



CHRISTIAN HERITAGE COLLEGE

**CD241**

## **COMMUNITY DEVELOPMENT SKILLS**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

<b>Unit code</b>	CD241														
<b>Unit name</b>	Community Development Skills														
<b>Associated higher education awards</b>	Bachelor of Applied Social Science														
<b>Duration</b>	One semester														
<b>Level</b>	Intermediate														
<b>Core/Elective</b>	Elective Required for Community Aid and Development specialisation														
<b>Weighting</b>	Unit credit points: 10 Course credit points: 240														
<b>Student workload</b>	<p><i>Face-to-face on site</i></p> <table> <tr> <td>Contact hours</td> <td>39 hours</td> </tr> <tr> <td>Reading, study, and preparation</td> <td>59 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>52 hours</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150 hours</b></td> </tr> </table> <p><i>External</i></p> <table> <tr> <td>Engagement with study materials</td> <td>90 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>60 hours</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150 hours</b></td> </tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	39 hours	Reading, study, and preparation	59 hours	Assignment preparation	52 hours	<b>TOTAL</b>	<b>150 hours</b>	Engagement with study materials	90 hours	Assignment preparation	60 hours	<b>TOTAL</b>	<b>150 hours</b>
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<b>Delivery mode</b>	Face-to-face on site External														
<b>Prerequisites/ Corequisites/ Restrictions</b>	<i>Prerequisite</i> SO114 Foundational Interpersonal Skills														
<b>Rationale</b>	<p>The field of community development offers a variety of career paths for applied social sciences practitioners across a range of diverse global, local, clinical and community settings. Opportunities for engagement include working for sustainable livelihoods in communities, working with refugees, providing relevant community services, building community programs and resources, providing disaster response and recovery services, establishing supported residential programs, assisting displaced populations through processes of forced migration and resettlement and numerous other specific community development programs.</p> <p>Working in diverse and dynamic environments, contemporary practitioners require a combination of interpersonal, technical and clinical skills that focus on fostering the techniques and processes which will enhance preferred outcomes and promote best practices for their clients and primary stakeholders.</p> <p>This unit is designed to equip students with a range of basic tools and technical skills that will underpin the contextual and theoretical knowledge and strategies required to successfully engage people within their communities. It will also equip students to critically evaluate community engagement practices in light of the principles and values inherent in a Christian worldview.</p>														

<b>Prescribed text(s)</b>	<p>Pierce-Dunker, M. (2005). <i>Man of vision: The candid, compelling story of Bob and Lorraine Pierce, founders of World Vision and Samaritan's Purse</i>. Authentic and World Vision.</p> <p>Wheatley, M., &amp; Frieze, D. (2011). <i>Walk out walk on: A learning journey into communities daring to live the future now</i>. San Francisco, CA: Berrett-Koehler.</p>
<b>Recommended readings</b>	<p><b>Books</b></p> <p>Bradbury, S. (2007). <i>Ordinary people, extraordinary love</i>. Box Hill, VIC, Australia. [Audio book ed.].</p> <p>Chomette, G.-P., Collanges, G., David, H., Daycard-Heid, S., Derigny, J., Faimali, C., Garnier, D., Henry de Frahan, E., Raux, A., Weyl, L., &amp; Windenberger, J. (2010). <i>Climate refugees. Collectif Argos</i>. Singapore: Tien Wah Press.</p> <p>Dixon, P. (2009). <i>Peacemakers: Building stability in a complex World</i>. Nottingham, UK: InterVarsity Press.</p> <p>Fuder, J., &amp; Castellanos, N. (2009). <i>A heart for the community: New models of urban and suburban ministry</i>. Chicago, IL: Moody.</p> <p>Haslam, P. A., Schafer, J., &amp; Beaudet, P. (2012). <i>Introduction to international development: Approaches, actors, and issues</i>. Don Mills/Ontario, Canada: Oxford University Press.</p> <p>Kenny, S. (2007). <i>Developing communities for the future</i> (3rd ed.). Melbourne, VIC, Australia: Thompson.</p> <p>Luetz, J. (2008). <i>Planet prepare: Preparing coastal communities in Asia for future catastrophes</i>. Singapore: World Vision International.</p> <p>Robinson, J., &amp; Green, G. (2011). <i>Introduction to community development</i>. Downers Grove, CA: Sage.</p> <p><b>Journal Articles and Research Reports</b></p> <p>Bryne, E., &amp; MacLeod, I., (2012). It's only a garden!: A journey from community building to community organising and back again. <i>New Community Quarterly</i>, 10(38), 36-44.</p> <p>Bryson, L., &amp; Mowbray, M. (2005). More spray on solution: Community, social capital and evidence based policy. <i>Australian Journal of Social Issues</i>, 40 (1), 91-106.</p> <p>Lansley, D., &amp; Donaldson, K. (2009). <i>Reduce risk and raise resilience: Disaster risk reduction. Climate change series. Part 2</i>. Melbourne, VIC, Australia: World Vision Australia.</p> <p>Maury, M. (2010). How tear does development. <i>TEAR Rep Info 5</i> [PDF]. Retrieved from <a href="http://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=2&amp;ved=0CCIQFjAB&amp;url=http%3A%2F%2Fwww.tear.org.au%2Fstatic%2Ffiles%2Fcommon%2FTR-How-TEAR-Does-Dev_v2.pdf&amp;ei=lqXvVI-dHc-i8AWO5YGQBw&amp;usq=AFQjCNHi0MYGXpFzwDMdxZssWYiexYmOeA&amp;bvm=bv.86956481,d.dGc">http://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=2&amp;ved=0CCIQFjAB&amp;url=http%3A%2F%2Fwww.tear.org.au%2Fstatic%2Ffiles%2Fcommon%2FTR-How-TEAR-Does-Dev_v2.pdf&amp;ei=lqXvVI-dHc-i8AWO5YGQBw&amp;usq=AFQjCNHi0MYGXpFzwDMdxZssWYiexYmOeA&amp;bvm=bv.86956481,d.dGc</a></p> <p>United Nations Development Programme. (2014). <i>Human Development Report 2014: Sustaining human progress: Reducing vulnerabilities and building resilience</i>. New York, NY: UNDP.</p> <p>World Bank. (2015). <i>World development report 2015: Mind, society, and behavior</i>. Washington, DC: Author. doi: 10.1596/978-1-4648-0344-4 10http://www.worldbank.org/content/dam/Worldbank/Publications/WDR/WDR%2020Retrieved from 15/WDR-2015-Full-Report.pdf</p> <p><b>Journals</b></p> <p><i>Australian Journal of Social Issues</i></p> <p><i>Crucial Times</i></p> <p><i>Culture Matters Magazine</i></p> <p><i>New Community Quarterly</i></p>

