



COURSE OUTLINE

NSW0111

Prepared: Michelle Proulx Approved: Martha Irwin

Course Code: Title	NSW0111: HUMAN BEHAVIOUR/SOCIAL ENVIRONMENT CICE				
Program Number: Name	1120: COMMUNITY INTEGRATN				
Department:	C.I.C.E.				
Semester/Term:	17F				
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 behaviour 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. 				
Total Credits:	3				
Hours/Week:	3				
Total Hours:	45				
Essential Employability Skills (EES):	<p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#6. Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p>				
General Education Themes:	<p>Social and Cultural Understanding</p> <p>Personal Understanding</p>				
Course Evaluation:	Passing Grade: 50%, D				
Evaluation Process and	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight		
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Grading System:

In Class Activities	35%
Key Concept Notes	15%
Movie Analysis	15%
Paradigms Concept Map	20%
Video Response	15%

Books and Required Resources:

Human Behaviour and the Social Environment: Shifting Paradigms in Essential Knowledge for Social Work Practice. by Schriver, J.M.
 Publisher: Pearson Edition: 6th
 ISBN: 9780133909104

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1.

Identify the purpose of social work and its basic foundational areas as it relates to civic life and responsibility with respect to diversity.

Learning Objectives 1.

- 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.

Course Outcome 2.

Collaborate with diverse populations using culturally appropriate methods.

Learning Objectives 2.



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- Understand the concept of culture and cultural competence.
- Adopt the process of developing cultural competence and its integration into interactions with diverse populations.
 - Examine society's dominant views that have the most influence on environments and explore alternative views that contribute to meet the needs of diverse population.
 - 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).

Course Outcome 3.

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

Learning Objectives 3.

- 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.
- Identify how an alternative view can address presenting problems and social issues.

Course Outcome 4.

Recognize and collaborate with natural support networks in diverse populations.

Learning Objectives 4.

- 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.

Course Outcome 5.



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Advocate on behalf of individuals, families and groups in ways that respect and educate on diversity.

Learning Objectives 5.

- 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

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. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. 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.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

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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.

D. 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

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

Wednesday, September 6, 2017

Please refer to the course outline addendum on the Learning Management System for further information.