

A stylized human figure composed of overlapping, rounded shapes in shades of blue and green, set against a background of blue and green gradients. The figure is positioned in the upper left quadrant of the page.

TECHNICAL COMPETENCIES

for Canada's Substance
Use Workforce v. 3

COMMUNITY
DEVELOPMENT



Canadian Centre
on Substance Use
and Addiction

Evidence. Engagement. Impact.



Canadian Centre
on Substance Use
and Addiction

All behavioural indicators across proficiency levels are examples only and can be adapted or tailored to meet individual organizational needs and mandates.

For CCSA's competencies, substance use is inclusive of situations where professionals are working with individuals who use or have used substances, are diagnosed with a medically recognized substance use disorder or are experiencing harms as a result of using substances. For more information, please refer to the criteria for substance use disorders in the *Diagnostic and Statistical Manual of Mental Disorders*, 5th edition (DSM-5).

For more information on sex- and gender-based analysis (SGBA+), please visit www.ccsa.ca/sex-and-gender-based-analysis

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COMMUNITY DEVELOPMENT

Working together to identify community needs and resources, build capacity and plan, support or guide collective action.

EXAMPLES

1 = Foundational	2 = Developing	3 = Proficient	4 = Advanced
<ol style="list-style-type: none"> 1. Demonstrates an understanding of the needs of Indigenous and racialized communities (e.g., using the Truth and Reconciliation Calls to Action) 2. Accesses literature related to community development and substance use service delivery systems 3. Explains principles of community development (e.g., sustainable, inclusive, equitable, etc.) 4. Explains the role of community members in initiating and supporting community development activities 5. Acts as first-line point of contact for community members 6. Professionally engages with, encourages and responds to all community members and stakeholders 7. Maintains contact with community resources and referral sources 8. Maintains list of gender- and culturally sensitive specialist community resources 9. Works collaboratively and develops rapport with community members and groups 	<ol style="list-style-type: none"> 1. Establishes and maintains contacts and networks to further community involvement in developing and delivering services to enhance community well-being 2. Promotes fairness and good judgment in planning and undertaking community development activities 3. Builds awareness in the community about the specific needs of people affected by substance use, including the impact of stigma on their well-being 4. Collaborates with people most affected to: <ol style="list-style-type: none"> a. Assess and prioritize their needs, issues and resources b. Generate collaborative solutions to community challenges c. Promote community ownership of constructive change d. Build tailored capacity within the community to achieve goals and desired outcomes 5. Advocates for the inclusion of people with lived and living experience and their families and friends in community development activities 	<ol style="list-style-type: none"> 1. Collaborates with people most affected to: <ol style="list-style-type: none"> a. Leverage community capacity b. Ensure that programs and services are culturally safe and gender-sensitive c. Generate solutions to complex community development issues 2. Mobilizes and supports community members to: <ol style="list-style-type: none"> a. Take a proactive role in developing evidence-informed health promotion practices and policies tailored for specific populations b. Reduce stigma associated with substance use c. Promote a healthy lifestyle 3. Performs or participates in needs assessments by collecting, analyzing and interpreting relevant community data, in partnership with other community members 	<ol style="list-style-type: none"> 1. Provides leadership in shaping an organizational vision and service delivery system that reflects evidence-informed practices in community development 2. Provides leadership in developing and implementing evidence-informed, gender- and culturally sensitive community health promotion practices and policies 3. Communicates and collaborates with key stakeholders and decision makers (e.g., police services, school boards, municipal, provincial, federal governments, subject-matter experts, etc.), within and outside the community, to obtain their input on and commitment to engage in relevant policy and program reform and development 4. Incorporates relevant research findings and knowledge of gender, culture and other determinants of health into program planning 5. Assesses new community initiatives and—if resources and circumstances permit—approves those consistent with evidence-informed practices in community development