

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**CICE COURSE OUTLINE**

**COURSE TITLE:** Community Organization: Creating Sustainable Communities  
**CODE NO. :** SSW 300 **SEMESTER:** FALL  
**MODIFIED CODE:** SSW 0300  
**PROGRAM:** Social Service Worker Program  
**AUTHOR:** J. Gough/SSW faculty  
**MODIFIED BY:** Marnie Bunting, Learning Specialist CICE Program  
**DATE:** Sept. 2012 **PREVIOUS OUTLINE DATED:** N/A  
**APPROVED:** "Angelique Lemay" Sept. 2012  

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***Dean, School of Community Services  
and Interdisciplinary Studies*** **DATE**

**TOTAL CREDITS:** 3  
**PREREQUISITE(S):** SSW0105, SSW0121  
**HOURS/WEEK:** 3

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**I. COURSE DESCRIPTION:**

This course introduces CICE students to community development and capacity building approaches. Students will develop skills in effective community assessments and mobilizing community assets. Students will gain experience with community capacity strategies that promote social change. Significant group and team work is expected.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

**Upon successful completion of this course, the CICE student will, with the assistance of a Learning Specialist, demonstrate the basic ability to:**

**1. Demonstrate an understanding of the concept of community.****Potential Elements of the Performance:**

- Students will identify and discuss various definitions and concepts of 'community'
- Students will understand and apply the importance of community in the lives of individuals and families
- Students will identify and discuss the influence of social determinants related to healthy communities
- Students will understand and discuss basic community characteristics
- Students will gain knowledge of community organizations and factors related to how they respond to community needs
- Students will integrate their personal experience of community into a theoretical understanding

**2. Recognize diverse needs and experiences of communities, individuals, groups and families to promote accessible and responsive programs and services.****Potential Elements of the Performance:**

- Students will develop effective helping relationships that incorporate the interrelationships of variables such as culture, ethnicity, age, ability, developmental stage, race, religion, gender, sexual orientation, social and economic class, and family structure
- Students will apply understanding of how biological, sociological, economic, political, environmental, spiritual, cultural and psychosocial variables influence human development and behaviour and shapes community

- Students will recognize the history, culture, traditions, norms and values of individuals and their communities to promote the development of responsive programs and policies
- Students will use a structural analysis process that identifies underlying social structures to describe issues affecting individuals, families, groups and communities and incorporates anti-oppressive practice
- Students will employ tools and processes that engage the student in reflective practice and critical thinking

### **3. Demonstrate understanding of community change**

#### **Potential Elements of the Performance:**

- Students will demonstrate knowledge of community practice principles
- Students will express understanding of forms of capital and how these related to communities
- Students will understand and apply different models of community organization
- Students will understand and apply theoretical frameworks for community practice
- Students will apply social work values and ethics in the process of community change
- Reframe the concept of a social work 'client'

### **4. Demonstrate ability to assess, plan and deliver change strategies that promote social and economic justice**

#### **Potential Elements of the Performance:**

- Students will understand, select and use appropriate tools in assessment and community building
- Students will recognize and affirm natural support systems and networks within communities and how to mobilize to initiate positive change
- Students will know and apply change-focused research, assessment, planning and delivery skills and tools
- Students will demonstrate engagement and team leadership skills (micro and mezzo level)
- Students will demonstrate effective meeting skills (agendas, group facilitation, verbal and written communication and documentation, presentation skills, etc.)
- Student will demonstrate basic evaluation skills
- Students will develop abilities to challenge oppression and discrimination
- Students will incorporate the OCSWSSW Code of Ethics and Standards of Practice into their work within communities

**III. TOPICS:**

- Understanding community change
- Theoretical frameworks for understanding community dynamics
- Relating community change to agency work and professional practice
- Understanding power and the responsible use of power
- Community assessment and planning
- Facilitating a productive planning process, setting goals
- Community change strategies and mobilizing resources
- Community planning and development groups (local/provincial/Canadian)

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Parada, H., Barnoff, L., Moffatt, K., & Homan, M. (2011). *Promoting community change:*

*Making it happen in the real world, First Canadian Edition.* Toronto, ON: Nelson Education.

Students will also be directed to and expected to use other resources as assigned. These will include the following online resources:

Ontario Healthy Communities Coalition available at <http://www.ohcc-ccso.ca/>,  
and  
The Community Toolbox, available at <http://ctb.ku.edu/en/default.aspx>

- V. EVALUATION PROCESS/GRADING SYSTEM:** Further details will be provided in the addendum and posted on LMS.  
(breakdown of tests/assignments and their weights relative to calculating the final grade for the course)

Tests/Quizzes/Exams  
Neighbourhood assessment  
Community Project  
Self/group evaluation paper  
Class participation/in-class activities

Tests/exams cannot be rewritten in order to obtain a higher grade. An exam may be rescheduled, at the discretion of the instructor, for substantiated reasons. The instructor must be notified before the exam by phone or email of your inability to write the exam and the reason. You must make rescheduling arrangements as soon as is possible (within a few days) with me and the testing centre to write the exam. This cannot be done without instructor permission.

Marks may be provided for in-class activities and/or 'pop' tests. Students who are absent for unsubstantiated reasons for the classes where these occur cannot make up the marks. Students who have notified the instructor and have substantiated reasons for their absence may have the opportunity to make up the marks, at the instructor's discretion.

