

**JUSTICE INSTITUTE OF BRITISH COLUMBIA  
COURSE OUTLINE**

**Division:** Centre for Leadership and Community Learning  
**Program:** Counselling and Capacity Building  
**Course Code:** COUNS104  
**Course Title:** [Re]Moving the Margins: Inclusive Community Engagement

<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>	Revised Course
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**Previous Course Code & Title:**

**Course Effective Date:** May 31-June 1, 2007

**Course Level:**

<input type="checkbox"/>	First Year	<input type="checkbox"/>	Second Year	<input type="checkbox"/>	Third Year	<input type="checkbox"/>	Fourth Year
<input checked="" type="checkbox"/>	Other: Two days only						

<input type="checkbox"/>	Required	<input type="checkbox"/>	Elective	# of Credits: 1
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**Delivery Method:**

	Method	Hrs
<input checked="" type="checkbox"/>	Face to Face	14
<input type="checkbox"/>	Online	
<input type="checkbox"/>	Correspondence	
<input type="checkbox"/>	Simulation / Lab	
<input type="checkbox"/>	Practicum	

Is this course delivered only online?  Yes  No  # Hours

**Comments:**

**Pre-requisites:**

**Equivalent Course(s) within the JIBC:**

**Transfer Credit Exists at: (List Institutions)**

**Course Description:**

This course is for those who work with members of marginalized populations or are involved in developing programs and policies to support members of marginalized groups. The course will begin with a brief historical overview of inclusive community practice methodologies and will familiarize participants with community practice language. It will look closely at what works and what doesn't in attempting to work with marginalized community member sin a new way, and how to inclusive when institutional barriers seem to work to prevent it.

**Grading System:**

**Check whichever applies to this course:** (if applicable)

	Letter Grades		Percentage		Pass/Fail		Credit/No Credit
	Complete/Incomplete	<b>X</b>	Attendance Only				

**Passing Grade:**

- 100% attendance in class
- Active contribution in large and small group discussions and activities

**Grading Scale:**

Letter Grade	Grade Points	% Range	Letter Grade	Grade Points	% Range
A+	4.33	90-100	C+	2.33	64-67
A	4.00	85-89	C	2.00	60-63
A-	3.67	80-84	C-	1.67	56-59
B+	3.33	76-79	D	1.00	50-55
B	3.00	72-75	F	0.00	0-49
B-	2.67	68-71			

**Evaluation - Activities and Weighing:** (complete the %'s which apply – total must equal 100%)

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%		

**Comments:**

**Course Goals:**

To have an understanding of inclusive community processes and practices and to gain a familiarity with tools and techniques for incorporating marginalized and vulnerable populations in addressing their own issues.

**Learning Objectives:**

Upon successful completion of this course, the participant will be able to:

- apply transformative tools and techniques into community practice
- understand the importance of engagement of marginalized community members and including them among the experts on their circumstances.
- incorporate meaningful inclusion into program design, development, implementation, evaluation and assessment
- identify successful means of engaging marginalized community members in addressing problems in their community

**Course Topics/Content:**

- The course will begin with a brief historical overview of inclusive community practice methodologies and will familiarize participants with community practice language.
- It will look closely at what works and what doesn't in attempting to work with marginalised community members in a new way and how to be inclusive when institutional barriers seem to work to prevent it.

**Text and Resource Materials:** ([APA Style Guidelines](#))

Required:

Castelloe, Paul, Thomas Watson, and Craig White. "Participatory Change: An Integrative Approach to Community Practice." Journal of Community Practice 10.4 (2002): 7-31.

Fawcett, Stephen B., "Some Values Guiding Community Research and Action." Journal of Applied Behavior Analysis 24.4 (1991): 621-636.

O'Donnell, Sandra M., and Sokoni T. Karanja. "Transformative Community Practice: Building a Model for Developing Extremely Low Income African-American Communities." Journal of Community Practice 7.3 (2000): 67-84.

Recommended:

Alinsky, Saul. Rules for Radicals: A Pragmatic Primer for Realistic Radicals. NY: Random House, 1971.

Anzaldua, Gloria E., and Analouise Keating, eds. This Bridge We Call Home: Radical Visions for Transformation. NY: Routledge, 2002.

Canada. Human Resources Development Canada. The Community Development Handbook: A Tool to Build Community Capacity. Ottawa, ON: Ministry of Public Works and Government Services Canada, 1999.

Freire, Ana Maria Araujo, and Donaldo Macedo, eds. The Paulo Freire Reader. NY: Continuum, 2001.

Minkler, Meredith, and Nina Wallerstein, eds. Community-Based Participatory Research for Health. San Francisco: Jossey-Bass, 2003.

Shields, Katrina. In the Tiger's Mouth: An Empowerment Guide for Social Action. Philadelphia: New Society Publishers, 1994.

**Comments and Course Policies:**

This course will be interactive. It will require participants to describe their own community practice experience and methods and be prepared to use their own stories to apply their new learning.

**To view the Justice Institute of BC Policies listed below, visit:**

**<http://www.jibc.bc.ca/studentServices/main/AcademicServices/policies.htm>**

Access Policy

Harassment Policy

Prior Learning Assessment Policy

Student Code of Conduct

Academic Appeals Policy

Intellectual Property Rights Policy

Research on Human Subjects: Ethics

Student Records