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 Specialization

AUTHOR: Michelle Proulx

DATE: Jan. 2009 **PREVIOUS OUTLINE DATED:** Jan. 2008

APPROVED: "Angelique Lemay"

_____ _____

CHAIR, COMMUNITY SERVICES **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S):

HOURS/WEEK 3 hrs /week

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. This course will provide students the opportunity to examine and compare both traditional and alternative paradigms to inspect the correlation of human behavior and the social environment. Students explore their understanding of the person in the environment to develop an increased awareness of multiculturalism and diversity. Through this examination students become exposed to the complex aspects of individual, family, community and global relations.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

Course Name   **Code No.**

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:

Schriver, J.M. (2004). *Human Behaviour and the Social Environment: Shifting Paradigms in Essential Knowledge for Social Work   Practice*. (4th Ed.). Allyn and Bacon.

V.   EVALUATION PROCESS/GRADING SYSTEM:

ASSIGNMENTS/EXAMS	WORTH
Test 1	**20%**
Test 2	**20%**
Paradigms Description Paper	**15%**
Presentation on Global Issue/Social Work	**15%**
Video Reaction Paper	**15%**
LGBTQ Paper	**15%**
Total	**100%**

Course Name   **Code No.**

Tests (2) The tests will cover information presented in the chapter.   Quizzes **CANNOT** be rewritten in order to obtain a higher grade. Tests will only be 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.

Paradigms Description Paper: To become more familiar with the concepts of paradigms, students will write a 4-page descriptive paper outlining their understanding of paradigms. Students will use the text to define terms and will include additional research to help support their paper.

Presentation on Global Social Work Issue: The student will research an issue that is occurring around the world and prepare a 10-15 minute Power Point presentation on that issue. Students will cover topics such as oppression, poverty, justice, and war. Student will have to hand in a copy of the PowerPoint presentation and annotated bibliography. The instructor will provide specific further specifics.

Video Reaction Paper: Students will view one (1) video in class 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.

LGBTQ Paper: Students will prepare a 2 - 4 page (double-spaced 12 font) paper summarizing the LGBTQ presentation 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:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
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.

Course Name   **Code No.**

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.

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.

It is the student's responsibility to acquire the notes from missed lectures and to request from the professor any material or assignments missed during their absence.

Classroom Courtesy:
To provide a respectful learning environment the use of cell phones, MP3 players and the like are not permitted in the classroom. Cell phones may be set on vibrate if expecting an urgent message. Students will be asked to leave the classroom when the uses of these devices in classroom are utilized.

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

Assignments are due at the beginning of class. Late assignments must be submitted with a signature verifying date assignment was received. Late assignments can be submitted via email, using Microsoft Word 2007 or earlier versions. It is the student's responsibility to ensure that the assignment can be viewed using Microsoft 2007 software.

Disability Services:

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 professor and/or the Disability Services 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.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

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 advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.