic Development in Neo-Liberal Contexts (Guest Speaker) Subedi, D. B. (2012). Economic dimension of peacebuilding: Insights into post-conflict, economic recovery and development in Nepal 13(2). <i>South Asia Economic Journal</i> , 13(92), 313- 332. CCEDNet. (n.d.). <i>Canadian CED Network</i> . Retrieved from https://ccednet-rcdec.ca/en Momentum. (2018). <i>Thrive Network</i> . Retrieved from http://thrivecalgary.org (Review all tabs) Oxfam International. (2015). <i>Wealth: Having it all and wanting more</i> . Oxford, UK. Retrieved from https://d1tn3vj7xz9fdh.cloudfront.net/s3fs-public/file_attachments/ib-wealth-having-all-wanting-more-190115-en.pdf https://journals.sagepub.com/doi/abs/10.1177/139156140700800206 | Site Visits Nepal |
| Day 12 (May 14) | Social Justice and Criminal Justice in Nepal | Nepal |
| Day 13, 14, 15 (May 13, 14 and 15) | Trip to Chitwan, stay in Chitwan and learn local culture and community economic development | Chitwan |

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| Day 16 May 16) | Community Support programs during Crisis (Panel Discussion) | South Western State College, Nepal |
| Day 17 (May 17) | Group Presentations Celebration of Success | South Western State College, Nepal |

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| Assignments |
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Assignment 1: debriefing (1 & 2) 10% - each worth 20% of final grade)

This is not a long or intensive assignment. You are invited to reflect on your learning and share with the group in debrief sessions. The intent of this assignment is for you to lay the groundwork or “lens” through which the content of this course will be examined.

Debriefing 1: Share your reflections considering: (1) How you are feeling now; (2) the most interesting/key learning in the last few days (surprising/disappointing/exciting/shocking); (3) What you are expecting to learn in moving forward; and (4) what you would like to do to meet your learning outcomes?

Debriefing 2: Share your reflections considering (1) the social welfare and social issues in Nepalese context; (2) critical examination of how the identified issues could be addressed from community development lenses; and (3) the key learning from guest speakers.

Assignment 2: Motivational Conversation Sharing: *Community development in the context of SDGs*
Students will present the key content, learning and reflections from their conversations. Presentation formats are flexible, and the expected time is approximately 3 minutes each (**worth 25% of final grade**)

Grading Rubric

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| Provided summative comments about how the conversation went. How did your conversations begin? Was the flow of the conversation easy or difficult (etc.)? |
| Shared some key summative points related to the interview questions (please touch on a minimum of 4 questions). Paint a picture of this person’s journey and their work in the community. |
| Provided some key learnings or take-aways from this conversation: Has your understanding of the issue/s discussed by this person changed because of your conversation? |
| Students respond to the following: Reflecting on this experience, what are one or two questions that you would like to answer for yourself? |
| Engagement of listeners (creating a convincing presentation) |

Assignment 4: Visual Research Project (40%) The Visual Research Project is comprised of: 1. Group Research Presentation (worth 20%- May 17, 2021) and 2. Group Written Report (worth 20%- due June15, 2021)

(Presentations 10 minutes with SWEC Students: Social Issues, Social Policies, Community Practice and Sustainable Development goals (worth 40 % of final grade)

Presentation: each student group will make a presentation on a key social issue in Nepal and your community building approach to address the issue. Integrate theoretical, experiential and reflective learnings within this presentation.

Grading Rubric

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| Provided a rationale for the issue chosen for your presentation. Provide a brief overview of group work process, strengths and challenges of your group | /4 |
| Shared a summary of the issue from intersectional lenses Critically analyze the issue as it relates to socio-political climate | /5 |
| Current practice in addressing the identified Issue | /3 |
| Provide your recommendations what needs to be done as it relates to social change | /3 |
| How you would apply the acquired knowledge in your community practice in the Canadian context | 3 |
| Questions for audiences for critical discussion | /1 |
| Interactive and engaging presentation | /1 |
| Writing a paper Students will provide the following content in their written component of the assignment (one document per team, max 25 pages (not including appendices, references, and cover page), in Word format – not PDF – double spaced, 12-point font. Students will need to clearly outline the sustainable development challenge and social issues and social justice identified, how it is being addressed in Nepal, what is working, what is not working, how it could be applied in Canada, and its impact and implications for social work practice. | 20 |

