

I. COURSE DESCRIPTION:

A paradigm is a combination of concepts, values, assumptions, and practices that represent a way of understanding and relating to the world around us. The CICE students, with assistance from a Learning Specialist, will acquire a basic knowledge of both traditional and alternative paradigms and will develop an emerging ability to inspect the correlation of human behaviour and the social environment. CICE students explore their understanding of the person in the environment to develop an increased awareness of multiculturalism and diversity. Through this examination, the CICE students become exposed to the complex aspects of individual, family, community and global relations.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with assistance from a learning specialist, will demonstrate the basic ability to:

1. Identify the purpose of social work and its basic foundational areas as it relates to civic life and responsibility with respect to diversity

Potential Elements of the Performance:

- Relate social responsibility to the concern for the improvement of human well being and understanding of poverty and oppression.
- Identify the foundational areas of social work.
- Define the concept of a paradigm.

2. Collaborate with diverse populations using culturally appropriate methods.

Potential Elements of the Performance:

- Understand the concept of culture and cultural competence.
- Adopt the process of developing cultural competence and its integration into interactions with diverse populations.
- Examine the traditional/dominant paradigms that have the most influence on environments and explore alternative paradigms that have had less influence in shaping worldviews.
- Recognize and understand the dynamics of cultural differences and create an awareness of how those differences influence interactions personally and professionally.
- Examine issues for diverse populations, (i.e. women, sexual orientation, persons with disabilities, elderly, people of colour).

3. Identify and assess presenting problems and major social issues for individuals and groups within a wider social context.

Potential Elements of the Performance:

- Explain how socialization and social forces define one's definition of a problem and the way they respond to a problem.
- Differentiate between the various developmental theories and understand how the differing theories affect one's perspectives.
- Adopt an understanding of the importance of development theories in diverse populations.
- Explore alternative paradigms.

4. Recognize and collaborate with natural support networks in diverse populations.

Potential Elements of the Performance:

- Understand the historical effects and development of family, community and group systems.
- Implement the skills and resources to understand and implement techniques necessary to work with support systems in diverse populations.

5. Advocate on behalf of individuals, families and groups in ways that respect and educate on diversity.

Potential Elements of the Performance:

- Educate on the influences of culture and paradigms within organizations, social policy and communities.
- Develop skills in researching cultural competence and creating cultural awareness when advocating on behalf of clients.

III. TOPICS:

1. History of Social Work and Civil Responsibility in Society

- History of social responsibility through the lens of the traditional paradigm
- Social work values and ethics
- Diversity
- Populations at risk
- Human behaviour and the social environment
- Social welfare policy and services

2. Theory of Traditional Paradigms

- Traditional Paradigms
- Alternative Paradigms
- Importance of connections and interrelatedness in understanding paradigms

3. Culture and Cultural Competency
 - Definitions of culture, race, ethnicity
 - Essential elements of cultural competence
 - Influence of culture on paradigms
 - Diverse populations
 - Influence of culture on the theories of developmental stages

4. Human Behaviour and the Social Environment
 - Family influence on human behaviour and the social environment
 - Group influence on human behaviour and the social environment
 - Community influence on human behaviour and the social environment

5. Community Resources for Diversity Issues
 - Awareness of the human capital of diverse populations
 - Influence of the traditional paradigm on community
 - Importance of community building

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Schraver, J.M. *Human Behaviour and the Social Environment: Shifting Paradigms in Essential Knowledge for Social Work Practice*. Allyn and Bacon.

V. EVALUATION PROCESS/GRADING SYSTEM:

<u>ASSIGNMENTS/EXAMS</u>	<u>WORTH</u>
Movie of Choice Analysis	15%
In Class Activities	35%
Paradigms Concept Map	20%
Video Response	15%
<u>Key Concept Notes</u>	<u>15%</u>
Total	100%

PARADIGMS CONCEPT MAP: To become more familiar with the concepts of paradigms, students will create a concept map detailing the characteristics of the traditional and alternative paradigm. In addition, students will identify examples that represent the characteristics each paradigm.

MOVIE OF CHOICE ANALYSIS: Students will be provided with an opportunity to choose to view one movie from a list of movie titles provided by the professor. Students will be divided into small groups based on the movie viewed. After

viewing one of the movies, students will prepare an analysis of the movie and the issues presented in the movie and prepare a two-page information sheet presenting their analysis of the movie. A detailed outline will be provided by the instructor.

IN CLASS ACTIVITIES: To encourage discussion and sharing of worldviews students will be provided with several opportunities to reflect, discuss and summarize their learning experience pertaining specific topics throughout the course. Class participation is important during the in class discussions. For some topics if students miss a class during the in class exercise marks may be deducted, given the nature and purpose of the in class discussion exercises. The instructor will provide further details on topics and assignment requirements for each topic.

VIDEO RESPONSE: Following the viewing of a video shown in class students will answer a series of questions based on class and text material and their personal reactions. The professor will provide specific further specifics.

KEY CONCEPT NOTES: Students will be expected to submit participation on the of specified class dates to adequately prepare for class by reviewing assigned readings or resources. Preparation notes must be submitted on the day of class, no exceptions.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	

W Student has withdrawn from the course without academic penalty.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Late Arrival:

Arriving late is disruptive, and interferes with the learning process for others. If late arrival becomes a pattern, students may be asked to respect the learning process and wait to enter until break.

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)

3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

- Is reflective of modified learning outcomes.