

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

CICE COURSE OUTLINE

COURSE TITLE: Community Development and Professional Interaction

CODE NO. : CCW318 **SEMESTER:** 4

MODIFIED CODE: CCW0318

PROGRAM: Child and Youth Worker`

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DATE: Jan. 2004 **PREVIOUS OUTLINE DATED:** Jan. 2003

APPROVED:

DEAN **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): N/A

HOURS/WEEK: 4 Hours/Week

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I. COURSE DESCRIPTION:

Community Development is an emerging specialization in the human service field. Its focus is on building healthy communities through processes which are democratic, self-determining and community driven. It connects people in common purposes -transforming conditions and outcomes that matter to them, in areas such as public health, social services and community enrichment. This course will provide a practical application and theoretical exploration of Community Development practices.

In addition, the course will focus on the student's own growth and development as a professional person. Professionalism, ethics and career planning will be featured, with a particular emphasis on personal and professional commitment.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate a basic ability to:

1. **Demonstrate an understanding of the Community Context**
Potential Elements of the Performance:
 Participants will be able to utilize and/or discuss selected strategies from the following topic areas:
 - Identifying the “community” you wish to develop and/or promote
 - Developing a plan for identifying that communities’ needs and resources (both internal and external)
 - Collecting and analyzing relevant information

2. **Demonstrate an Understanding of Collaborative Planning Processes**
Potential Elements of the Performance:
 Participants will be able to utilize and/or discuss selected strategies from the following topic areas:
 - - Proclaiming your dream: Developing vision and mission statements
 - Creating objectives (strategic goals and directions)
 - Developing an action plan (defining the Mandate)

3. **Be Familiar with Theoretical Concepts of Leadership and Participation**
Potential Elements of the Performance:
 Participants will be able to utilize and/or discuss selected strategies from the following topic areas:
 - Identifying and contacting potential participants amongst diverse groups
 - Developing a plan for involving volunteers and partners
 - Conducting effective meetings

4. **Develop Awareness of Community Action and Intervention Processes**
Potential Elements of the Performance:
Participants will be able to utilize and/or discuss selected strategies from the following topic areas:
 - Designing community interventions
 - Adapting community interventions for different cultures and communities
 - Developing a plan for advocacy
5. **Have an Understanding of Evaluation Processes**
Potential Elements of the Performance:
Participants will be able to utilize and/or discuss selected strategies from the following topic areas:
 - Utilizing a framework for program evaluation
 - Developing an evaluation plan
 - Measuring success: gathering and using community level indicators
6. **Become Familiar With Methods for Promoting and Sustaining the Initiative**
Potential Elements of the Performance:
Participants will be able to utilize and/or discuss selected strategies from the following topic areas:
 - Utilizing promotional strategies
 - Developing a plan for financial sustainability
 - Strategies for sustaining the initiative
7. **Interact with others in a community development initiative in ways that contribute to effective working relationships and the achievement of goals.**
Potential Elements of the Performance:
 - Identify the tasks to be completed.
 - Establish strategies to accomplish the tasks.
 - Identify roles for members of the team/group, including related professionals, paraprofessionals, non-professionals, and agency personnel.
 - Clarify one's own roles and fulfil them in a timely fashion.
 - Treat other members of the group equitably and fairly.
 - Contribute one's ideas, opinions and information while demonstrating respect for the contributions of others.
 - regularly assess the group's progress and interactions and make adjustments when necessary.
 - Apply relevant professional ethics, attitudes and practices.

8. **Engage in ongoing self-assessment and self-care which promote awareness and enhance professional performance.**

Potential Elements of the Performance:

- Describe own professional role and identity
- Articulate personal career goals within the context of lifelong learning
- Plan and implement self care strategies in order to maintain personal and professional well being

9. **Communicate clearly, concisely and correctly in the written, verbal and visual form that fulfils the purpose and meets the needs of the audience.**

Potential Elements of the Performance:

- Plan and organize communications according to the purpose and audiences.
- Choose the format appropriate to the purpose.
- Incorporate the content that is meaningful and necessary.
- Produce material that conforms to the conventions of the chosen format.
- Use language and style suited to the audience and purpose.
- Ensure that the materials are free from mechanical errors

III. TOPICS:

1. community development – principles and practices
2. professional identity
3. relevant professional ethics, attitudes and practices (including self-care)
4. relationship of CYW/SSW to other professional, paraprofessionals, non-professionals, self-help groups, agencies and clients
5. career planning in the context of life-long learning

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Many topic areas of course are adapted from information available on the internet through “The Citizen’s Handbook” <http://www.vcn.bc.ca/citizens-handbook> and one of its links, the “Community Toolbox” <http://ctb.lsi.ukans.edu/tools>

This is a vast web-based resource, which is available at no cost to users.

V COURSE REQUIREMENTS:***Community Development Project***

Working in groups, all students will contribute to and be involved in a community development project, details of which will be finalized in class. Each group will prepare a report on same using criteria to be provided..

Self Presentation

Each student will be required to make one oral self-presentation to the class in response to the following question:

How have your education and experiences prepared you to work in your chosen profession?

Rules:

1. Time limit: 3-5 minutes. Ability to stay within the time limit will be reflected in the grading.
2. For further grading consideration, students will have to convince the instructor that the subject matter and language used is their own.
3. Students' ability to convey a sense of their own commitment to the subject, and a sense of their own confidence in the subject matter will be reflected in the grading.
4. Students will not be permitted to use notes of any kind, nor to ask questions of the audience. Neither the instructor nor the others in the audience will be permitted to ask questions of or comment to the presenter.
5. Memorizing and "rote recall" will be viewed as an unfavourable presentation style.
6. Obvious duplication of other students' presentation content/style is discouraged

Recommendation:

This project addresses skills needed to make effective oral presentations. It is presented in this course partially as a preparation for employment interviews. To obtain full benefit of this learning experience it is suggested that students "dress for the occasion", and do some research on "effective presentation skills".

Class Participation and Commitment

Attendance, contribution, effort, participation, and feedback will all be essential. If you miss a class, it is your responsibility to find out what was done. This course has both theoretical and experiential components, involving considerable discussion and self-directed learning.

VI. EVALUATION PROCESS/GRADING SYSTEM:

Community Development Project:	
Individual Contributions to Project	15%
Final Report on Project (one paper per group)	10%
Community Development Portfolio	
15%	
Professional Interaction Portfolio	30%
Self Presentation	10%
Attendance and Participation	
20%	

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
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:Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. 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.

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.

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

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

CICE Modifications:**Preparation and Participation**

1. An Integrative Educational Assistant 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 Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

CICE Modifications:**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 the Learning Assistance Centre with assistance from an Integrative Educational Assistant.***The Integrative Educational Assistant 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 Integrative Educational Assistant 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.