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**Course Name**

**Code No.**

**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:**

Schriver, 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:** This portion of the class will be assessed using the Attendance and Participation Rubric. Students will be graded on attendance for all classes, preparedness for class including assigned readings, contribution to discussions, and the ability to communicate effectively during in-class activities. Students are expected to arrive on time for all classes, and utilize MOODLE for course materials.

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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:****Distribution and Submission of Assignments**

To assist students in time management and organizational skills the following policy and practices will be followed by your core professors in your program.

**Distribution of Assignments**

- Weekly schedules (subject to change) are provided to students at the beginning of the semester, outlining due dates for all assignments for the course.

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- All assignments are provided in the form of a detailed outline and explained in class. Detailed outlines of assignments are provided either in hard copy or posted on MOODLE.
- Efforts are made by professors to balance out the workload for the core SSW-NS courses. Each student is responsible for personal time management to monitor upcoming assignments and to plan accordingly.
- When students are absent and miss assignment outlines and explanations, it is the student's responsibility to obtain the assignment from MOODLE or your professor. It is recommended students who miss assignment outlines and explanations also schedule a meeting with the professor outside of class time to seek clarification.
- Make note of any in-class assignments. It might not be possible to make these up if missed, due to the nature of the assignment. If an alternative make-up assignment option is given to replace missed in-class assignments it may not carry the same weight in the grading system due to the nature of the assignment.

### **Submission of Assignments**

- **ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS:** All written assignments are to be submitted on the due date, generally at the beginning of class. Your professor will announce when they will collect the assignment, and after assignments have been collected, any assignment submitted after class are subject to a 1% deduction until midnight of the original due date. For example, if an assignment is worth 10%, the student will earn no more than 9% for that assignment.
- **LATE ASSIGNMENTS:** Once an assignment is considered late the student will consult with the professor to determine whether an assignment will be accepted for marking or whether deductions apply. Each assignment will outline submission criteria and late policy. Due to the nature of each assignment deductions may vary for late submissions. Additionally, some in class assignments or marked assignments already returned to the students may not be accepted. It is the student's responsibility to communicate with the professor when the student misses a submission due date.
- **HARDCOPY AND ELECTRONIC SUBMISSIONS:** All assignments are to be submitted electronically to the professor. Instructions will be provided on MOODLE or on the assignment outline. Please ensure you read and

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carefully follow the instruction for each assignment. When an assignment outlines require students to submit a hard copy, they must also submit an electronic copy. The assignment will be marked when both formats have been received.

Students are preparing to enter a profession where deadlines are integral to service delivery and advocacy. It is anticipated that students develop a work ethic which encompasses time management skills.

**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 use of these devices is utilized. If the use of cell phones becomes too distracting, students may be asked to leave their phones at the front desk until the end of class.

The use of computers may assist some students to take notes during class; however, the use of social network sites, such as Facebook or surfing the internet with non-class related sites is distracting. Students using computers in this way will be asked to turn their computers off.

Students are expected to be prepared for each class by being on time, having read the assigned course material. Students are advised to review each class course outline and assignments and discuss questions and concerns with the faculty.

Late Arrivals: If late arrivals become a pattern, once the classroom door has been closed, the learning process has begun. Late arrivals may not be granted admission to the room until the break.

Chatting and whispering amongst students during lectures or presentations distracts the professor and fellow students. Students are expected to consider how their behaviour impacts other students' learning and the professor's presentation.

Students are encouraged to focus and refrain from talking to other students during lectures or presentations.

**Participation and 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



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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.

Course participation and attendance will be evaluated using a standard rubric. This rubric highlights key areas of participation and attendance. Students will be evaluated using this rubric twice throughout the semester. The first evaluation occurs at midterm to alert the student to any areas of improvement and again at the end of the semester. Each evaluation is worth 20 points and the final mark will total 40 points. This mark will be converted to a percentage grade.

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.

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

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.

## **VII. COURSE OUTLINE ADDENDUM:**

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