SWRK6008
Capacity Building in the Human Services
On Campus

Course Outline

Course Co-ordinator: Ros Giles
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Ph: 0249215946
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Email: ros.giles@newcastle.edu.au
Consultation hours: Tuesday 2-4pm, Wednesday 4-5pm

Semester 1 - 2006
Unit Weighting 10
Teaching Methods Email Discussion Group
Experience Based Learning
Workshops

Course Overview
Brief Course Description
This course provides students working in human service organizations with an opportunity to critically review concepts and theories underpinning individual, group and community capacity building processes. The course reviews practice examples and provides an opportunity for skill development and application to practice contexts.

Contact Hours
Self Directed Learning for 1 Hour per Week for the Full Term
Email Discussion Group for 1 Hour per Week for the Full Term
Self Directed Learning includes guided reading exercises.

Learning Materials/Texts (see course details)

Course Objectives
The objectives of this course are to:
1. Review theoretical paradigms underpinning capacity building.
2. Examine practice skills aimed at developing strengths, resilience and capacity building.
3. Apply capacity building concepts, theories and skills to a particular human service practice context.

Course Content
The course includes:
1. An overview of ideological and theoretical paradigm informing capacity building.
2. Critical analysis of current theories and concepts related to capacity building, e.g. resilience, strengths, assets and community building.
3. A study of case examples demonstrating the application of capacity building in the human services field.
4. Workshop practice of capacity building skills.
5. Application of capacity building concepts, theories and skills to human service settings.

Assessment Items

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Percentage</th>
<th>Word Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>40%</td>
<td>1500 - 2000 words</td>
</tr>
<tr>
<td>Presentations - Individual</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Reports</td>
<td>40%</td>
<td>1500 - 2000 words</td>
</tr>
</tbody>
</table>

Assumed Knowledge
Undergraduate degree or equivalent.

Callaghan Campus Timetable
SWRK6008
CAPACITY BUILDING IN HUMAN SERVICES
Enquiries: School of Humanities and Social Science
Semester 1 - 2006
Lecture Tuesday 12:00 - 13:00 [W326A] Self Directed Learning

Plagiarism
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:
· copying or paraphrasing material from any source without due acknowledgment;
· using another's ideas without due acknowledgment;
· working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - http://www.newcastle.edu.au/policy/academic/general/academic_integrity_policy_new.pdf

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -
· Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).

- Submit the assessment item to other forms of plagiarism checking

**Written Assessment Items**

Students may be required to provide written assessment items in electronic form as well as hard copy.

**Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations**

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment: or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:


**Changing your Enrolment**

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2006

For semester 2 courses: 31 August 2006

For Trimester 1 courses: 18 February 2006

For Trimester 2 courses: 10 June 2006


Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the School Office.

To change your enrolment online, please refer to

Contact Details Faculty Student Service Offices

The Faculty of Education and Arts
Room: GP1-22 (General Purpose Building)
Phone: 0249 215 314

The Dean of Students
Dr Jennifer Archer
Phone: 492 15806 Fax: 492 17151
resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

Web Address for Rules Governing Postgraduate Academic Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 49 21 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at:
www.newcastle.edu.au/services/disability
INTRODUCTION

During the first half of the course, students will explore the theoretical paradigms and the main concepts that inform capacity building and community development in human services. The second part of the course focuses on the practical application of capacity building. The learning units will provide the students with an opportunity to explore the material in the readings through discussions and exercises. Each learning unit is completed with an assessment task that is tied to blackboard discussions. These tasks and discussions are designed to facilitate the students’ learning. The tasks require students, prior to each discussion, to prepare a blackboard entry in which they reflect on their learning and critically review their assumptions, values and knowledge. The combination of reading, writing and blackboard discussions is designed to promote opportunities to share the learning experience and to learn from other students.

Learning Unit 1.

Capacity Building in the context of Welfare and Human Services: Why is Capacity Building Relevant?

This learning unit explores the current socio-political context in which the concept of capacity building is being developed and applied. The unit focuses this analysis on community and capacity building however students are encouraged to apply their critical thinking skills to further explore the impact for individuals, families and organisations of this growing body of knowledge. At the conclusion of the readings complete blackboard task one.

