

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

<b>COURSE TITLE:</b>	Human Behaviour and the Social Environment (HBSE)		
<b>CODE NO. :</b>	NSW 111	<b><u>SEMESTER:</u></b>	Two
<b>PROGRAM:</b>	Social Services Worker-Native Specialization		
<b>AUTHOR:</b>	SSW-NS Faculty: Michelle Proulx		
<b>DATE:</b>	June. 2010	<b><u>PREVIOUS OUTLINE DATED:</u></b>	Jan. 2010
<b>APPROVED:</b>	"Angelique Lemay"		Dec. 2010
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	<b>CHAIR, COMMUNITY SERVICES</b>		<b>DATE</b>
<b>TOTAL CREDITS:</b>	3		
<b>PREREQUISITE(S):</b>			
<b>HOURS/WEEK</b>	3 hrs /week		

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*For additional information, please contact the Chair, Community Services,  
School of Health and Community Services*

*(705) 759-2554, Ext. 2603*

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**Course Name**

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**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).

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**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

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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. ( 2011). *Human Behaviour and the Social Environment: Shifting Paradigms in Essential Knowledge for Social Work Practice*. (5<sup>th</sup> Ed.). Allyn and Bacon.

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

<u>ASSIGNMENTS/EXAMS</u>	<u>WORTH</u>
Movie Analysis	15%
Test	25%
Paradigms Description Paper	15%
Presentation on Global Issue	15%
Video Response	10%
LGBTQ Paper	10%
<u>Attendance and Participation</u>	<u>10%</u>
<b>Total</b>	<b>100%</b>

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**Movie 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.

**Test** The test will cover information presented from selected chapters. Tests **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 professor will provide specific further specifics.

**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.

**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 professor will provide specific further specifics.

**Attendance and Participation:** (Total to be converted to mark out of 10%)

1. Prepared for each class, and contributes to class discussions
2. Attended all classes
3. Arrived consistently on time
4. Utilizes LMS and email programs to communicate with professor and manage course material

Rating Scale:

0: did not meet the expectation

1: minimally met expectation with significant improvement recommended

2: met expectation with improvement recommended

3: satisfactorily met expectation

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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	

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.

**NOTE:** Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

**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.

Significant learning takes place in the classroom through an interactive learning approach; therefore, it is an expectation that students attend classes regularly to contribute to the academic performance and development of professional skills.

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By midterm the professor will calculate the attendance and a letter will be distributed to the students who require a plan to address the attendance concern. Students who have missed more than 40% of scheduled classes will meet with the professor to discuss the program and course expectations and create a plan which addresses attendance concerns.

Students are encouraged to communicate with the professor when absences are anticipated and immediately returning from an absence. It is the student's responsibility to catch up on any notes and material missed when absent.

A pattern of absences or lateness may result in academic consequences which may include failure in course, ineligibility for fieldwork component of the program, implementation of a learning/success contract, suspension or withdrawal from fieldwork.

**Assignments:**

Assignments are discussed when distributed. It is the responsibility of the student to seek clarification from the professor if absent when an assignment was distributed or if further clarification is requested related to the instructions or concepts.

Students must contact the professor ***prior to the due date*** to request consideration for an extension of an individual assignment. Valid and justifiable circumstances will be considered if granting an extension. Students will complete an Assignment Extension Request form and attach the completed form to the assignment.

Assignments are to be submitted electronically to the professor. The electronic copy provides verification of the date and time of submission. In addition a hardcopy of each assignment is to be submitted to the professor on the due date. The hardcopy will be marked by the professor. Assignments not submitted by hardcopy will not be graded until a hardcopy is provided to the professor.

Late assignments will be penalized 1% per day late and will be accepted for grading up to one week after the due date. Assignments submitted beyond one week past the due date will not be accepted.

**VII. COURSE OUTLINE ADDENDUM:**

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