

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



CICE COURSE OUTLINE

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

CODE NO. : NSW 111 **SEMESTER:** Winter
MODIFIED CODE: NSW 0111

PROGRAM: Social Services Worker-Native Specialization

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DATE: Jan. 2010 **PREVIOUS OUTLINE DATED:** Jan. 2009

APPROVED: "Angelique Lemay" Feb. 2010

	CHAIR, COMMUNITY SERVICES	DATE
TOTAL CREDITS:	3	

PREREQUISITE(S): None

HOURS/WEEK: 3 hrs /week

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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:

Upon successful completion of this course, the CICE student, with the help of a Learning Specialist, will demonstrate the basic ability to:

1. **Recognize 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.
- Understand the process of developing cultural competence and understand its integration into interactions with diverse populations.
- Recognize 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.
- Understand issues for diverse populations, (i.e. women, sexual orientation, persons with disabilities, elderly, people of colour).

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

Potential Elements of the Performance:

- Recognize how socialization and social forces define one's definition of a problem and the way they respond to a problem.
- Understand the difference between the various developmental theories and understand how the differing theories affect one's perspectives.
- Gain an understanding of the importance of development theories in diverse populations.
- Understand 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.
- Begin to understand and use the skills, resources and 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:

- Explain to others about the influences of culture and paradigms within organizations, social policy and communities.
- Gain 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. (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:

<u>ASSIGNMENTS/EXAMS</u>	<u>WORTH</u>
Movie Analysis	15%
Test	25%
Paradigms Description Paper	15%
Presentation on Global Issue/Social Work	15%
Video Response	15%
LGBTQ Paper	15%
Total	100%

Movie Analysis: Students will be provided with an opportunity to choose to view one movie a list of movie titles provided by the professor. Student 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

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
A	80 – 89%	4.00
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.

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:

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.

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.

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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

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

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

Disability Services:

If you are a student with a disability (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.

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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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, **ALL students must attend 60% of the classes to obtain a passing grade.**

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.

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.

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

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 not be accepted for grading one week after the due date.

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.

Assignments submitted after business hours are to be emailed to the professor, verifying the date and time submitted. Students will subsequently hand in a hard copy of the assignment.

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

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.