Students are expected to learn and display professional social service worker behaviours. The classroom is an excellent place to begin to practice these. These behaviours are attached in the 'Professional Development and Participation Guidelines'. If everyone in the class develops and uses these skills, we will have a safe and respectful environment to explore and discuss many issues.

ALL assignments are to be handed in on the due date and are to be typewritten. Any late assignments will be penalized at 10% per day late. Assignments will not be accepted one week post due date unless previously negotiated with the instructor. You have the option of using a 'late coupon' for one assignment, one time only. This is available on the LMS course site.

If you are ill and cannot attend class when an assignment is due, you can email that assignment to me through LMS. This will be then be considered the submission date. A hard copy must follow for marking.

**The following semester grades will be assigned to students:**

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

## **VI. SPECIAL NOTES:**

### **Vocational Outcomes and essential employability skills**

This course addresses the SSW vocational outcomes (#1, 2, 3, 5 and 9 ) related to

- identification of micro, mezzo and macro level challenges and interventions,
- recognizing diversity and effective community responses,
- advocacy, and
- promoting social justice, and identifying strengths, resources and challenges of individuals, families, groups and communities .

Additionally, the essential skills outcomes (#1, 2, 4, 5, 6, 7, 8, 10, 11, 12 and 13) regarding effective communication, critical thinking, information management, and interpersonal skill development are addressed.

The course is developed with consideration of the SSW Scope of Practice as articulated by the Ontario College of Social Workers and Social Service Workers. Specifically, the course addresses the following OCSWSSW Practice Principle: SW 6: The provision of services in organizing and/or mobilizing community members and/or other professionals in the promotion of social change ( OCSWSSW Code of Ethics and Standards of Practice Handboo, Second Edition, page 2.)

#### 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.

It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers are welcome to join the class after the break.

Electronic Devices in the Classroom:

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 and 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.

Inappropriate use (as determined by the faculty ) of cellphones or laptops, in the classroom is not acceptable, and will be addressed by faculty. Sanctions may apply as determined by faculty in accordance with the Student Code of Conduct.

Communication:

LMS is the primary tool for ongoing communication between the instructor of the course and students. This will be an especially important tool for students to use during this course. Students are expected to use LMS as their primary communication tool for class projects and contacts.

**VII. COURSE OUTLINE ADDENDUM:**

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

**CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES****ALL EXPECTATIONS MET**

- Demonstrates excellent preparation for class: has read assigned material and references this in class
- Contributes in a significant way to ongoing discussions
- Responds thoughtfully and respectfully to other students' comments
- Takes the risk of verbalizing questions, concerns, disagreements
- Demonstrates consistent, active, on-going involvement in all aspects of the course
- Demonstrates good level of self-understanding and commitment to personal and professional development
- Consistently takes responsibility for asking questions/seeking clarification

- No inappropriate use of laptops, cellphones or other technology
- Consistently uses LMS as required for course
- Has attended at least 90% of classes
  
- MOST EXPECTATIONS MET
  
- Demonstrates good preparation for class, evidence that is familiar with some of the material
- Is prepared with questions and insights from course material
- Contributes regularly to ongoing discussions, generates discussion with questions or insights, responds thoughtfully and respectfully to others' comments
- Consistently takes responsibility for asking questions/seeking clarification
- Demonstrates consistent involvement in most aspects of course
- Demonstrates adequate level of self-understanding and commitment to personal and professional development
- Consistently uses LMS as required for course
- No inappropriate use of laptops, cellphones or other technology
- Has attended a minimum of 80 – 90% of classes
  
- SOME EXPECTATIONS MET, SOME CONCERNS NOTED
  
- Demonstrates adequate preparation, knows basic material
- Appears interested in most of the content of course material
- Initiates and contributes occasionally to class to class discussions, usually respectful of others' opinions and views,
- Usually takes responsibility for asking questions/seeking clarification
- Demonstrates involvement in some aspects of the course
- Demonstrates a limited level of self-understanding
- Personal and professional development as defined by behaviours listed in above categories is not evident
- Occasionally disruptive or inattentive: (involved in side discussions, use of phone or laptop or inappropriate reasons, reading other material during class etc.)
- LMS not regularly accessed and interferes with staying current with course communications and expectations
- Has attended less than 80 % of classes
  
- FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED
  
- Demonstrates minimal preparation, lack of knowledge of material
- Body language has given the impression of disinterest in content of class (sleeping, checking cell phones, not participating in class activities, etc.)

- Participates usually only when called on
- Can be disrespectful of others opinions, can display tendency to dominate discussions or intimidate in ways that may discourage others from participating
- Does not take responsibility for asking questions/seeking clarification, and/or projects blame on others
- Demonstrates minimal involvement in most aspects of the course
- Demonstrates a noticeable lack of self-understanding and lack of commitment to personal and professional development
- Frequently disruptive (involved in side discussions, use of phone or laptop or inappropriate reasons, reading other material during class etc.)
- Infrequent use of LMS which impacted remaining current with course communications and expectations
- Frequent absence has impacted ability to participate

June 2012

**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. 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.

**B. 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.

**C. 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

**D. Evaluation:**

Is reflective of modified learning outcomes.