



## I. COURSE DESCRIPTION

Community Development is a specialization in the human service field. Its focus is on building healthy communities through processes which are inclusive, 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 theoretical exploration and practical application of select Community Development practices.

In addition, the course will focus on the student's growth and development as a professional. Professionalism and creativity will be a mainstay of the course with a particular emphasis on personal and professional commitment pertinent to the student's final semester.

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will:

### 1. Demonstrate an understanding of community in its broader 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 the collaborative planning processes

#### Elements of Performance

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

- Developing vision and mission statements
- Creating objectives strategic goals and directions
- Developing an action plan defining the mandate

**3. Be familiar with theoretical concepts of leadership and participation**

**Elements of the performance**

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

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

**4. Develop awareness of community action and intervention processes**

**Elements of the 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 advocacy

**5. Have an understanding of evaluation processes**

**Elements of the 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 community level indicators

**6. Become familiar with methods for promoting and sustaining the initiative**

**Elements of the performance**

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

- Utilizing promotional strategies
- Developing a plan for financial sustainability
- 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.

**8. 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

**111. REQUIRED RESOURCES/TEXTS/MATERIALS:**

*Homan, M. (1999.) Rules of the game: Lessons from the field of community change, Brooks Cole*

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" [ctb Isi ukans tools](#)

This is a vast web-based resource which is available at no cost to users.

Links to huge resource base for current and future use. Additional web links are found on LMS.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Skill Development and Participation	30%
Requisite Documentation	20%
Group CD Proposal	20%
In Class Reflection Circle (post WALK)	10%
Final Assignment: Choice of format	
a. Becoming a Community Developer (Written Assignment)	20%
b. Becoming a Community Developer (Video Assignment)	20%

**VI. COURSE REQUIREMENTS:**

Refer to the description and grading criteria for each of the course requirements distributed under separate cover. All assignments need to be completed in type written format and will not be accepted otherwise. Late assignments will lose one mark per day. It is the student's responsibility to inform the professor of any issue that may interfere with their ability to complete assignments or write tests on time. **Students will not be permitted to write tests and/or complete assignments if they have not communicated with the professor before the due date of the assignment or the day of the test.**

***1. Skill Development and Participation***

The student's skill development and participation mark for this course does not only include their attendance in class (determined by adding up the total number of classroom hours and the total number of hours student attended) but also reflects their ability to participate in this course at a professional level. This includes coming prepared for class, participating in discussions and group work with professionalism, respecting the ideas and opinions of classmates, a willingness to view situations and issues from another person's perspective and the ability to support classmates during presentations. It is an opportunity for students to hone the CYW professional skills that they have been developing since first year. (Refer to CYW Code of Ethics for further detail).

***2. Community Development Project***

This course is project driven. The event to be planned is the 12<sup>th</sup> Annual W.A.L.K.

**The event will take place April 7, 2012. Attendance is of course, compulsory. Children, family, and friends welcome and encouraged to attend.**

Working in groups, all students will contribute to and be involved in this community development project. Students will be responsible for participating as a member of committee and will be required to track their progress in all committee and event planning meetings. Evaluation of their completion of tasks and participation will be captured through the submission of requisite documentation.

**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.

**Students who do not attend the actual day of the W.A.L.K. will lose 5% of their attendance and participation mark.**

### ***3. Group Community Development Proposals ~ Dragon's Den***

Working either individually or in small groups (2 or 3 to a group), consider the community of which you are a member. If you choose to work in a group, your group can be formed with the members of your committee or you may choose to work with others. Everyone must be part of a group.

With your group's input determine a community development initiative that would meet the criteria as described in Chapters 1 and 2 of the course text, *Rules of the Game*. Each group will be required to present their initiative to the class and to members of the 2<sup>nd</sup> CYW 'Dragons Den' (similar to CTV Television Program of the same name). The Dragon's Den will be comprised of community members (up to 4 members) who have experience with community development and will be asked to provide feedback and recommendations for success.

### ***4. In Class Reflection Circle (post-WALK)***

Students will participate in a 1 ½ hour debriefing of this event, exploring their personal development over the course of the program and their development of this event. Areas such as identifying the strengths and challenges of developing a project such as this will be discussed, as well as specific aspects related to their individual and group work over this course. The date for this reflection circle and details related to the grading criteria will be discussed at the first class.

**Students will need to be in attendance for this session in order to be evaluated.**

### ***5. Final Assignment***

In this assignment entitled, 'Becoming a Community Developer', students will discuss 4 concepts that they have learned about over the semester from the lectures, power points, exercises and class discussions. Students may also draw on their participation in the WALK as a committee member. This assignment is intended to illustrate the students overall understanding of the concepts and experiential components of this course. Students will need to use your text (*Rules of the game: Lessons from the field of community change*, (course text) to support their assertions.

They students have a choice between:

#### **a. Written Format:**

In 4-5 pages, type written and in APA format. The paper will address the concepts outlined above. In-text citations and a reference page citing this book is required. Students may choose to use other sources however it is not necessary for this assignment.

**b. Video Format**

Students will have a choice to do this assignment in written or video format. The length of the video assignment should be no longer than 15 minutes and address the same requirements as the written assignment. Students will show proof of permission of those they may feature in their video. The video needs to be submitted in a format consistent to that of the videos submitted for their counselling tapes.

**The following semester grades will be assigned to students in post-secondary courses:**

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

**NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.**

**VI. SPECIAL NOTES:**

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

*Students may not be allowed to enter the classroom once the class has begun depending on the focus of that session. Students may be asked to wait until the break to enter the classroom however the final decision rests with the professor.*

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.