Spring 2022

<table>
<thead>
<tr>
<th>Course &amp; Session Number</th>
<th>SOWK 557.45</th>
<th>Classroom</th>
<th>Online</th>
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<tbody>
<tr>
<td>Course Name</td>
<td>Community Practice in Nepal: Social Issues and Social Change</td>
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<tr>
<td>Day(s) &amp; Time</td>
<td>Zoom sessions as per schedule below</td>
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</table>
| Instructor             | Rita Dhungel, Ph.D, MSW, RSW  
Office Hours as indicated in the itinerary |
| U of C E-mail          | rdhungel@ucalgary.ca  
Cell Phone 587 568 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. 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.
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**
UNIV 501.73 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**

**Session 1 May 4**
Zoom 7:00-9:00 am Mountain Time Panel 1: Contemporary Nepal (political, economy, environment, culture, religion)
Office Hours 9:00-10:00 am Mountain Time
Zoom 10:00 to 12:00 am Mountain Time: Introductions, Orientation to Course, Cultural Briefing by UCInternational, Situating of Self in Local and Global Context, Working Cross Culturally
https://www.youtube.com/watch?v=lx8kUPWXwCU
Interactive Session: Virtual Tour of Nepal

**Session 2 May 7**
Zoom 3:00-5:00 pm Mountain Time: Introduction to Sustainable Development Goals (SDG) Canada and Nepal
Interactive Session: Nepali Language
Office Hours 6:00-7:00 pm Mountain Time
Zoom 7:00 to 9:00 pm Mountain Time Panel 2: - Introduction to SDG and Group Work with Educators and Students from South Western State College (SWSC)
Session 3 May 11
Zoom 7:00am-9:00 am Mountain Time Panel 3: Social Policy, social issues, public health policy,
Interactive Session: Eastern Spirituality Mindfulness/Meditation
Office Hours 9:00-10:00 am Mountain Time
Zoom 10:00 to 12:00 pm Mountain Time Panel 4: Social Issues in Nepal (poverty, gender-based violence, child labour, illiteracy, caste system, gender inequality) from Nepali academics
Due May 11: SOWK 557.45 Assignment 1 (Blog Posting Part 1- 10%)

Session 4 May 14
Zoom 3:00-5:00 pm Mountain Time Community practice, pragmatic community development approaches, community development theories
Interactive Session: Gender Autonomy in decision making Canada and Nepal
Office Hours 5:00-6:00 pm Mountain Time
Zoom 7:00 to 9:00 pm Mountain Time Panel 5: Community Development/Social Work Practice in Nepal from Nepali Community Development Agencies

Session 5 May 18
Zoom 7:00-900 am Mountain Time Panel 6: Community Organizations Intercultural Practice from Nepali Community Practitioners
Office Hours 9:00-10:00 am Mountain Time
Zoom 10:00 to 12:00 pm Mountain Time Culturally competence, cultural humility, intercultural practice, spiritual practice
Interactive Session: Traditional Nepali Singing

Session 6 May 21
Zoom 3:00-5:00 pm Mountain Time
Interactive Session: Traditional Nepali Dance
Office Hours 5:00-6:00 pm Mountain Time
Zoom 7:00 to 9:00 pm Mountain Time Prepare for Group Presentations Motivational Speakers

Session 7 May 25
Zoom 7:00-9:00 am Mountain Time Motivational Conversations sharing, and reflections debrief with Educators SWC Students and invited
Office Hours 9:00-10:00 am Mountain Time
Zoom 10:00 to 12:00 am Mountain Time Panel 7: Community economic development, livelihood strategies, social entrepreneurship
Due May 25: SOWK 557.45 Assignment 1 (Blog Post Part 2- 10%)

Session 8 May 28
Zoom 3:00-5:00 pm Mountain Time
Interactive Session: Prepare Traditional Nepalese Food
Office Hours 5:00-6:00 pm Mountain Time
Zoom 7:00-9:00 pm Mountain Time Panel 7: Preparation Visual Research Project Group Presentations

Session 9 June 1
Zoom 3:00-5:00 pm Mountain Time: Debrief/Celebration
Zoom 7:00-9:00 pm Mountain Time Panel 7: Visual Research Project Group Presentations

Due June 15: Session 8 May 28
Zoom 3:00-5:00 pm Mountain Time
Interactive Session: Prepare Traditional Nepalese Food

Office Hours 5:00-6:00 pm Mountain Time
Zoom 7:00-9:00 pm Mountain Time Panel 7: Preparation Visual Research Project Group Presentations

Session 9 June 1
Zoom 3:00-5:00 pm Mountain Time: Debrief/Celebration
Zoom 7:00-9:00 pm Mountain Time Panel 7: Visual Research Project Group Presentations

Due June 15: SOWK 557.45 Assignment 3 (Mapping and Analysing the System - 45%)

Note: In addition to the 42 Synchronous hours for both SOWK 557.45 and UNIV 557.72 or UNIV 501.73, Students in SOWK 557.44 are expected to spend 15 asynchronous hours for both courses comprised of:

Community Practice: 2 hours per week consisting of student-scheduled conversations/dialogue with community practitioners and students in Nepal

Experiential Learning Activities: 3 hours per week consisting of movies, podcasts, local virtual tours, etc. provided by instructors and students

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 May 11 & May 25 - each worth 10%; total worth 20%**

Aligned Course Learning Outcome: 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 inside and outside of classrooms. Each blog post is to be about 600 words. Each blog post is to reflect the Community Development theory presented in the class and or learned from readings. Each blog post should have 1-2 direct theory/issues links (quotes, references, etc. and two references). You are encouraged to facilitate and engage in conversations with your peers (at least respond to one posting).

**Assignment 2: Motivational Conversation Group Presentation (30%) – Due May 28 by 11:59pm**

Aligned Course Learning Outcome: 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 engage in conversations.

**Assignment 3: Mapping and Analysing the System (40%) – Due June 15 by 11:59pm**

Aligned Course Learning Outcome: 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 10-12 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 attend class regularly and to be fully present and engaged in class 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. 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
The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

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


Shrestha, S. K (2013) Introduction to social work, Tajelu Publication, Kathmandu


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://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf

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