



## COURSE OUTLINE: SSW0300 - SUSTAINABLE COMMUNIT

Prepared: Judi Gough, MSW,RSW

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

<b>Course Code: Title</b>	SSW0300: CREATING SUSTAINABLE COMMUNITIES
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Semesters/Terms:</b>	19F
<b>Course Description:</b>	This course introduces students to community development and capacity building approaches. Students will develop basic understanding of theoretical frameworks for community change, and acquire basic skills in effective community building skills. Students will gain experience with community capacity strategies that promote community well-being. Significant group and team work is expected.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Essential Employability Skills (EES) addressed in this course:</b>	<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>
<b>Course Evaluation:</b>	Passing Grade: 50%, D
<b>Other Course Evaluation &amp; Assessment Requirements:</b>	Students are to review, understand and adhere with the SSW Course Addendum & Class Guidelines and the SSW Program Policies & Procedures Manual. Professor considers this with respect to final grade assigned in course.
<b>Course Outcomes and Learning Objectives:</b>	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:



<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
Demonstrate an understanding of the concept of community.	<ul style="list-style-type: none"> <li>a) Students will identify and discuss various definitions and concepts of community</li> <li>b) Students will understand and apply the importance of community in the lives of individuals and families</li> <li>c) Students will identify and discuss the influence of social determinants related to healthy communities</li> <li>d) Students will understand and discuss basic community characteristics</li> <li>e) Students will gain knowledge of community organizations and factors related to how they respond to community needs</li> <li>f) Students will integrate their personal experience of community into a theoretical understanding</li> </ul>
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
Identify and assess diverse needs and experiences of communities, individuals, groups and families to promote accessible and responsive programs and services	<ul style="list-style-type: none"> <li>a) Students will develop effective helping relationships that addresses intersectionality and incorporates variables such as culture, ethnicity, age, ability, developmental stage, race, religion, gender, sexual orientation, social and economic class, and family structure</li> <li>b) Students will apply understanding of how social determinants influence community</li> <li>c) Students will use a structural analysis process and anti-oppressive framework that identifies underlying social structures to describe issues affecting individuals, families, groups and communities and incorporates anti-oppressive practice</li> <li>e) Students will employ tools and processes that engage the student in reflective practice and critical thinking</li> </ul>
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
Demonstrate understanding of community change processes	<ul style="list-style-type: none"> <li>a) Students will identify and discuss knowledge of community practice principles</li> <li>b) Students will express understanding of forms of capital and how these relate to communities</li> <li>c) Students will understand and apply theoretical frameworks for community practice</li> <li>d) Students will apply social work values and ethics in the process of community change</li> <li>e) Students will reframe the concept of a social work client as applied to working with communities</li> </ul>
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
Demonstrate basic ability to assess, plan and deliver change or supportive strategies that promote social and economic justice	<ul style="list-style-type: none"> <li>a) Students will identify and discuss assessment and community building tools and processes</li> <li>b) Students will recognize and engage natural support systems and networks within communities</li> <li>c) Students will demonstrate engagement and team leadership skills (micro and mezzo level)</li> <li>d) Students will demonstrate effective meeting skills (agendas, group facilitation, verbal and written communication and documentation, presentation skills, etc.)</li> <li>e) Students will demonstrate basic abilities to set goals and evaluate progress in meeting goals</li> </ul>

f) Students will incorporate the OCSWSSW Code of Ethics and Standards of Practice into their work within communities

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Case studies/tests	35%
Community Knowledge Assignment	15%
Community Project	40%
Skill development	10%

**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:**

October 4, 2019

**Addendum:**

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

