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:** 2

PROGRAM: Social Services Worker- Native Specialization

AUTHOR: Michelle Proulx

DATE: June 14   **PREVIOUS OUTLINE DATED:** June 13

APPROVED: *"Martha Irwin"*   *Dec/16*

                 _____   _____

                             CHAIR   **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.
     <u>Potential Elements of the Performance</u>:
     - 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.
     <u>Potential Elements of the Performance</u>:
     - 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. Challenges to Community Mobilization
3. Planning a Community Event
4. Catalyst for Community Change
5. Leadership and Personality Traits in Community Building

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

Access the Community Toolkit for further resources on Community Development at: http://ctb.ku.edu/en.

V.   EVALUATION PROCESS/GRADING SYSTEM:

Team Work In-Class Exercises (2 x 5%)	10%
Quizzes (4 x 10%)	40%
Community Mapping Assignment	10%
Community Engagement Group Exercise	10%
Community Project: Role as Community Organizer (20 %) Personal Evaluation/Reflection (10 %)	30%
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. The professor will provide details.

QUIZZES: There will be a quiz at the end of each section of Recreating the World. The professor will provide details. There will be a total of 4 quizzes.

COMMUNITY ENGAGEMENT GROUP EXERCISE: The class will be divided into small groups to prepare a presentation and conduct in class an activity that will be facilitated by the group. The exercise is intended to engage the class Each group must present their idea to the professor for approval. The professor will provide details.

COMMUNITY 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. The professor will provide details.

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, and 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 academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI.   SPECIAL NOTES:

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.

Class participation: This class requires participation in an out of class community event. Students will be provided with the date of the event are expected to make any personal arrangements to be present for the event. If a student is unable to attend the community event it is the student's responsibility to communicate this to the professor and to develop a plan that allows the student to meet the competencies of the project.

Late Arrival:
Arriving late is disruptive, and interferes with the learning process for others. If late arrival becomes a pattern, students may be asked to respect the learning process and wait to enter until break.

VII. COURSE OUTLINE ADDENDUM:

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