The objectives of this workshop are:
- Get to know lecturer and fellow students
- Introduction to course: review course outline and assessments
- Familiarise yourself with the process of learning for this course
- Investigate the reasons behind the resurgence of capacity building and community development in social welfare, including the influence of
  - Australian socio-political climate
  - Socio-ecological model
  - Resilience research
  - Early Intervention and prevention research
  - Social capital
- Define capacity
- Define community development
- Explore the general characteristics of community development

Readings:


Recommended Websites:
www.cdf.org.uk/ (select community development)

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**Learning Unit 2.**

**Central Concepts in capacity Building: Self-help, empowerment, resilience, strengths, capacity, advocacy.**

This unit requires the student to explore concepts central to the understanding and practice of capacity building. Whilst reading this material you are encouraged to think about the contribution that the concepts of self-help, empowerment, resilience, strengths and advocacy make to the knowledge and practice of capacity building. It is also essential to explore the limitations of these concepts. Your thinking and writing at this stage should include knowledge both within your own experience and your beginning thoughts on the application of these concepts in practice. On completion of the reading in learning unit 2 undertake blackboard discussion task 2 and join in the blackboard discussion.

The objectives of this learning unit are:
- Reflect on learning experience
- Top-down vs. Bottom-up development
- Explore key concepts in capacity
- Strengths-based practice
- Applying knowledge to the real world

Readings:
Learning Unit 3.

Capacity Building Tools

This learning unit focuses on the practical application of capacity building. The readings explore a variety of capacity building tools and projects in a range of settings. At this stage students are strongly encouraged to explore further material in journals and on the recommended websites. Whilst undertaking these readings you can be preparing your thoughts for blackboard task 3.

The objectives of this learning unit are:

- Reflect on learning experience
- The process of community facilitation
- Facilitation and group work skills
- Asset-mapping
- Developing a vision
- Skills audits
Readings


Further examples of Capacity Building available online:


Recommended Websites:
www.northwestern.edu/ipr/abcd.html
Learning Unit 4.

Reflection and Evaluation in practice

This final learning unit explores processes for reflecting on and evaluating capacity building projects. In an era of evidence and outcomes it is vital that all projects are reviewed in a systematic manner that privileges the meaning and impact for individuals and communities whilst also meeting the needs of auspicing and funding bodies. This material will aid your thinking and reflections for blackboard task 4.

The objectives of this learning unit are:
- Reflect on learning experience
- Action Research
- Evaluating community programs from a strengths perspective
- Community consultation and focus groups
- Review and evaluate course
- Closure

Readings


Recommended Websites:

**Action Research sites**
www.scu.edu.au/schools/gcm/ar/arhome.html  
www.aepro.org/  

**Photovoice sites**
www.photovoice.com/  
www.sph.umich.edu/yvpc/community/photovoice/index.shtml

**Sites of other participatory/collaborative forms of evaluation**
www.stanford.edu/~davidf/empowermentevaluation.html  
www.ageds.iastate.edu/personne/nancy/qprimer2.htm
Assessments

The assessment tasks are aligned with the learning units and designed to aid the development of your thinking and the completion of your assignments in this course.

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Due Date</th>
<th>Weighting</th>
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<tbody>
<tr>
<td><strong>Blackboard Discussion 1</strong></td>
<td></td>
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</tr>
<tr>
<td>Task: Reviewing the Literature in Learning Unit 1</td>
<td>Blackboard entry due: 24th March 2006</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Class discussion during the week 6 27th - 31st March 2006</td>
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</tr>
<tr>
<td>Blackboard Discussion 2</td>
<td>Blackboard entry due: 7th April 2006</td>
<td>5%</td>
</tr>
<tr>
<td>Task: Abstract for Discussion Paper</td>
<td>Class Discussion during week 8 10th - 13th April 2006</td>
<td></td>
</tr>
<tr>
<td>Assignment 2 Discussion paper</td>
<td>10th May 2006</td>
<td>40%</td>
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<tr>
<td>Blackboard Discussion 3</td>
<td>Blackboard entry due: 12th May 2006</td>
<td>5%</td>
</tr>
<tr>
<td>Task: Project Plan for Field Study</td>
<td>Class Discussion during week 11 15th - 19th May 2006</td>
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</tr>
<tr>
<td>Blackboard Discussion 4</td>
<td>Blackboard entry due: 26th May 2006</td>
<td>5%</td>
</tr>
<tr>
<td>Task: Critical Reflection on Field Study</td>
<td>Class Discussion in week 13 29th May – 2nd June 2006</td>
<td></td>
</tr>
<tr>
<td>Assignment 3</td>
<td>13th June 2006</td>
<td>40%</td>
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1. **Individual presentation submitted on Discussion**

