Complete this worksheet after you have modified your course, delivered it, and assessed it. Attach a syllabus/course outline, Activity Sheets for new activities, summary of your assessment, and essential copies of teaching materials to help the mentor team evaluate your achievement of workshop goals.

Course Name: Community practice and advocacy

Instructor Name: An Thi Ha

List learning goals for your course, lesson, or activity that highlight new sustainability elements.

Goals:

1. Understanding the process or steps of organizing community based on community-driven approach and how to engage local community in this process.
2. Know how to build honest and cooperative relationship with community members through conducting a community-based project.

Activities:

1. Field project: pick one community and practice knowledge and skills presented in the course such as collecting data, engaging community, organizing community meeting and prioritizing community needs.
2. Group work on the class: Drawing and analyzing community asset map
3. Role play to understand the different roles of stakeholders in the community development process
4. Discussion: sharing main issues in students’ communities in terms of causes, effects and solutions
5. Videos: watching videos regarding participatory-based planning, community development projects.

Explain the new sustainability element(s) you incorporated into your course and how they related to the learning goals above (at course, lesson, or activity level). Describe how you see these elements relating to sustainability.

1. Strength-based participatory approaches: these approaches are prioritized in the process of organizing and developing community. Strength-based and participatory based approaches focus on grassroots and community-driven development. These approaches empower community members and promote the ownership of community, which enhance the participation and contribution of communities, through which promote the sustainable development.

2. Concepts such as person in environment (or ecological concept), self-reliance and social justice will be emphasized and discussed. These concepts are crucial in guaranteeing the sustainability development of community.

3. A student-center teaching method will be applied in this course to deliver sustainability contents. All learning and teaching activities will be based on backgrounds and characteristic such as knowledge, skills, experience, and cultures. This method will provide students with more opportunities to participate in the learning process by discussing, sharing, analyzing, observing and practicing.

Provide a concise listing of sustainability lessons and activities and show their location in the course schedule. For selected new activities attach a completed Activity Sheet.
The main lesson from applying the sustainable contents and methods in my course is that students can bring very good knowledge relating to sustainability to share in the class, even though they don’t call that “sustainability”. For example, they shared their works which help their clients/community members connect to different agencies/resources, connect people to act together for their community’s common goals. These works reinforce the collective actions and collaboration which promote sustainability of community. They practice these works but they may not have theoretical background about how this practice relate to sustainability or what and why community-based activities promote sustainability. By sharing and and discussing, both instructor and each student learn from each other’s knowledge and experience. It is also easier to explain and discuss about the concept of sustainability when participants have lived and/or working experience of working with people or community.

Using multiple teaching and learning methods is necessary and important to delivery and exchange knowledge, especially for informal and adult students. Conducting a group project provide students a good mean to apply and reflect knowledge and skills they have learned in the classroom. But it may be hard for regular students who come from different groups of community or geographic areas.

Introducing theories to participants is important because theories help them to understand why and how this method, ideology or the way of doing are suitable or effective. For example, my course included theories such as theory of change, strengths-based approach, ecological perspective, and empowerment theory.

What motivated you to change your course?

- Students of this course are diversity from various cultural backgrounds and they are not traditional students. They are all working and studying at the same time and their education level ranges widely. Therefore, active learning, students-centered, project-based learning methods are appropriate with this kind of students.

- The contents of this course relate to practical skills, which requires to practice and apply in the field.

- Participants of this course somehow work with or have relationship with local people, which provide them an access to reach out people to build a community based project. They come from some the same ethnic groups and locations which is easy to group them into group projects.
Course Syllabus

Community Practice and Advocacy

Course Description

This course emphasizes generalist social work practice with organizations and communities. The aim of this course is to provide students with foundational knowledge such as definitions and principles of macro practice. This course will especially focus on the process of community development (CD); analyzing different approaches to improving community and evaluating program development. The roles and values of social workers who work in the field of community practice will also be discussed.

Objectives:

After participating in this course, students will be able to:

1. Understand the main concepts of community practice such as its definitions, philosophy, values and principles.
2. Gain knowledge, skills and values to apply different community development strategies.
3. Understand the process (steps) of organizing community and how to engage local community in this process.
4. Gain practical skills of Acknowledge the roles and ethical standards of macro social workers.
5. Know how to build honest and cooperative relationships with local people.
Methods of instruction

- Lectures
- Group discussions
- Field project
- Videos
- Role play
- CANVAS chats

Materials:

Required readings:


Optional readings:

   NY, Open University Press.


