



The University of Southern Queensland

## Course specification

<b>Description: Community Consultation and Development</b>						
Subject	Cat-nbr	Class	Term	Mode	Units	Campus
PRL	2002	40841	1, 2005	ONC	1.00	Wide Bay

<b>Academic group:</b>	FOART
<b>Academic org:</b>	FOA004
<b>Student contribution band:</b>	2
<b>ASCED code:</b>	080509

### STAFFING

Examiner: Chris Kossen  
Moderator: Barbara Ryan

### RATIONALE

Community consultation and development has rapidly become the principal approach by which organisations are strategically and responsively managing and coordinating their business affairs. The demand for expertise in this area is high at present and this is predicted to continue into the future with the ongoing expansion of democratisation in modern communities.

### SYNOPSIS

This course introduces students preparing to enter professional contexts to contemporary communication management strategies and techniques used in community development and consultation. Students will develop practical and conceptual skills in relation to the trends, issues and processes involved in project planning and implementation, and the building of social capital through community consultation and collaborative action.

### OBJECTIVES

On successful completion of this course students will be able to:

1. demonstrate an informed awareness of the broad context in which social processes, particularly community consultation, development and planning occur;
2. demonstrate an understanding of the modern developments in democracy (including organisational) in relation to their influence on community participation and consultation in government and corporate sector planning;
3. demonstrate an understanding of the core communicative skills and organisational planning competences required for executing community consultation activities;
4. demonstrate an understanding of the key procedures used in conducting community consultation and development projects;
5. evaluate a range of prominent methodological issues and complexities involved in conducting community consultation;
6. apply procedural writing methods used for documenting, reporting and evaluating community consultation and participation projects.

## TOPICS

	Description	Weighting (%)
1.	The historical framework of community consultation and development.	10.00
2.	An introduction to the broad paradigmatic context surrounding contemporary social processes incorporating the theoretical approaches of chaos and complexity theory	15.00
3.	Modern developments in democracy and the move towards practices	15.00
4.	The core communicative skills and competences required for conducting community consultation.	5.00
5.	A generic model of the community consultation and participation process.	5.00
6.	Preliminary research and planning in the community consultation and participation process.	10.00
7.	Information dissemination and awareness raising for community consultation events and activities.	10.00
8.	Planning and conducting consultative and participative activities for community Consultation and development projects.	10.00
9.	Information collation and analysis, and the generating of options and potential outcomes in community consultation and development.	10.00
10.	Evaluating community consultation and development projects.	10.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Course PRL2002: Selected Readings

Burke, E M 1999, *Corporate Community Relations: The Principle of the Neighbor of Choice*, Quorum Books, Westport.

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

1994, *Community participation in practice: casebook*, Institute for Science & Technology, Murdoch University, WA.

- 1999, *Listen up: effective community consultation*, Audit Commission for Local Authorities, London.
- Dalmau, T & Dick, B 1990, *A diagnostic model for selecting interventions for community and organisational change*, 2nd edn, Interchange, Brisbane.
- Dick, R 1990, *Processes for community consultation: a resource document prepared for the use of facilitators and members of local area consultative committees associated with the community consultation project for road planning in Queensland*, Interchange, Chapel Hill, Queensland.
- Flood, M & Lawrence, A (eds) 1987, *The community action book*, 2nd edn, Council of Social Service NSW, Sydney.
- Heron, J 1989, *The facilitators handbook*, Kogan Page, London.
- Hite, JA 1999, *Learning in chaos: improving human performance in today's fast-changing, volatile organizations*, Gulf Pub, Houston, Texas.
- Ife, J 1995, *Community development, creating community alternatives - vision, analysis and practice*, Longman, Melbourne.
- Ife, J 2002, *Community development: community-based alternatives in an age of globalisation*, 2nd edn, Pearson Education, Frenchs Forest, NSW.
- Jill Power & Associates 1999, *How to undertake community consultation: a guide for sport and recreation planners*, Ministry of Sport and Recreation, Perth, Western Australia.  
(draft)
- Kearny, L 1995, *The facilitator's toolkit: tools and techniques for generating ideas and making decisions in groups*, Human Resource Development Press, Amberst, Mass.
- Kenny, S 1999, *Developing communities for the future: community development in Australia*, 2nd edn, Nelson, South Melbourne.
- McLagan, PA & Nel, C 1995, *The age of participation: new governance for the workplace and the world*, 1st edn, Berrett-Koehler, San Francisco.
- Office of Disability 1999, *Inclusive consultation: a practical guide to involving people with disabilities*, Dept of Family & Community Services, Canberra.
- Power, J 1997, *How to ..... undertake community consultation: a guide for sport and recreation planners*, The Ministry of Sport and Recreation, Perth, WA.
- Sanoff, H 2000, *Community participation methods in design and planning*, John Wiley & Sons, New York.
- Sarkissian, W et al (eds) 1994, *The community participation handbook: resources for public involvement in the planning process*, 2nd edn, Murdoch Institute for Science & Technology Policy, Murdoch, Western Australia.
- Schwarz, R 1994, *The skilled facilitator: practical wisdom for developing effective groups*, Jossey-Bass, San Francisco.
- Servaes, J, Jacobson, T & White, S (eds) 1996, *Participatory communication for social change*, Sage Publications, New Delhi, Thousand Oaks.
- Stacey, R 1996, *Complexity and creativity in organizations*, Berrett-Koehler, San Francisco.
- White, SA (ed) 1999, *The art of facilitating participation: releasing the power of grassroots communication*, Sage Publications, Thousand Oaks, California.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	88.00
Lectures	13.00
Private Study	38.00
Tutorials	26.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
DISCUSSION PAPER 2000-2500 WDS	100.00	40.00	20 Apr 2005
CASE STUDY REPORT 3000-3500 WD	100.00	60.00	06 Jun 2005

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
It is the student's responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To be assured of completing each assessment item satisfactorily a student must submit all of the items of summative assessment by the due date and achieve on each the minimum specified standards outlined in 4 (Requirements for a pass in the course).
- 3 Penalties for late submission of required work:  
If students submit assignments after the due date without prior approval, then a penalty of 10% of the total marks available for the assignment will apply for each of the first FIVE working days late, after which a zero mark will be given.
- 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of receiving a passing grade, a student must: (i) submit all of the summative assessment items; and (ii) achieve at least 50% of the available weighted marks for the summative assessment items.
- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.
- 6 Examination information:  
There is no exam for this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
Given the details under (6) above, there are no deferred exams for this course. However, if any deferred/makeup work is granted, it would have to be submitted by a date set by the examiner.
- 8 University Regulations:

Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

## **ASSESSMENT NOTES**

- 9 (a) The due date for an assignment is the date by which a student must lodge the assignment at the USQ. (b) Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner. (c) In accordance with University's Assignment Extension Policy (Regulation 5.6.1), the examiner of a course may grant an extension of the due date of an assignment in extenuating circumstances such as documented ill-health. (d) Students who have undertaken all of the required assessments in the course but who have failed to meet some of the specified objectives of the course within the normally prescribed time may be awarded the temporary grade: IM Incomplete-Makeup). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study. (e) Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or sit for an examination at the scheduled time, may apply to defer an assessment in the course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded: IDS (Incomplete - Deferred Examination; IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).