

Texas State University-San Marcos
Multicultural Curriculum Transformation Guide/Assessment Instrument

Name of Course: Human Behavior in the Social Environment (SOWK 5311)

Instructor: Angela Ausbrooks

Department: Social Work

Degree: **Degree Program Requirement: YES NO**

<p>1. Course Description</p>	<p>This course is the first of a two-course sequence exploring individual and family dynamics from an ecological/systems, developmental, and strengths framework, attending to the effects of culture and oppression. It focuses on human functioning from conception through adolescence and builds a knowledge and value base for practice across all systems levels (individual, family, group, community, and society), enhances descriptive and analytical reasoning, and sharpens assessment skills. It incorporates content on values, diversity, populations at risk, social and economic justice, and professional leadership. The purpose of this course, and its companion course (5318: HBSE II) is to build students' knowledge of how human behavior interacts with social environment.</p>
<p>2. Course Objectives</p>	<ol style="list-style-type: none"> 1. Students will apply a theoretically-derived and empirically-supported knowledge base to assess and understand the growth and functioning of individuals and families within multicultural social environments. 2. Students will identify the biological, psychological, social (biopsychosocial), and religious/spiritual factors that influence individual development throughout the life cycle from conception through older adulthood. 3. Students will demonstrate an ability to assess and critically analyze the impact of multicultural factors (race/ethnicity, age, gender, religion/spirituality, geography, SES, etc.) on individual biopsychosocial, religious/spiritual development. 4. Students will examine their biases related to multiculturalism and explore the impact these biases could have on their assessments and practice with individuals and families.
<p>3. Course Content (60% needed for multicultural content classification)</p>	<p>LEVEL ONE: <input type="checkbox"/> LEVEL TWO: <input type="checkbox"/> LEVEL THREE: <input checked="" type="checkbox"/> (Check one. Explain.)</p> <ul style="list-style-type: none"> *Systems/Ecological Theory *Multiculturalism awareness and/or competence *Multidimensional framework for assessing social functioning *Value orientation, worldview, social justice, dynamics of oppression and discrimination *Bias in Service Delivery *Biophysical dimension of development and functioning *Psychological dimension of development and functioning *Social dimension of development and functioning (includes religion/spirituality) *Pregnancy, birth, and the newborn *Infancy *Early & Middle childhood *Adolescence *Adulthood *Older adulthood <p>All of the course content, including the exploration of developmental stages includes identification, exploration, and analysis of the impact of multicultural factors on individual development and functioning throughout the life cycle. Multicultural content: 60% of the course.</p>

<p>4. Instructional Strategies</p>	<p>LEVEL ONE: ____ LEVEL TWO: ____ LEVEL THREE: <u>X</u> (Check one. Explain.)</p> <p>This course is taught to small or medium sized classes (25-50 students). Instructional strategies include: lecture on key concepts of development, discussion, videos, in-class activities, and group activities and projects. Discussions are utilized to encourage students to critically analyze the concepts read and/or provided via lecture. The overall goals are to increase students' awareness and appreciation of diversity and the multicultural factors that impact development and functioning.</p> <p>Students are encouraged to examine their own biopsychosocial development and critically analyze its impact on their current functioning. Course assignments and projects require the students to explore their own value and belief systems to foster understanding of the process involved and the impact their mono- or multicultural social environments had on their development and current functioning. Students are also required to apply course content to analysis of the development of multicultural individuals utilizing this same process.</p> <p>To achieve course goals, students are required to complete the following assignments:</p> <ol style="list-style-type: none"> 1. Personal Environment Analysis 2. Child Observation Assignment 3. Adolescent Self-Reflection Paper 4. Identification of "Isms" Activity/Analysis 5. Biopsychosocial Assessment – (semester-long project) assessment of one individual across the lifespan based on the individual's life story. Students will be required to compare and contrast their life story with that of the assigned individual through the assignments identified above.
<p>5. Assessment of Student Knowledge</p>	<p>LEVEL ONE: ____ LEVEL TWO: ____ LEVEL THREE: <u>X</u> (Check one. Explain.)</p> <p>Overall assessment of student learning will include self-assessment, synthesis, and application. Students will be required to assess their development, current functioning, multicultural awareness, knowledge, and appreciation. Synthesis will be accomplished through application of the course content to real-life examples and overall social work practice methodologies.</p> <p>Exam assessments will include essay, multiple choice, true/false, and matching questions. This will ensure that content for all learning styles is included and will provide opportunities for students to demonstrate mastery of course content utilizing their individual strengths.</p>
<p>6. Classroom Interactions</p>	<p>LEVEL ONE: ____ LEVEL TWO: <u>X</u> LEVEL THREE: ____ (Check one. Explain.)</p> <p>Consistent, diligent effort will be made to ensure "cultural equity in participation" and maintain "respectful interactions." Ground rules for discussion and interaction will be clearly stated in the syllabus and reiterated by the instructor. The instructor will also role model respect for each individual student</p>
<p>7. Course Evaluation</p>	<p>A mid-term evaluation will be conducted to ensure that the multicultural goals are being achieved and students are allowed choices related to course content, structure, and assessments.</p> <p>An end-of-course evaluation will also be conducted to ensure that the multicultural goals were achieved.</p>

Percentage of Multicultural Content: 60%

Multicultural Classification:

Multicultural Content (MC): courses with 60% of the content multicultural

Multicultural Perspectives (MP): courses using a variety of strategies to encourage multiculturalism, including content, instructional strategies, assessment, and classroom dynamics (When this is the only classification, the content is less than 60%)

Multicultural Content and Perspectives (MC and MP): combination of both with 60% content.

Choose the best multicultural classification that describes this course: Circle one. MC MP **MC and MP**

Does this course focus on international diversity, U.S. diversity, women's studies, or a combination of all three? Explain.

This course will focus on U.S. diversity. The primary course content is related to individual development from biological, psychological, social, and spiritual perspectives. Each individual's development is influenced not only by these factors, but multicultural factors as well, including, but not limited to race/ethnicity, geography, age, sex/gender, and sexual orientation. These factors will be discussed and critically analyzed to determine their impact on individual development through the lifespan (infancy to older adulthood) and individual behavioral functioning.