

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

**COURSE TITLE:** Community Organization: Creating Sustainable Communities

**CODE NO. :** SSW 300 **SEMESTER:** 3

**PROGRAM:** Social Service Worker Program

**AUTHOR:** J. Gough/SSW faculty

**DATE:** September 2016 **PREVIOUS OUTLINE DATED:** September 2015

**APPROVED:** 'Angelique Lemay' June/16

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**DEAN**

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**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** SSW 105, SSW 121

**HOURS/WEEK:** 3

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## **I. COURSE DESCRIPTION:**

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 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 student will demonstrate the 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 social determinants influence human development and behaviour and shapes community
- Students will identify factors that promote the development of responsive programs and policies
- 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
- 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 relate to communities
- Students will understand and apply theoretical frameworks for community practice
- Students will apply social work values and ethics in the process of community change
- Students will reframe the concept of a social work 'client' as applied to working with communities

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

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

- Students will be aware of assessment and community building tools and processes
- Students will recognize and engage natural support systems and networks within communities
- 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.)
- Students will demonstrate basic abilities to set goals and evaluate progress in meeting goals
- 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
- 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

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

No text required.

Students are expected to use resources as assigned. These will include assigned chapter readings, and the following online resources:

The Community Toolbox, available at <http://ctb.ku.edu/en/default.aspx>

[Ontario Healthy Communities Coalition available at http://www.ohcc-ccso.ca/](http://www.ohcc-ccso.ca/), and

#### 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	15%
Community knowledge assignment	10%
Community Project	40%
Participation, presentations, case studies, team work	35%

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 wordprocessed and stapled. 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 as soon as is possible and at maximum, within one week of the due date.

**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.***

### **Student Success: College Practice Statement**

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.

### **Student Success: SSW Professor Approach**

This professor will explain the student success strategy to students. The professor will request students sign a SSW Program Consent/Authorization to determine permission to release pertinent information to Student Services in order to promote and support student success and retention.

## **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 Handbook, 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.

This class has a minimum attendance requirement of 75%. If more than 25% of class time is missed, sanctions may include reduction of the final grade by one full grade and/or potential failure of the course.

This class is highly interactive. Students must be actively involved in the design and delivery of a class project, and class attendance for the planning of the activity is required.

#### 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.