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:**	5

PROGRAM:	SOCIAL SERVICES WORKER-NATIVE SPECIALIZATION (1218) Oshki-Pimache-O-Win, Thunder Bay Delivery

AUTHOR:	Michelle Proulx

DATE:	June 14	**PREVIOUS OUTLINE DATED:**	June 13

APPROVED:	*"Angelique Lemay"*	*Jul. 2014*
	_____	_____
	DEAN	**DATE**

TOTAL CREDITS:	4

PREREQUISITE(S):

WEEKS:	15 WEEKS (additional time is required outside of class for a community based project)

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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.   Community 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

V.   EVALUATION PROCESS/GRADING SYSTEM:

ASSIGNMENTS/EXAMS	WORTH
o **Brainstorm and Team Work Exercise**	**10%**
o **Participation and Attendance**	**5%**
o **Test = 2 x 20%**	**40%**
o **Asset Mapping Assignment**	**15%**
o **Community Project:**	**30%**

- I.   Planning/ Participation of Project (10 %)
- II.   Project Management(10 %)
- III.   Personal Evaluation (5 %)
- IV.   Project Planning Class Attendance (5 %)

Brainstorm and Team Work Exercise. This in class group exercise will allow students to develop problem solving skills within a group setting. The process will allow students to practice problem solving from a non-judgmental, cooperative and strength based point of view. After the in -class exercise is completed students will write a 2-3 page paper explaining the problem solving model and describing their thoughts on the process. Students cannot write the paper if they did not attend class during the in class exercise.

Attendance and Participation: This portion of the class will be assessed using the Attendance and Participation Rubric. Students will be graded on attendance for all classes, preparedness for class including assigned readings, contribution to discussions, and the ability to communicate effectively during in-class activities. Students are expected to arrive on time for all classes, and utilize MOODLE for course materials.

Quizzes: The two (2) quizzes for the course will test on sections covered from the Recreating the World text and class lecture. Each quiz will cover new material, therefore 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.

Asset Mapping Assignment: Students will examine a community scenario and complete a series of community asset maps by identifying community strengths, partners and relationships. The community scenario will be used to apply the information from the text, lectures and additional resources to respond to a series of questions identifying the community leaders, community skills and barriers. A detailed outline will be provided by the professor.

Community Project: Students will receive a total of 30% for this project through their participation in the planning and facilitation of a community event. The event will be scheduled between the end of March and the first two weeks of April. The community event will assist the student in developing skills in planning facilitation of a community activity and working with other teams to accomplish the main goal of hosting a community event. The event will be based on creating awareness of a social issue while promoting togetherness and community participation. Students will brainstorm and decide on a theme for the family event.

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Marks for the community project will be distributed among four areas:

I. Planning/ Participation of Project: 10 %
> Students will be divided into teams. Each team will contribute to the overall completion of the event.   Participation will be based on the student's active role and contribution to their team. This will often be documented in the team minutes and agendas.

II. Project Management Chart: 10 %
> Students will be required to complete a detailed plan describing the tasks and activities involved in preparing and facilitating the community event. The class will be divided into several teams in order to accomplish their assigned tasks. Each team will be required to submit a detailed Project Management Plan outlining the tasks required, time frame to be completed and identify who will be responsible for completing each task. The Project Management Plan will be marked based on group (team) submission.

III. Personal Evaluation: 5 %
> Each student will complete a 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. Students will also be asked to evaluate their own performance throughout the project.

IV. Class Attendance: 5 %
> 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 teams.

The following semester grades will be assigned to students:

Grade	Definition	Grade Point Equivalent
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:

Distribution and Submission of Assignments

To assist students in time management and organizational skills the following policy and practices will be followed by your core professors in your program.

Distribution of Assignments

- Campus schedules (subject to change) are provided to students at the beginning of the semester, outlining due dates for all assignments for the course.

- All assignments are provided in the form of a detailed outline and explained in class. Detailed outlines of assignments are provided either in hard copy or posted on MOODLE.

- Efforts are made by professors to balance out the workload for the core SSW-NS courses. Each student is responsible for personal time management to monitor upcoming assignments and to plan accordingly.

- When students are absent and miss assignment outlines and explanations, it is the student's responsibility to obtain the assignment from MOODLE or your professor. It is recommended students who miss assignment outlines and explanations contact their faculty through e-mail to seek clarification.

