



COURSE OUTLINE: NSW0102 - CAP.BUILDING COMMUNI

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Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	NSW0102: CAPACITY BUILDING FOR COMMUNITIES					
Program Number: Name	1120: COMMUNITY INTEGRATN					
Department:	C.I.C.E.					
Semesters/Terms:	20W					
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.					
Total Credits:	4					
Hours/Week:	4					
Total Hours:	60					
Prerequisites:	There are no pre-requisites for this course.					
Corequisites:	There are no co-requisites for this course.					
Essential Employability Skills (EES) addressed in this course:	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>					
Course Evaluation:	Passing Grade: 50%, D					
Course Outcomes and Learning Objectives:	<p>Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:</p> <table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Distinguish between capacity building,</td> <td>1.1 Differentiate between capacity building, community organization and development.</td> </tr> </tbody> </table>		Course Outcome 1	Learning Objectives for Course Outcome 1	1. Distinguish between capacity building,	1.1 Differentiate between capacity building, community organization and development.
Course Outcome 1	Learning Objectives for Course Outcome 1					
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community organizing and development.	1.2 Identify skills, resources and strategies used in each to address inequities in determinants of health and well being.
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Identify several approaches to community organizing and capacity building.	2.1 Demonstrate knowledge of influences and impacts of the federal, provincial, municipal and First Nation governing bodies. 2.2 Recognize the different areas where organizing occurs (individual/group/community). 2.3 Communicate the different approaches to community organizing.
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Clarify the role of the community organizer, developer and capacity builder.	3.1 Link the importance between human and community development. 3.2 Recognize the difficulties/barriers to organizing. 3.3 Convey familiarity with the role of leaders. 3.4 Assess the participation levels of community members.
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Articulate the concepts and tools related to community empowerment.	4.1 Describe the general principles of community development. 4.2 Explore the importance of identifying community assets, human capital and existing capacity. 4.3 Ascertain the process of determining community needs and inequities in determinants of health and well being that drive community development.
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Define mobilization and the strategies involved in community development and capacity building.	5.1 Understand the significance of motivation and participation of community members. 5.2 Connect the importance of leadership and mobilization to development and capacity building . 5.3 Apply the strategies involved in sustainability.
Course Outcome 6	Learning Objectives for Course Outcome 6
6. Defend the role of research in community development.	6.1 Define different types of community research. 6.2 Discover and empower community in relation to the past, present and future when completing consultations and assessments.
Course Outcome 7	Learning Objectives for Course Outcome 7
7. Distinguish between needs assessment and program planning and design.	7.1 Identify community needs to guide assessment and program planning. 7.2 Characterize the elements of project planning, project design. 7.3 Communicate the relevance of project management and evaluation.
Course Outcome 8	Learning Objectives for Course Outcome 8
8. Adopt effective skills for community organizing and development.	8.1 Participate in community building exercises. 8.2 Plan and facilitate community engagement. 8.3 Analyze an effective capacity building and/or community development proposal.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
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Applications Project	35%
Effective Proposals	15%
Federal Ministries Connection to Indigenous Capacity	20%
Quizzes (2 x 15%)	30%

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group



4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date: August 28, 2019

Addendum: Please refer to the course outline addendum on the Learning Management System for further information.