In order to facilitate your learning throughout the course, you are to complete 4 learning tasks and present these online for discussion with the lecturer and other students. Four Blackboard discussion sessions will take place during weeks 6, 8, 11 and 13. In the week prior to the discussion week you are to place your learning task onto the blackboard website. You will then need to read at least 2 other students’ work and prepare feedback on their work for the discussion week. During the discussion, we will draw on each other’s work to explore the concepts and practices relevant to each of our experiences, current and future learning. Each Learning Task contributes 5% to your final mark.
Blackboard Discussion 1. Reviewing the Literature  Value: 5%
Review Due on Blackboard by 24th March 2006
Class discussion during the week 6 27th-31st March 2006

Select two articles from the reading list and write a one-page review. Reflect on the content of the chosen articles in relation to your practical experience and any other readings you have conducted. This review is to be submitted before the planned online discussion, so that the lecturer and other students have time to read your review. During the discussion week you are expected to read at least two other students' reviews and submit comments into the discussion.

Blackboard Discussion 2. Abstract for Discussion paper  Value 5%
Abstract due on Blackboard: 7th April 2006
Class Discussion during week 8 10th-13th April 2006

Write an abstract (150 to 250 words) on the key points you will (or intend) address in your discussion paper. Write the abstract in such a way that it sparks interest for the reader. You can compare to writing an abstract for a conference paper presentation. This abstract is to be submitted before the planned blackboard discussion week, so that the lecturer and other students have time to read your abstract. During the blackboard discussion week you are expected to read at least two other students' abstracts and submit comments to the discussion.

Blackboard Discussion 3. Project Plan for Field Study  Value 5%
Project Plan due on Blackboard: 12th May 2006
Class Discussion during week 11 15th-19th May 2006

Draw up a project plan for your field study. This project plan is to be no more than 2 pages outlining the organisation and community under investigation, the methods you will use to gather information, the objectives, and a timeframe for your planned actions. This project plan is to be submitted before the planned blackboard discussion week, so that the lecturer and other students have time to read each plan. During the blackboard discussion week you are expected to read at least two other students' plans and submit comments to the discussion.

Blackboard Discussion 4. Critical reflection on Field Study  Value 5%
Critical Reflection due on Blackboard: 26th May 2006
Class Discussion in week 13 29th May – 2nd June 2006

Critically reflect on your experience so far in conducting the field study and preparing your final report. You can include reflections on the successes and challenges of the study and your overall learning experience. This report is needs to be no more than 1 page and is to be submitted before the planned blackboard discussion week, so that the lecturer and other students have time to read each report. During the blackboard discussion week you are expected to read at least two other students' reports and submit comments to the discussion.

Assessment Criteria Blackboard tasks:

1. Demonstrated reading of learning unit content
2. Critical reflection on reading
3. Application of knowledge to human service field
4. Critically reflective response to peers.
Assessment 2: Discussion Paper Due Date: 10/5/06

Chose ONE of the topics below and discuss the statement in relation to community capacity building in human services. You are to support your discussion with a literature review of the provided readings and any independent literature research. Furthermore, you are encouraged to draw on your own work experience in the human service and explore the benefits and challenges of applying theory to practice.

1. “The African proverb ‘It takes a village to raise a child’ epitomises the importance of the role of the wider community in raising children and young people” (Tomison & Wise, 1999:1)

2. “Interventions which take into account and build upon existing community capacities are more likely to be successful in accomplishing desired change than those which are adopted in a more traditional top-down manner” (Littlejohns & Thompson, 2001 cited in Hounslow, 2002:22)

Some key concepts you may wish to explore in your discussion are: top-down vs bottom-up community development, social capital, socio-ecological perspective, resilience, self-reliance, empowerment, self-determination and strengths perspective.

Word Limit: 2000 (excludes appendices or reference page)
Value: 40%

Assessment Criteria
This assignment will be assessed according to the following criteria:
- Demonstrated ability to address the topic within the context of capacity building in human services.
- Demonstrated ability to research the topic and to draw on relevant literature to support analysis.
- Demonstrated ability to critically review the benefits and challenges of the statement in relation to actual practice by drawing on professional experience and relevant literature.
- Demonstrated ability to structure and present a discussion, including clear introduction and conclusion, consistency of argument and progressive development of ideas that are explicitly interrelated and an appropriate style in terms of professional written expression and formal referencing.