- Make note of any in-class assignments. It might not be possible to make these up if missed, due to the nature of the assignment.   If an alternative make-up assignment option is given to replace missed in-class assignments it may not carry the same weight in the grading system due to the nature of the assignment.

Submission of Assignments

- ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS: All written assignments are to be submitted on the due date, generally at the beginning of class. Your professor will announce when they will collect the assignment, and after assignments have been collected, any assignment submitted after class are subject to a 1% deduction until midnight of the original due date. For example, if an assignment is worth 10%, the student will earn no more than 9% for that assignment.

- LATE ASSIGNMENTS: Once an assignment is considered late the student will consult with the professor to determine whether an assignment will be accepted for marking or whether deductions apply. Each assignment will outline submission criteria and late policy. Due to the nature of each assignment deductions may vary for late submissions. Additionally, some in class assignments or marked assignments already returned to the students may not be accepted. It is the student's responsibility to communicate with the professor when the student misses a submission due date.

- HARDCOPY AND ELECTRONIC SUBMISSIONS: All assignments are to be submitted electronically to the professor. Instructions will be provided on MOODLE or on the assignment outline.   Please ensure you read and carefully follow the instruction for each assignment.   When an assignment outlines require students to submit a hard copy, they must also submit an electronic copy. The assignment will be marked when both formats have been received.

Students are preparing to enter a profession where deadlines are integral to service delivery and advocacy. It is anticipated that students develop a work ethic which encompasses time management skills.

Classroom Courtesy

To provide a respectful learning environment the use of cell phones, MP3 players and the like are not permitted in the classroom. Cell phones may be set on vibrate if expecting an urgent message. Students will be asked to leave the classroom when the use of these devices is utilized.   If the use of cell phones becomes too distracting, students may be asked to leave their phones at the front desk until the end of class.

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The use of computers may assist some students to take notes during class; however, the use of social network sites, such as Facebook or surfing the internet with non-class related sites is distracting. Students using computers in this way will be asked to turn their computers off.

Students are expected to be prepared for each class by being on time, having read the assigned course material. Students are advised to review each class course outline and assignments and discuss questions and concerns with the faculty.

Late Arrivals: If late arrivals become a pattern, once the classroom door has been closed, the learning process has begun. Late arrivals may not be granted admission to the room until the break.

Chatting and whispering amongst students during lectures or presentations distracts the professor and fellow students. Students are expected to consider how their behavior impacts other students' learning and the professor's presentation.

Students are encouraged to focus and refrain from talking to other students during lectures or presentations.

<u>Participation and Attendance</u>

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.

Significant learning takes place in the classroom through an interactive learning approach; therefore, it is an expectation that students attend classes regularly to contribute to the academic performance and development of professional skills.

Students will be graded on attendance for on campus and centra classes. Course participation and attendance will be evaluated using a standard rubric. This rubric highlights key areas of participation and attendance. Students will be evaluated using this rubric twice throughout the semester. The first evaluation occurs at midterm to alert the student to any areas of improvement and again at the end of the semester.   Each evaluation s worth 20 points and the final mark will total 40 points. This mark will be converted to a percentage grade.

By midterm the professor will calculate the attendance and a letter will be distributed to the students who require a plan to address the attendance concern. Students who have missed more than 40% of scheduled classes will meet with

the professor to discuss the program and course expectations and create a plan which addresses attendance concerns.

A pattern of absences or lateness may result in academic consequences which may include failure in the course, ineligibility for fieldwork component of the program, implementation of a learning/success contract, suspension or withdrawal from fieldwork.

Students are encouraged to communicate with the professor when absences are anticipated and immediately returning from an absence.   It is the student's responsibility to catch up on any notes and material missed when absent.

VII. COURSE OUTLINE ADDENDUM

1. 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.

2. 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.

3. Prior Learning Assessment:
   Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

   Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

4. Accessibility Services:
   If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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5.　　Communication:
The College considers *Desire2Learn (D2L)* as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.

MOODLE is the online course management system used by OSHKI. This will be the student's main source for course information.

6.　　Academic Dishonesty:
Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct.* 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.

7.　　Tuition Default:
Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November (fall semester courses), first week of March (winter semester courses) or first week of June (summer semester courses) will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8.　　Student Portal:
The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to https://my.saultcollege.ca.

9. <u>Recording Devices in the Classroom:</u>
    Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.