Assignments

Specific assignments are as follows:

1. **Class participation** (15 points): Significant class contributions, defined as engaged
   participation in class will earn full credit. Students are expected to attend every class, and
   are required to notify the instructor when attendance is impossible.

2. **Critique community development approach** (35 points): choose one approach of
   community development and analyze as well as critique this approach. Note that, you
should emphasize on its strengths and limitations as well as explain how it contributes to the community field, how it is the best way to apply this approach in the reality, max 10 pages.

3. **Field project (50 point):** in this assignment, students will work in a group of five on “community assessment project”. Each group will choose one community to conduct the field project on one of these topics: (1) Community profile building; (2) Community assets-map; and (3) need assessment and plan of action. The process as follow:

- Choose a community
- Contact community members and arrange for a first field visit which can help you to grade basic information about this community.
- Build a key group (including at least 3 local people)
- Organize a meeting with the focus group and discuss about the topic you chose
- Analyze data and write report
- Present your result in class

**Grading scale:**

The course grading scale is as follows (based on a possible 100 points):

94 -100 = A; 90-93.9 = A-; 87-89.9 = B+; 84-86 = B; 80-83 = B-; 77-79 = C+; 74-77 = C; 70-73 = C-; 69 and below = D

Students have to get at least C- to pass this course.

**Notice of Accommodation:**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and the Center for Disability Services, 162 Olpin Union
Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

**Course Outline:**

**Week 1: Introduction to community practice**

- Introduction and organizing student groups for field project
- Watching video: Food, Taste and Hunger
- Discuss about core concepts of community and CD

Readings:

- Phillips & Pittman, Chapter 1

**Week 2: Values and principles for action**

Discussion points:

- What does “CD” mean to you?
- What values do you believe in when working in community practice?
- Sharing experience of working with community – learned lessons

Readings: Phillips & Pittman, Chapter 2 & 5

**Week 3: Approaches of CD**

Comparing different approaches:

- Needs-based approach
- Participatory approach
- Sustainable livelihood framework
• Assets based approach

Readings:


  
  http://www.abcdinstitute.org/docs/abcd/GreenBookIntro.pdf

• Sustainable livelihood guidance sheets:
  

Week 4: The process of organizing community

Community based assessment:

• Components of community assessment

• Problem identification

• Needs assessment

• Asset map

• Watch a video: Saving and microfinance project

Discussions points:

• Analyze the process of project showed on video

• Your community’s strengths and weaknesses

Readings: Phillips & Pittman, Chapter 9 & 10

Week 5: Guest speaker

• Community-based project
Readings:


**Week 6: Team building**

- Decision-making process
- Interview and focus group guidance
- Key informants

Readings: Phillips & Pittman, Chapter 7 & 8

**Week 7: Community engagement**

Discussion points:

- Conditions which would encourage/prevent community to participate
- How to engage vulnerable populations
- Identifying and engaging communities’ priorities
- Maintaining consistency and sustainability of engagement
- Identify partners and collaborators

Due day for the individual assignment “Critique CD approach”

Readings:

- Hawtin & Smith, chapter 4

**Week 8: Plan of action**

- Components of plan
- Identify priorities and actions
• Getting consensus
• Identify resources

Readings: Phillips & Pittman, Chapter 6 & 7

**Week 9: Implementation of the action plan**

• Assessment and monitoring
• Community engagement in implementation
• Accountability and transparency

Readings:

**Week 10: Program evaluation**

• Types of program evaluation
• Process of program evaluation

Readings:

**Week 11: Roles and ethical standards**

Role play

Discussion points:
- Roles of yours and community
- Ethical standards

Readings: Loretta Pyles, Chapter 2

**Week 12: PRA tools (Participatory Rapid Appraisal)**

- Introduction to PRA tools
- Practice some techniques and tools

Readings:


**Week 13: Tools for organizing community**

- Practice some techniques and tools for organizing community

Readings: Loretta Pyles, Chapter 6 & 7

**Week 14: Student presentation and reflection on the field project**

**Week 15: Student presentation and reflection on the field project**