

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: CAPACITY BUILDING FOR COMMUNITIES

CODE NO. : NSW 102 **SEMESTER:** 1

PROGRAM: SOCIAL SERVICES WORKER-NATIVE

AUTHOR: SSW-NATIVE FACULTY

DATE: Sept. 2005 **PREVIOUS OUTLINE DATED:** Sept. 2004

APPROVED:

	_____	_____
	DEAN	DATE

TOTAL CREDITS: 3

PREREQUISITE(S):

HOURS/WEEK: 3 - 15 WEEKS

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For additional information, please contact, Dean
School of Health and Human Services
(705) 759-2554, Ext. 603/689

I. COURSE DESCRIPTION:

The concept of community is intrinsically tied to the Native cultural identity. Collective identity can be empowering or the target of oppression. Community organizers work to help communities build or regain capacity to change and/or grow. Capacity involves attaining knowledge and skills to build and change. Mastering these skills creates a sense of empowerment. Belief in the ability to accomplish change is essential to capacity building. This leads to successful community development. This course will introduce students to these concepts and their roles in capacity building.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Distinguish between capacity building, community organizing and development.Potential Elements of the Performance:

- Differentiate between capacity building, community organization and development
- Identify community assets as resources

2. Identify several approaches to community organizing.Potential Elements of the Performance:

- Demonstrate knowledge of influences and impacts of the federal, provincial, municipal and First Nations governing bodies
- Recognize the different areas where organizing occurs (individual/group/community)
- Communicate the different approaches to community organizing

3. Clarify the role of the community organizer.Potential Elements of the Performance:

- Link the importance between human and community development
- Recognize the difficulties/barriers to organizing
- Convey familiar with the role of leaders
- Assess the participation levels of community members

4. Articulate the concepts and tools related to community empowerment.

Potential Elements of the Performance:

- Describe the general principles of community development
- Utilize community maps to identify community strengths and determining community needs
- Explore the importance of identifying community assets and human capital
- Ascertain the process of determining community needs that drive community development

5. Link the different ways community can be defined to community organization.

Potential Elements of the Performance:

- Define different types of communities
- Develop an understanding and connect the meaning of community as it relates to individuals
- Develop an appreciation of multicultural and diverse communities

6. Define mobilization and the strategies involved in community development.

Potential Elements of the Performance:

- Understand the significance of motivation of community members
- Realize the importance of leadership and mobilization
- Apply the strategies involved in sustainability

7. Defend the role of research in community development.

Potential Elements of the Performance:

- Define different types of community research
- Discover community in relation to the past, present and future when completing consultations and assessments.

8. Distinguish between needs assessment and program planning and design.

Potential Elements of the Performance:

- Understand the importance of needs assessments
- Characterize the elements of project planning, project design.
- Communicate the relevance of project management and evaluation

9. Adopt effective skills for community organizing and development.

Potential Elements of the Performance:

- Describe and participate in community building exercises
- Implement community organizing and development into a community project

III. TOPICS:

1. Community Organizing / Development
 - Communities Defined
 - First Nation Communities
2. Concepts and Tools of Community Development
 - Community Evaluations
 - Assets based Development
 - Community Participation
 - The role of the Organizer
3. Community Development in Action
 - Research
 - Mobilization
 - Sustaining Community Developments
4. Skills for Community Development/Organizing
 - Becoming an organizer
 - Using Organizing Skills in the Future
5. Social Production Project
 - Planning
 - Funding
 - Implementation
 - Management
 - Evaluation

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Bopp, M. & Bopp, J. (2001). *Recreating the World: A practical guide to building sustainable communities*. Four Worlds Press, Calgary, Alberta (ISBN: 0-6988233-0-0)

EVALUATION PROCESS/GRADING SYSTEM:

<u>ASSIGNMENTS/EXAMS</u>	<u>WORTH</u>	<u>DUE</u>
<ul style="list-style-type: none"> • Quizzes = 3 x 20% 	60%	Week of Q1) Oct. 3 Q2) Nov. 21 Q3) Dec. 19
<ul style="list-style-type: none"> • Agency Comparison Paper 	10%	
<ul style="list-style-type: none"> • Community Project: <ul style="list-style-type: none"> I. Planning/ Participation of Project: 10 points II. Project Management: 10 points III. Personal Evaluation: 5 points IV. Class Attendance 5 points 	30%	

1. **Quizzes:** The four (4) quizzes for the course will test on individual units covered for each evaluation. They will not be comprehensive. Quizzes **CANNOT** be rewritten in order to obtain a higher grade. Tests will only be individually rescheduled, at the discretion of the professor, for substantiated reasons for absence on quiz day. Students requiring rescheduling must make arrangements directly and **IMMEDIATELY** with the professor.
2. **Agency Comparison Paper:** Students will produce a four – six page (double-spaced 12 font) paper that compares and contrasts information received from the two guest speakers (from First Nation and non-Native urban economic development agencies) on the issues and approaches to working with and on community projects. Students will supplement the guest speakers' information with material from at least two other resources related to the differences between First Nation and urban development (can be historical). The text may be used as one of the resources if appropriate.
3. **Community Project:** Students will receive a total of 30 points for this project through their participation in the planning and facilitation of the event (given their respective committees/roles). Marks will be distributed among four areas:
 - I. Planning/ Participation of Project: 10 points
Each student is expected to participate in the planning and facilitation of a community event. The event will be scheduled for the first week of December. The community event will assist the student in developing skills in planning and facilitation of a community activity that promotes community participation and meets the needs of the targeted population. The event will evolve around a family activity promoting family togetherness and community participation. Students will brainstorm and decide on a theme for the family event.

Once a theme has been identified, students will be broken up into committees that correspond to tasks that will be required in order to run the event. Further information will be provided outlining the possible committees and duties of committee members.

Students will also set up a Class Chapter with the Student Council. From this chapter the students will nominate and elect a class president, treasurer, secretary etc. Marks will be based on the participation within the respective committees, documentation of participation (through committee minutes) and attendance and participation at the actual event.

II. Project Management: 10 points.

Students will be required to complete a detailed plan describing the tasks and activities involved in preparing and facilitating the community event. Each committee will be required to submit a detailed Time Management Chart outlining the tasks required, time frame to be completed and identify who will be responsible for completing each task. The Project Management will be marked based on group (committee) submission.

III. Personal Evaluation: 5 points

Each student will prepare a two page personal evaluation describing the community event experience. Students are encouraged to write about the positive aspects learned throughout the process as well as the frustrating points. This paper is expected to be a reflective paper that describes the student's thoughts and experiences as the student moved from planning to facilitating the event.

IV. Class Attendance: 5 points

Attendance in class is essential to planning and preparing for the community project. Class time will be given to work on the planning of the community project. Students will be required to be in attendance to participate in their respective groups

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

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

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.

VI. SPECIAL NOTES:

Attendance: Students must attend a minimum of 75% of scheduled class time to be eligible to pass this course. Those who do not meet this requirement will receive an F for this course.

Late Assignments: ALL assignments are to be handed in **on the due date** and are to be typewritten. Any late assignments will be penalized 1% per day late and will be accepted up to 5 days late.

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 E1101 or call Extension 703 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.

All assignments are to be handed in on the

VII. 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.

VIII. 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.