

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Community Development

CODE NO. : CYW329 **SEMESTER:** 6

PROGRAM: Child and Youth Worker

AUTHORS: CYW Faculty

PROFESSOR: Donna Mansfield BSW, RSW, CCW, CYC (Cert.)

DATE: Jan. 2013 **PREVIOUS OUTLINE DATED:** Jan. 2012

APPROVED: "Angelique Lemay" Nov/12

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S):

HOURS/WEEK: 3 Hours/Week

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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.

IV. EVALUATION PROCESS/GRADING SYSTEM:

Skill Development and Participation	30%
Requisite Documentation	10%
Test #1	10%
Group CD Proposal	20%
Final Assignment: In Class Reflection Circle (post WALK) and Paper	30%

V. COURSE REQUIREMENTS:

Skill Development and Participation:

This course is project driven. All three parts of this project will happen simultaneously over the semester. Their mark will reflect their involvement in all three components of this course, as follows:

1. Attendance (10%):

Attendance and participation will be calculated based on a 3 hour class over a 15 week period (45 hours). 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. Their participation will include their ability 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 committee meetings and planning sessions.

2. Fundraising Initiative (10%):

At the beginning of this course students will put out a call for proposals to community partners for a fundraising initiative. Students will interview and evaluate proposals submitted by community partners and then choose a recipient agency. Once this is completed they will be expected to participate in a fundraising initiative with all the proceeds going to this agency. Students are expected to raise a minimum of \$100 over the course of the semester.

3. Community Development Project (10%):

Working in groups, all students will contribute to and be involved in this community development project geared to supporting children and families in our community. 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 to plan a one-day free family event. Evaluation of their completion of tasks and participation will be captured through the submission of requisite documentation. The event to be planned is the 13th Annual W.A.L.K. **The event will take place April 6, 2013. Attendance is of course, compulsory. Children, family, and friends welcome and encouraged to attend.** Students who do not attend the actual day of the W.A.L.K. will lose 10% of their attendance and participation mark.

Group Community Development Proposals

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.

5. Final Assignment: In Class Reflection Circle (post WALK) and Paper

This final assignment has two mandatory components:

1. Students will participate in a 1 ½ hour debriefing of this event, (what worked, what didn't) and any suggestions for improvement. Students will speak briefly about their personal experience at this event and incorporate aspects of their written assignment (Becoming a Community Developer) into their oral reflections.
2. In this written 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.

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

6. Test.

Students will complete one test. The date will be determined in the first class.

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.**

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.