

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
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. *Human Behaviour and the Social Environment: Shifting Paradigms in Essential Knowledge for Social Work Practice*. Allyn and Bacon.

V. EVALUATION PROCESS/GRADING SYSTEM:

<u>ASSIGNMENTS/EXAMS</u>	<u>WORTH</u>
Movie Analysis	15%
In Class Activities	30%
Paradigms Description Paper	25%
Video Response	15%
<u>Participation/Preparation Notes</u>	<u>15%</u>
Total	100%

PARADIGMS DESCRIPTION PAPER: To become more familiar with the concepts of paradigms, students will write a 5--page descriptive paper outlining their understanding of paradigms. Students will use the text to define terms and may include additional research to help support their paper.

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.

IN CLASS ACTIVITIES: To encourage discussion and sharing of worldviews students will be provided with several opportunities to reflect, discuss and summarize their learning experience pertaining specific topics throughout the course. Class participation is important during the in class discussions. For some topics if students miss a class during the in class exercise marks may be deducted, given the nature and purpose of the in class discussion exercises. The instructor will provide further details on topics and assignment requirements for each topic.

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.

PARTICIPATION/PREPARATION NOTES: Students will be expected to submit participation on the of specified class dates to adequately prepare for class by reviewing assigned readings or resources. Preparation notes must be submitted on the day of class, no exceptions.

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%	
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: 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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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.

Late Arrival:

Arriving late is disruptive, and interferes with the learning process for others. If late arrival becomes a pattern, students may be asked to respect the learning process and wait to enter until break.

VII. COURSE OUTLINE ADDENDUM:

The provisions in the addendum are located on the student portal and form part of this course outline.

