

# Human Behavior in the Social Environment (HBSE )

501 HBSE I - Robin Sims  
502 HSE II - Michele Bartlett  
630 Trauma - Julie Gould  
Sequence Chair - Hyun-Sun Park






# CSWE Definition of HBSE




## Before 2022 EPAS

HBSE includes contents on various theories that explain human behavior and social dynamics, ways in which biological, psychological, social, (cultural, & spiritual) factors affect people in their environment, and how these factors play out on different levels, including individual, family, small group, community, and societal levels.



## 2022 EPAS

HBSE advances knowledge to guide decisions about what social workers need to do and how they should do it. The comprehensive knowledge base of human behavior serves as the glue that holds the multiple facets of social work practice together.

- Multidimensional influences on individual and collective behavior
  - Theory and research about biopsychosocial-spiritual aspects of human behavior
  - Effects of globalization, culture and diversity, risk & protective factors, systems of inequalities and mechanisms of oppression.
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# Alignment with Mission




## HBSE

- Person-in-environment Perspectives
  - Risk & resilience factors
  - Biopsychosocial-cultural-spiritual
  - Strengths-based perspective
  - Intersectionality
  - Oppression, marginalization, power, & privilege
  - Culturally responsive & inclusive
  - Trauma-informed
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## Mission

Prepare professional social worker to be anti-oppressive, socially just agents of change by promoting well-being in urban settings.

- Strengths-based
  - Intersectionality
  - power and privilege
  - anti-oppressive
  - trauma-informed
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# Course Competencies




## 501 & 502

Competency 2:  
Advance Human Rights and Social, Racial,  
Economic, and Environmental Justice

Competency 3:  
Engage Anti-Racism, Diversity, Equity, and  
Inclusion (ADEI) in Practice

Competency 4:  
Engage in Practice-Informed Research and  
Research-Informed Practice



Competency 7:  
Assess Individuals, Families, Groups,  
Organizations, and Communities


## 630

Competency 1:  
Demonstrate Ethical and Professional Behavior

Competency 3:  
Engage Anti-Racism, Diversity, Equity, and  
Inclusion (ADEI) in Practice

Competency 4:  
Engage in Practice-Informed Research and  
Research-Informed Practice

Competency 7:  
Assess Individuals, Families, Groups,  
Organizations, and Communities





# SWRK 501 HBSE I

Robin Sims







# SWRK 501



## Human Behavior in the Social Environment I

### **Course Description:**

This is the first of two human behavior and the social environment courses, which provides understanding of human behavior and social environmental relationships from an ecological perspective. This course focuses on child development from pre-birth to maturity. Child development is a complex interplay between the emerging child and their primary caregiver; the caregiver's intimate relationships; the extended family; and, the family's relationships to larger social systems. This class will examine the transactions between family members and their transactions in three primary arenas: the intimate relationships within the family; daycare/school; and within urban communities. Students understand the impact of risks and resiliency in human development. Additionally, the family's systems of interdependence with political, social, cultural, and economic and natural environments are explored.





# SWRK 501



## **COURSE OBJECTIVES:**

How we become our Intersectional Selves

To understand child development through:

- Historical Narratives/Theories; Bio-psycho Social; Ecological Model-Systems perspective, Attachment Theory, Social Learning Theory, Minority Stress Theory & science- based theories in child development
- Pregnancy and Prenatal
- Development in Infancy and Early Childhood
- Development in Middle Childhood
- Development in Adolescence

Textbook:

Rogers, A. (2022). *Human behavior in the social environment (6th Edition)*. Routledge.





# SWRK 501 General Assignments

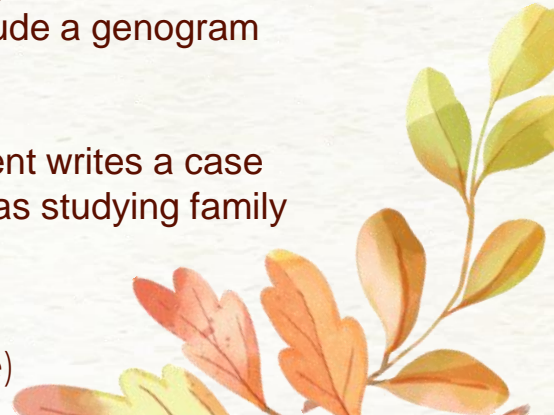
## **Various Course Assignments:**

Reflective Essay – using a behavior/developmental theory or model students are asked to reflect and share a past experience in their life (including personal and or professional experiences) and framing that experience through the lens of a chosen theory or model that has been discussed in class

Family Analysis Paper -analyze the development of your family as a system that has been shaped by historical and ecological factors. You will need to include a genogram and ecomap of your family

Ethnographic Study of One's Family of Origin/Genogram – Each student writes a case report of their family of origin. Includes ethnographic techniques such as studying family artifacts, documents, photo albums, observations and interviews

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# SWRK 501 General Assignments

## **Various Course Assignments (continued):**

Article Critique & Presentation of Critique - The purpose of this assignment is to provide students with the opportunities to discuss the findings of an empirical study in relation to the class topic

Single Page Outline – class is divided into small learning groups of 3-4 people. Each member of the group must do 1 of the following per module: outside academic reading, listen to podcasts/TEDtalk, relate topic to current pop culture, read a non-academic article that discusses the module topic. The outline submitted must include: correct APA citations, synopsis of the article, podcast, TEDTalk, TV, movie, book; Implications for SW practice; potential social justice issues including issues of anti-oppressive, anti-Blackness impact.







