



Course & Session Number	SOWK 557.45	Virtual and In Nepal	June 26-August 8
Course Name	Community Practice in Nepal: Social Issues and Social Change Goals		
Day(s) & Time	July 1- July 17, 2023		
Instructor	Rita Dhungel, PhD, RSW Office Hours as indicated in the itinerary		
U of C E-mail	dhungelr@ucalgary.ca	Cell Phone	580 568 5366

SYLLABUS STATEMENT

Examines social work practice in specific contexts.

COURSE DESCRIPTION

SOWK 557.45 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. Taken concurrently with SOWK 557.44 or UNIV 501.72, learners will participate in a pre-departure session via Zoom and travel to Nepal for the field study as detailed in the itinerary. 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.

COURSE LEARNING OUTCOMES

Upon the completion of this course, students 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. Utilize practice skills used to overcome systemic barriers, and to promote human rights and social justice within diverse contexts and with diverse groups.

6. Describe Social Capital Theory, Assets Based Community Development, Participatory Action Research and Community Capacity Building.
7. Apply knowledge of community practice in both local and international settings.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

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

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

SOWK 557.45 is taken concurrently with SOWK 557.44 or 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, and social justice practice.

CLASS SCHEDULE

Please review the class Itinerary including class schedule and assignments due for the details

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during

the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1: Blog Posting Part 1 & 2 (20%) – Due July 5 & July 16 - each worth 10%; total worth 20%.

Course Learning Outcomes: 1, 2, 3, 4, 5

This assignment has 2 parts. This assignment encourages students to engage with – and demonstrate reflection/leaning/critical thinking on – contents/process of community development. Students are asked to write two blog posts- the post will be in response to a question that is asked, based on the contents we learn in field visit. Each blog post is to be about 600 words. Each blog post is to reflect on your learning from Community Development lenses. You are encouraged to facilitate and engage in conversations with your peers (at least respond to one posting).

Assignment 2: Motivational Conversation Group Presentation (40%) – Due July 12 by 11:59pm

Course Learning Outcomes: 4, 5, 6, 7, 8

Grading Rubric will be posted on D2L site. In collaboration with the students from Nepal, students are required to meet community builders/activists/academics/ from Nepal and share their conversations with the larger group.

Assignment 3: Mapping and Analysing the System (40%) – Due August 8 by 11:59pm

Course Learning Outcomes: 8, 9, 10, 11

Systems mapping (Map the System) is a visualisation technique used by change agents to make sense of complexity. Systems maps help describe and diagnose a current state of a given system and identify gaps and opportunities for improvement. Mapping out a system allows students to think about context and the many interacting factors that contribute to the development of the issues that society is currently facing – whether they are economic forces, technological advancements, political movements, or global trends. It gives students the tools to understand the whole picture and takes students out of the silos of their own experience and thinking.

Grading Rubric will be posted on D2L site. The written component of the assignment is max 10 pages not including appendices, references, and cover page, in Word format – not PDF – double spaced, 12-point font. Opinions are strongly backed up by research and information is clearly referenced; Please review 10 literature (Peer reviewed and grey literature). Demonstrates the use of a diverse range of research sources. Bibliography is adequately/appropriately cited/referenced

ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are expected to actively and meaningfully engaged in all activities and discussions.
- Make-up options are available and must be determined in consultation with the instructor.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

- Students should get in touch with the instructor if they require an extension. Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor” or “assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

- All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

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

GRADING

A student's final grade for the course is the sum of the separate assignments. Students must receive the lowest percentage value of a letter grade range to receive that letter grade. Numerical grades will be rounded up. It is not necessary to pass each assignment separately to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
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

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

ADDITIONAL SUGGESTED READINGS

Dhungel, R. (2022). SOAR as an Effective Community-based Response in Anti-Trafficking Movements. *Journal of Advanced Academic Research*, 9(1), 1–12. <https://doi.org/10.3126/jaar.v9i1.44039>

Dhungel, R. (2020). Resiliency and empowerment in the HIV community during COVID-19: Equity and human rights lenses. *International Journal of Innovation, Creativity and Change* (Special Edition-Sep), 302-319.

- Dhungel R. (2020). "No more interviews please": Experiences of trafficking survivors in Nepal. In: Winterdyk J., Jones J. (eds) The Palgrave International Handbook of Human Trafficking. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-319-63058-8_13
- Dhungel, L., lama, S., & Khadka, A. (2019). Hearing our voices: Pathways from oppression to Liberation through community-based participatory research. *Space and Culture*, 6(5), 39-55.
- Lorenzetti, L. & Dhungel, R. (2020). Community-led transformative research tools and applications: From Canada to Nepal. *Canadian Journal of Action Research*, 20(3), 36-54.
- 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.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

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.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 and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available: <https://www.ucalgary.ca/student-services/access/prospective-students/academic-accommodations>

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they 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.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

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/legal-services/sites/default/files/teams/1/Policies-Sexual-Violence-Policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**