

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Human Behaviour and the Social Environment (HBSE)

**CODE NO. :** NSW 111 **SEMESTER:** Two

**PROGRAM:** Social Services Worker-Native

**AUTHOR:** Michelle Proulx

**DATE:** Jan. 2006 **PREVIOUS OUTLINE DATED:** N/A

**APPROVED:**

\_\_\_\_\_ **DEAN** \_\_\_\_\_ **DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):**

**HOURS/WEEK** 3 - 16 weeks

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*For additional information, please contact the Dean,*  
*School of Health and Human Services*  
*(705) 759-2554, Ext. 2603*

**I. COURSE DESCRIPTION:**

Skillful social services work must include knowledge and skills for working with diverse populations. Culturally competent workers increase their effectiveness for work with individuals, families and communities. Multicultural practice is much broader than ethnicity. Human behaviour and the social environment is one of the essential areas of social work education. Students will enhance their understanding of the person in the environment.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

**1. Identify the purpose of social work and its basic foundational areas.**

Potential Elements of the Performance:

- Understand the history and progression of social work.
- Relate social work to the concern for the improvement of human well being and alleviating 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 to social work practice.
- 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 and Foundations of Social Work

- Foundations of Social Work:
- Social work values and ethics
- Diversity
- Populations at risk
- Human behaviour and the social environment
- Social welfare policy and services

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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. ( 2004). *Human Behaviour and the Social Environment: Shifting Paradigms in Essential Knowledge for Social Work Practice*. (4<sup>th</sup> Ed.). Allyn and Bacon.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

<u>ASSIGNMENTS/EXAMS</u>	<u>WORTH</u>
Quizzes = 2 x 20%	40%
Presentation on Global Issue/Social Work	15%
2 Video Reaction Papers	30%
<u>LGBTQ Paper</u>	<u>15%</u>
<u>Total</u>	<u>100%</u>

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1. **The two (2) quizzes.** Throughout the semester each of the two quizzes are based on specific topics. Quizzes **CANNOT** be rewritten in order to obtain a higher grade. Tests will only be individually rescheduled, at the discretion of the professor, for substantiated reasons for absence on quiz day. Students requiring rescheduling must make arrangements directly and **IMMEDIATELY** with the professor.
2. **Presentation on Global Social Work Issue:** The student will research an issue that is happening around the world and prepare a 10-15 minute presentation on that issue. Students will cover topics such as oppression, poverty, justice, and war. The instructor will provide specific further specifics.
3. **Video Reaction Papers:** Students will view two (2) videos throughout the semester and prepare a reaction paper based on class and text material and their personal reactions. The instructor will provide specific further specifics.
4. **LGBTQ Paper:** Students will prepare a 2 - 4 page (double-spaced 12 font) paper summarizing the LGBTQ Sensitivity Training and their perceptions of their growth during the HBSE course. The instructor will provide specific further specifics

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%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
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.	

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NR Grade not reported to Registrar's office.  
W Student has withdrawn from the course without academic penalty.

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

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:**

Significant learning takes place in the classroom through an interactive learning approach; therefore, ALL students must attend 60% of the classes to obtain a passing grade.

**Submission of Assignments:**

ALL assignments are to be handed in on the due date and are to be typewritten. Any late assignments will be penalized 1% per day late and will be accepted up to 5 days late.

**Special Needs:**

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

**Retention of course outlines:**

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

**Plagiarism:**

Students should refer to the definition of "academic dishonesty" in the *Student Code of Conduct*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

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**Course outline amendments:**

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.