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: Oct 2016   **PREVIOUS OUTLINE DATED:** June 15

APPROVED: "Angelique Lemay"   Oct 2016

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                 DEAN   **DATE**

TOTAL CREDITS: 4

PREREQUISITE(S): None

HOURS/WEEK: 4

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

III.   TOPICS:

1.   Community Organizing / Development

2.   Concepts and Tools of Community Development

3.   Community Development in Action

4.   Skills for Community Development/Organizing

5.   Community Project

6.   Community Organizing / Development

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:

Team Work In-Class Exercises (2 x 5%)	10%
Quizzes (3 x 10%)	30%
Mapping Assignment	10%

Community Project:
- Task Completion as Community Organizer (20%)
- Skill Demonstration to Empower and Mobilize (20%)
- Personal Evaluation (10 %)   50%

TOTAL   **100%**

TEAM WORK IN-CLASS EXERCISES: Two in-class group exercises will allow students to develop problem solving skills within a group setting. The process involves problem solving from a non-judgmental, cooperative and strength based point of view. After each in-class exercise is completed students will write a reflection paper. Details will be provided by the professor.

QUIZZES: There will be 3 quizzes from the content of *Recreating the World*. Details will be provided by the professor.

MAPPING ASSIGNMENT: Students will examine a community scenario and complete a series of maps identifying community assets, strengths, partners, relationships and needs. Each student will then complete a written report to respond to a series of questions based on the community scenario identifying the community leaders, community skills and barriers. Details will be provided by the professor.

COMMUNITY PROJECT: Students will participate in a semester-long community development project following the guiding principles from *Recreating the World*. The role as a community organizer involves experiential learning, cooperative planning, fundraising, organizing and working as a team to facilitate an event and mobilize community members. This project will require active in-class attendance and participation and approximately 40 hours of out-of-class time which includes students' active role to assist in facilitating the event, scheduled within the first two weeks of April. Details will be provided by the professor.

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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI.   SPECIAL NOTES:

Please refer to the Oshki-Pimache-O-Win SSW-NS program policy and procedure documentation. Note that MOODLE is the equivalent to D2L or LMS for Thunder Bay Delivery.

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.

VII.   COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.