Assessment 3: Field Study Report Due Date: 13th June 2006

This course incorporates a field study through which you will be applying your learning from the readings and blackboard discussions to your practice. In order to complete this task you will need to complete learning units 3 and 4, and participate in Blackboard discussion 3 and 4.

Field Study
For this study you are to pick a human service you are familiar with, e.g. your place of employment or a service you have regular contact with. You will conduct an asset-map of the service and its community. Based on the asset map and the readings, you are to put forward strategies that would strengthen a reciprocal relationship between the service and its community. You are to review the service’s existing programs and examine to what extent these programs build human capacity and enhance empowerment, self-reliance and self-determination. Based on this review, you are to suggest capacity building strategies this service could use to enhance its service delivery and relationship with the community.

In summary, your field study will include the following tasks:
- Asset map of service
- Asset map of surrounding community (you will need to identify the geographical community)
- Identify existing links between service and community
- Identify and categorise services delivered by agency under investigation
- Identify possible partnerships between service and community
- Identify strategies to strengthen reciprocal partnerships

Field Study Project Plan
You are to submit a project plan for the field study as one of the learning tasks for Blackboard Discussion 3 in week 11. This will provide you and other students with an opportunity to receive feedback and tips on how to complete the project successfully. Your project plan is to be included in your field study report as an appendix.

Report
Your field study report should include:
- A brief introduction to the service under investigation and its current programs
- An explanation of the project’s purpose and method
- An overview of the information you gathered (supported where appropriate by appendices for further detail)
- An analysis of the information gathered including a critical review of the current capacity building practices
- A proposal for possible partnership strategies drawing on the relevant literature
- A critical reflection of your experience undertaking this field study. This may include a discussion on how this field study has confirmed or challenged your values, beliefs and practice, and how this study may influence your future work

Word Limit: 2000 (excludes appendices or references)
Value: 40%
Assessment Criteria
This assignment will be assessed according to the following criteria:
- Demonstrated ability to identify and report on existing and potential assets within a human service and its community.
- Demonstrated ability to analyse gathered information including a critical review of the service’s current practices in relation to capacity building.
- Demonstrated ability to put forward potential strategies to strengthen partnerships between a human service and its community by drawing relevant literature and workshop material.
- Demonstrated ability to organise and present a field study report, including professional written expression, clear and integrated structure and formal referencing.
- Demonstrated ability for critical reflection

Studentmail and Blackboard: www.blackboard.newcastle.edu.au/
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:
- **Type your assignments**: All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker's comments, use 1.5 or double spacing, and include page numbers.

- **Word length**: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.

- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.

- **Staple the pages** of your assignment together (do not use pins or paper clips).

- **University coversheet**: Discussion paper and Field study assignments must be submitted with the University coversheet: [www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf](http://www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf)

- **Discussion Paper and Field Study Assignments are to be deposited in the relevant discipline assignment box**:
  - Callaghan students: School of Humanities and Social Science Office, Level 1, McMullin Building, MC127
  - Ourimbah students: Room H01.43

- **Do not fax or email assignments**: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.

- **Keep a copy of all assignments**: All assignments are date-stamped upon receipt. However, it is the student's responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

**Online copy submission to Turnitin**
In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:

- **Assessment 2: Discussion Paper**
- **Assessment 3: Field Study Report**

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing.

Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

**Penalties for Late Assignments**
Assignments submitted after the due date, without an approved extension of time will be penalised by the **reduction of 5% of the possible maximum mark** for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted **more than ten days** after the due date will be awarded **zero marks**.

**Special Consideration/Extension of Time Applications**
Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student HUBS.

**No Assignment Re-submission**
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.
Remarks
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:

Return of Assignments
Where possible, assignments will be marked within 3 weeks and returned to students in class. At the end of semester, students can collect assignments from the Student HUBS during office hours.

Preferred Referencing Style
In this course, it is recommended that you use the use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:

Student Representatives
We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

Student Communication
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:

Grading guide

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>49% or less</td>
<td>Fail (FF) An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass (P) The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit (C) The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
</tr>
<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
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