



The University of Southern Queensland

Course specification

The current and official versions of the course specifications are available on the web at
<<http://www.usq.edu.au/coursespecification/current>>.
Please consult the web for updates that may occur during the year.

Description: Collaborative Community Problem Solving

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
SOC	3000	79407	2, 2008	WEB	1.00	Toowoomba

Academic group:	FOART
Academic org:	FOA003
Student contribution band:	1
ASCED code:	090500

STAFFING

Examiner: Malcolm Brown

Moderator: Ian Richards

RATIONALE

Other courses in the student's program of study engage knowledge and competencies from within particular disciplines. This course expands these studies by challenging the student with a cross disciplinary workplace experience, working effectively and productively with professionals from other disciplines who have different priorities, models and frameworks for conceptualising, managing and solving problems. Complex community issues are the subjects with which teams of students will engage to acquire these skills, while contributing to the understanding of an identified community problem.

SYNOPSIS

Students will work within cross disciplinary project teams consisting of a mix of students, professionals and community members from outside the university. Each team will have a community issue assigned to it. Where possible, this issue will be from an identified community, either within the local area, or from overseas where an international student brings an issue forward. A staff member will facilitate each project team's activities. Students will engage in a series of workshops where they meet as a group and contribute knowledge and competencies from their own experiences and disciplines to critically analyse the components of the issue and define specific challenges, such that further research and consultation can result in a proposed framework for problem solving. Between workshops students will be responsible for researching the issue, consulting with community members personally or electronically, and preparing components of the project report for the team. The deliverable from the course is a report which describes the issue analysis, relevant research and community consultation, and a prospectus on possible management or resolution strategies.

OBJECTIVES

On completion of this course students will be able to:

1. Apply principles of social justice, ethical and legal professional practice, and working with diversity while engaging in community problem solving.
2. Apply knowledge and competencies from their own disciplines to strategic thinking as a member of a multidisciplinary team.
3. Critically analyse complex community problems by intergrating theories, systems and frameworks from multiple disciplines and perspectives.
4. Demonstrate an understanding of the roles of various disciplines in the analysis, research, consultation and intervention processes related to a selected community problem.
5. Collaborate effectively and productively with other team members who have different priorities, models, and frameworks for conceptualising, managing and solving problems.
6. Demonstrate professional communication and organisation skills necessary to work effectively within a multidisciplinary team, including group facilitation, leadership, planning, decision making, conflict resolution and effective use of computer mediated communications.
7. Plan community level strategies with processes inclusive of all stakeholders.

TOPICS

Description	Weighting (%)
1. Collaborative community problem solving	100.00
1.1. Community as client and community as partner i. Professional practice issues of interdisciplinary community consultation ii. Challenges of collaborative solutions in political environments iii. Challenges of community participation and empowerment	
1.2. Defining and assessing community capacity form ecological frameworks i. Human, social, enviromental and economic capital ii. Understanding challenges to community structures and resources iii. Determining community readiness for change	
1.3. Assessing components of community issues and challenges i. Analysis that facilitates community development and change	
1.4. Strategies to promote action from consultation	

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).

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.

Hanson, MP 2005, *Clues to Achieving Consensus: A Leader's Guide to Navigating Collaborative Problem Solving*, Scarecrow Education, Lanham, MD.

Hogan, C 2002, *Understanding Facilitation, Theory and Principles*, Kogan Page, London.

Holly, M 1984, *Keeping a Personal-Professional Journal*, Deakin University Press, Geelong, Victoria.

Ife, J & Tesoriero F 2006, *Community Development: community-based alternatives in an age of globalisation*, 3rd edn, Pearson Education Australia, Frenchs Forest, NSW.

Kenny, Susan 2006, *Developing communities for the future: community development in Australia*, 3rd edn, Nelson Thomson Learning Australia, South Melbourne.

Kotler, P, Roberto, N & Lee, NR 2002, *Social Marketing: Improving the Quality of Life*, 2nd edn, Sage Publications, Thousand Oaks, CA, Vol SAG.

McKenzie-Mohr, D & Smith, W 1999, *Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing*, New Society Publishers, Gabriola Island, BC.

Sarkissian, Wendy & Perlmut, Donald (eds) 1994, *The community participation handbook: resources for public involvement in the planning process*, 2nd edn, Institute for Science and Technology Policy, Murdoch University.

Taylor, J, Wilkinson, D & Cheers B 2008, *Working with communities in health and human services*, Oxford, South Melbourne.

