SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE:	Community Development and Professional Interaction
CODE NO. :	CCW318 **SEMESTER:** 6
PROGRAM:	Child and Youth Worker`
AUTHOR:	Sandy MacDonald, CCW, M.A.
DATE:	Jan/02 **PREVIOUS OUTLINE DATED:** Jan/01
APPROVED:	

_____   _____
                                      DEAN   **DATE**

TOTAL CREDITS:	3
PREREQUISITE(S):	N/A
HOURS/WEEK:	3 Hours/Week

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I.   COURSE DESCRIPTION

Community Development is an emerging specialization in the human service field. Its focus is on building healthy communities through processes which are democratic, self-determining and community driven. It connects people in common purposes -transforming conditions and outcomes that matter to them, in areas such as public health, social services and community enrichment. This course will provide a practical application and theoretical exploration of Community Development practices.

In addition, the course will focus on the student's own growth and development as a professional person. Professionalism, ethics and career planning will be featured, with a particular emphasis on personal and professional commitment.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will:

1.   Demonstrate an understanding of the <u>Community</u> Context

   Elements of Performance
   Participants will be able to utilize and/or discuss selected strategies from the following topic areas:

   - Identifying the "community" you wish to develop and/or promote
   - Developing a plan for identifying that communities' needs and resources (both internal and external)
   - Collecting and analyzing relevant information

2.   Demonstrate an Understanding of Collaborative Planning Processes

   Elements of Performance
   Participants will be able to utilize and/or discuss selected strategies from the following topic areas:

   - Proclaiming your dream: Developing <u>vision and mission statements</u>
   - Creating objectives <u>(strategic goals and directions)</u>
   - Developing an action plan (defining the <u>Mandate</u>)

3.   Be Familiar with Theoretical Concepts of Leadership and Participation

   Elements of Performance
   Participants will be able to utilize and/or discuss selected strategies from the following topic areas:

   - Identifying and contacting potential participants amongst <u>diverse groups</u>
   - Developing a plan for involving volunteers and partners
   - Conducting effective meetings

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4.   Develop Awareness of Community Action and Intervention Processes

    Elements of Performance
    Participants will be able to utilize and/or discuss selected strategies from the following topic areas:

- Designing community interventions
- Adapting community interventions for different cultures and communities
- Developing a plan for <u>advocacy</u>

5.   Have an Understanding of Evaluation Processes

    Elements of Performance
    Participants will be able to utilize and/or discuss selected strategies from the following topic areas:

- Utilizing a framework for program evaluation
- Developing an evaluation plan
- Measuring success: gathering and using <u>community level indicators</u>

6.   Become Familiar With Methods for Promoting and Sustaining the Initiative

    Elements of Performance
    Participants will be able to utilize and/or discuss selected strategies from the following topic areas:

- Utilizing promotional strategies
- Developing a plan for <u>financial sustainability</u>
- Strategies for sustaining the initiative

7.   Interact with others in a community development initiative in ways that contribute to effective working relationships and the achievement of goals.

    Elements of the Performance
- Identify the tasks to be completed.
- Establish strategies to accomplish the tasks.
- Identify roles for members of the team/group, including related professionals, paraprofessionals, non-professionals, and agency personnel.
- Clarify one's own roles and fulfil them in a timely fashion.
- Treat other members of the group equitably and fairly.
- Contribute one's ideas, opinions and information while demonstrating respect for the contributions of others.
- regularly assess the group's progress and interactions and make adjustments when necessary.
- Apply relevant professional ethics, attitudes and practices.

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8.   Engage in ongoing self-assessment and self-care which promote awareness and enhance professional performance.

         Potential Elements of the Performance:
- Describe own professional role and identity
- Articulate personal career goals within the context of lifelong learning
- Plan and implement self care strategies in order to maintain personal and professional well being

9.   Communicate clearly, concisely and correctly in the written, verbal and visual form that fulfils the purpose and meets the needs of the audience.

         Potential Elements of the Performance:

- Plan and organize communications according to the purpose and audiences.
- Choose the format appropriate to the purpose.
- Incorporate the content that is meaningful and necessary.
- Produce material that conforms to the conventions of the chosen format.
- Use language and style suited to the audience and purpose.
- Ensure that the materials are free from mechanical errors

III.   TOPICS:

1.   community development – principles and practices
2.   professional identity
3.   relevant professional ethics, attitudes and practices (including self-care)
4.   relationship of CYW/SSW to other professional, paraprofessionals, non-professionals, self-help groups, agencies and clients
5.   career planning in the context of life-long learning

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Many topic areas of course are adapted from information available on the internet through "The Citizen's Handbook" http://www.vcn.bc.ca/citizens-handbook and one of its links, the "Community Toolbox" http://ctb.lsi.ukans.edu/tools
This is a vast web-based resource which is available at no cost to users.

V.   COURSE REQUIREMENTS:

Community Development Project
Working in groups, all students will contribute to and be involved in a community development project, details of which will be finalized in class. Each group will prepare a report on same using criteria to be provided..

Self Presentation
Each student will be required to make one oral self-presentation to the class in response to the following question:

How have your education and experiences prepared you to work in your chosen profession?

Rules:
1.   Time limit: 3-5 minutes (will be rigidly adhered to). Ability to stay within the time limit will be reflected in the grading.
2.   For further grading consideration, students will have to convince the instructor that the subject matter and language used is their own.
3.   Students' ability to convey a sense of their own commitment to the subject, and a sense of their own confidence in the subject matter will be reflected in the grading.
4.   Students will not be permitted to use notes of any kind, nor to ask questions of the audience. Neither the instructor nor the others in the audience will be permitted to ask questions of or comment to the presenter.
5.   Memorizing and "rote recall" will be viewed as an unfavourable presentation style.
6.   Obvious duplication of other students' presentation content/style is discouraged

Recommendation:

This project addresses skills needed to make effective oral presentations. It is presented in this course partially as a preparation for employment interviews. To obtain full benefit of this learning experience it is suggested that students "dress for the occasion", and do some research on "effective presentation skills".

Short Essays
Students will complete three essays designed to consolidate self-awareness with regard to completion of the program, and preparing for a career as a professional. Each essay will be assigned at intervals during the course. The course professor will provide each topic and details in class.

Class Participation and Commitment
Attendance, contribution, effort, participation, and feedback will all be essential. If you miss a class, it is your responsibility to find out what was done. This course has both theoretical and experiential components, involving considerable discussion and self-directed learning.

VI. EVALUATION PROCESS/GRADING SYSTEM:

Community Development Project:
    Individual Contributions to Project   20%
    Final Report on Project (one paper per group)   20%

Three Essays (3 x 10%)   30%

Self Presentation   10%

Attendance and Participation   20%

The following semester grades will be assigned to students in postsecondary courses:

Grade	Definition	Grade Point Equivalent
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see *Policies & Procedures Manual – Deferred Grades and Make-up*).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

VII. SPECIAL NOTES:

Special Needs:
If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:
The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VIII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

IX. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.