	<p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<b>Specialist resource requirements</b>	Nil
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Biblical and theological principles that inform community development practice</li> <li>2. <i>Shalom</i> as an organising motif of community development</li> <li>3. Strength based approaches and ensuing skills</li> <li>4. Diverse applications of aid work and community development</li> <li>5. The person and character of the community development practitioner</li> <li>6. Clinical and technical skills and processes</li> <li>7. Community engagement through long-term interpersonal relationships</li> <li>8. Working with diverse people groups in stable/static community settings</li> <li>9. Working with diverse people groups in mobile/fluid contexts (e.g., refugees)</li> <li>10. Building sustainable livelihoods in community settings</li> <li>11. Providing practical presence and sustainable community self-help services</li> <li>12. Cultivating a culture of disaster risk reduction and preparedness</li> <li>13. Promoting long-term community based resilience</li> </ol>
<b>Learning outcomes</b>	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> <li>1. investigated the biblical and theological principles, including the organising motif of <i>shalom</i>, that inform the practice of community development;</li> <li>2. examined the diverse settings, including First Australians and migrants, that constitute the community development sector of the applied social sciences, including clinical, technical and community perspectives;</li> <li>3. developed skills and processes for building relationships that facilitate the effective engagement of people in their communities;</li> <li>4. began to critically integrate contextualised interpersonal, clinical and technical skills and processes into a personal, coherent framework of community development practice; and</li> <li>5. communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.</li> </ol>
<b>Assessment tasks</b>	<p><b>Task 1: Research Report</b></p> <p>Students will find a recent news report on a community issue that is of interest to them. In the report the students will describe the community issue and analyse the literature that relates to this community issue.</p> <p>Word Length/Duration: 1,000 words</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1-2, 5</p> <p>Assessed: Week 7</p> <p><b>Task 2: Case Study</b></p> <p>Building on the previous task, students will further investigate the community issue of Task 1 by developing a strategy that addresses this particular case and identifying the skills required to implement this strategy.</p>

	<p>Word Length/Duration: Case Study Write-up - 1,500 words; Presentation - 15 minutes</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-5</p> <p>Assessed: Week 10</p> <p><b>Task 3: Reflective Essay</b></p> <p>Students write an essay that reflects on their personal experiences and learnings from engagement with the material and practical aspects of this unit.</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1-5</p> <p>Assessed: Week 13</p>
<p><b>Unit summary</b></p>	<p>This unit is a discipline specific skills unit designed to equip students with a range of basic tools and technical skills that will underpin the contextual and theoretical knowledge and strategies required to effectively engage people within their communities. It also challenges students to evaluate community engagement practices in the light of biblical principles and values and a Christian worldview.</p>

SAMPLE