Wenger, E, McDermott, R and Snyder, W 2002, *Cultivating communities of practice: a guide to managing knowledge*, Harvard Business School Press, Boston, MA.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	20.00
Private Study	70.00
Report Writing	30.00
Team Meetings	45.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
TEAM PROJECT PROPOSAL	100.00	20.00	11 Aug 2007 (see note 1)
TEAM PROGRESS REPORT	100.00	10.00	03 Nov 2008 (see note 2)
INDIVIDUAL CONTRIBUTION	100.00	10.00	03 Nov 2008 (see note 3)
INDIVIDUAL FINAL REPORT	100.00	20.00	03 Nov 2008 (see note 4)
TEAM FINAL REPORT	100.00	40.00	03 Nov 2008 (see note 5)

NOTES

1. All members of a team will receive the same mark for this assessment item. This assessment item is primarily aligned with objectives 4,5,6 and 7.
2. A number of team progress reports will be required at various dates as specified in the study materials. All members of a team will receive the same mark for this assessment items. This assessment item is primarily aligned with objectives 5,6 and 7.
3. Individual participation is assessed on the basis of team meetings (face-to-face and/or online) including contribution to Study Desk discussions. This assessment item is aligned with all objectives.
4. Each student will write a reflective report on their learning experiences and the effectiveness of their collaborative team. Individuals will evaluate the professional behaviour of themselves and their team members. This assessment items is primarily aligned with objectives 4, 5 and 6.
5. The team's final report will summarise the multidisciplinary analysis of the issue with related consultation and research, the possible strategies for addressing the issues and the rationale for the strategy chosen as the preferred option. While the team final report will receive a single mark, the examiner reserves the right to reduce individual marks where individual reports indicate that a student did not contribute adequately to the report. This assessment item is primarily aligned with objectives 1,2,3,6 and 7.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
This course employs a team-based approach to learning in which students must participate in small groups engaged in a community problem solving exercise. To meet the team based objectives of the course, students must participate in their assigned group activities either face to face or through computer mediated communications. Students participation is formally assessed and successful participation is required to complete the requirements to be awarded a passing grade in this course. There are no other attendance requirements for this course. However, it is the students responsibility to study all material provided to them of 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 complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item

- 3 Penalties for late submission of required work:
If students submit assignments after the due date without extenuating circumstances and without prior approval, then a penalty of a maximum of 5% of the assigned mark may apply for each working day late, up to a maximum of 10 working days, at which time a mark of zero can be recorded for that assignment.
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade, a student must achieve at least 50% of the total weighted marks available for the course.
- 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the aggregate of the weighted marks 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>

ASSESSMENT NOTES

- 1 (a) All assessment must be submitted electronically through the course website. Assignment submission will not be accepted in any other form or by any other means without prior approval. The due date for an assignment is the date by which a submission must be received electronically by USQ. (b) In accordance with University's Assignment Extension Policy (regulation 5.6.1), the Examiner may grant an extension of the due date of an assessment item in extenuating circumstances such as documented ill-health. (c) Students may be required to provide a copy of the items submitted for assessment purposes. Such copies should be dispatched to the USQ within 24 hours of receipt of a request to do so. (d) Student 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) Student who, for medical, family/personal, or employment-related reasons, are unable to complete an assessment at the scheduled time, may defer an assessment in the course. Such a request must be accompanied by appropriate supporting documentation. The student will be awarded the grade: IDM (incomplete deferred makeup).

OTHER REQUIREMENTS

- 1 Students will require access to email and have internet access to USQConnect for this course.
- 2 **IMPORTANT NOTE: DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITHIN CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'.** State law in Queensland requires that ALL adults (including university students,

pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18 in the state of Queensland* obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. For further information see:

<<http://www.childrencomm.qld.gov.au/employment/bluecard/informationsheets.html>> *If you are undertaking practical experience outside the State of Queensland, Australia, you should check local requirements.

- 3 It is imperative that students check with the Examiner whether they need to obtain ethics clearance for any of their community work in this course.
 - 4 Students enrolling in WEB courses MUST have ongoing convenient and reliable access to the Internet in order to access course materials and participate in activities that will affect assessment. The levels of equipment required may change from time to time, with the most recent specification listed at <http://www.usq.edu.au/currentstudents/computingstandards/default.htm> You can check whether your computer system meets these requirements from USQAssist (<http://usqassist.usq.edu.au/>).
 - 5 Students can expect that assessment items in this course may draw upon knowledge and skills that they can reasonably be expected to have acquired before enrolling in the course. This includes appropriate communication, information literacy, analytical, critical thinking, problem solving or numeracy skills. Students who do not possess such knowledge and skills should not expect to achieve the same grades as those students who do possess them.
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