Participation: 15 %

Students are expected to demonstrate that they are taking responsibility for their own learning and are full participants in the class. The participation mark will be made up of the following contents:

- Punctuality
- Active listening
- Responding to and valuing other students' contributions as well as guest speakers' and communities' views
- Volunteering opinions, ideas, and reactions appropriately
- Engaging in communities
- Demonstration of critical thinking
- Sharing learning in a group on May 16

Recommended Readings (not required)

- Nikku, B. (2015). Living through and responding to disasters: Multiple roles for Social Work. *Social Work Education, 34*(6). 601-606. Doi:10.1080/02615479.2015.1090942.
- Ong, T., Mellor, D., & Chettri, S. (2019). Multiplicity of stigma: The experiences, fears and knowledge of young trafficked women in Nepal. *Sexual & Reproductive Health Matters, 27*(3), 32-48. Doi: 10.1080/26410397.2019.1679968
- Samiksha, K. (2020). Female journalists' experience of online harassment: A case study of Nepal. *Media and Communication, 8*(1), 47-56. Doi: 10.17645/mac.v8i1.2541
- Shrestha, S. K (2013) Introduction to social work, Tajelu Publication, Kathmandu
- Sondaal, A., Tumbahangphe, K., Neupane, R., Manandhar, D., Costello, A., & Morrison, J. (2019). Sustainability of community-based women's groups: Reflections from a participatory intervention for newborn and maternal health in Nepal. *Community Development Journal, 54*(4), 731-749. Doi: 10.1093/cdj/bsy01

Will add further local recommended readings on the advice of Nepali educators.

Grading

The University of Calgary Undergraduate Grading System and the standard Faculty of Social Work percentage conversion will be used.

| Grade | Grade Point | Description | Percentage Range |
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| A+ | 4.0 | Outstanding | 95 – 100 |
| A | 4.0 | Excellent – superior performance, showing comprehensive understanding of subject matter | 95 – 100 |
| A- | 3.7 | | 90 – 94 |
| B+ | 3.3 | | 85 – 89 |
| B | 3.0 | Good – clearly above average performance with knowledge of subject matter generally complete | 80 – 84 |
| B- | 2.7 | | 75 – 79 |
| C+ | 2.3 | | 70 – 74 |
| C | 2.0 | Satisfactory – basic understanding of subject matter | 65 – 69 |
| C- | 1.7 | | 60 – 64 |
| D+ | 1.3 | | 55 – 59 |
| D | 1.0 | Minimal Pass – marginal performance | 50 – 54 |
| F | 0.0 | Fail – unsatisfactory performance or failure to meet course requirements | Below 50 |

Course Evaluation

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Ongoing feedback on this course will be sought throughout. Students are welcome to discuss the process and content of the course at any time with the instructor.

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html> Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment.

Consistent with the aims of the Social Work Program, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013): http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf Students are expected to ensure they are both familiar with, and comply with these standards.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the course instructor and consult the CFREB ethics website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) *before* beginning the assignment."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lgb1nucdh/>

A number of programs and services, including online writing tutors, are available through the Student Success Centre (SSC) to assist students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at <http://www.ucalgary.ca/ssc/>

IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

Wellness Centre Phone Support (403) 210-9355 24 hours/day

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

The Social Work representative to the Students Union is to be determined (swsa@ucalgary.ca).

Appeals: If there is a concern with the course, academic matter, or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process in the Calendar. <http://www.ucalgary.ca/pubs/calendar/current/i.html>

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

STUDENTS WITH DISABILITIES

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

SAFEWALK (403) 220-5333

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths

Building Evacuations

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Education Building. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App:

<http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>

Supports for Mental Health

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, ucalgary.ca/wellnesscentre/counselling/personal/) and the Campus Mental Health Strategy website (ucalgary.ca/mentalhealth).

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>