# SWRK 501 Common Assignment



## **Common Assignment**

**PowerPoint Presentation** (3-5 person Small Learning Group assignment): The goal of this assignment is for students to learn about and present an issue that affects a vulnerable population (Autism Spectrum Disorder, Children Exposed to Trauma, Sexually abused children, Children in foster care, Children who are victimized by bullies, etc.) in a specific age cohort (infancy, toddler, preschool, middle childhood or adolescence); their families and their communities. The presentation includes research-informed prevention or promoting wellbeing model specific to the population of choice. The presentation must be anchored in the Ecological Model and must include an advocacy component for the selected at-risk population on a policy, macro or individual level.





# SWRK 502 HBSE II

Michele Bartlett

she/her/hers



# SWRK 502 Human Behavior in the Social Environment II (HBSE)

This is the second of two-human behavior and the social environment courses, which provides understanding of human behavior and social environmental relationships from an anti-oppressive and ecological perspective.

**Main Focus:** Developmental dynamics of larger social systems and their influence on individuals and families in urban settings.

**Content emphasizes –**

- ~Person in environment, from an intersectional, anti-racist/anti-oppressive lens. (Micro, mezzo, macro perspective).
  - ~Address and seek to disrupt ideologies/assumptions as well as discriminatory behaviors and structural, institutional barriers.
  - ~Advocate for an equitable and socially just society.
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# Course Modules

**Course taught in six modules  
(Each module is covered over 2 weeks.)**

- 1. Meaning**
- 2. Work and community integration**
- 3. Creation of kinship systems and family units.**
- 4. Human sexuality**
- 5. Health and chronic illnesses -  
Impact of Racism on our Nation's  
Health**
- 6. Death and Dying**

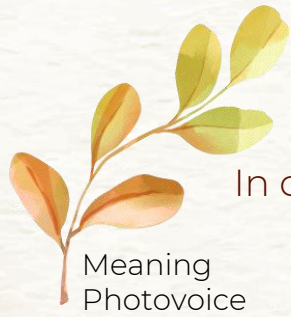
**Textbook:**

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# Course Activities

In class activities include:



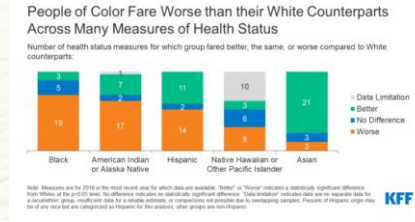
Meaning  
Photovoice



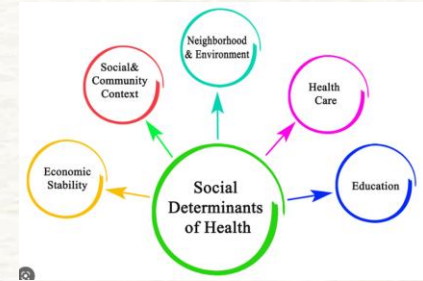
Mapping  
Community  
Assets

RESOURCES	STRESSORS
Food Access and Availability	
Quality Education	
Good Transportation / Planning	
Affordable Housing	
Good Jobs & Work Opportunities	
Business Investment and Development	
Income and Wealth	
Social Supports	
Public Safety	
Green Spaces	
Recreational Opportunities	

Strategies for Reducing Health Disparities



SDOH



The Privilege of a Good Death:  
An Intersectional Perspective  
on Dying a Good Death in America

How Policymaking Affects Families



# Assignments

## 12 Grand Challenges for Social Work

Group Project, 3 students max. After you have a group, you will be assigned a challenge to present. Your research needs to be focused on the age cohorts that we will be working with this semester (25+).

- ~Close the health gap
- ~Stop family violence
- ~Advance long and productive life
- ~Eradicate social isolation
- ~Create social response to a changing environment
- ~Build financial capability for all
- ~End homelessness
- ~Promote Smart Decarceration



The presentation will need to cover the following points:

- ~What is the social challenge being addressed? (This needs to include data on the challenge.)
- ~What are the impacts of the social challenge to human development?
- ~How does power, racism, systemic oppression impact/contribute to the social challenge?
- ~What are some potential interventions from a person in environment perspective ?

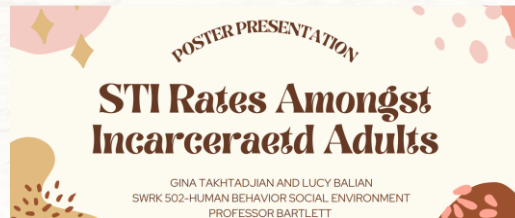
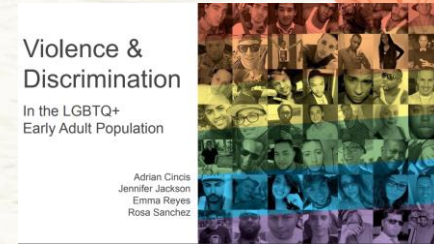
Research on the issue. At least two research articles.

# Common Assignment

Power Point Presentation— Due the last two weeks of the semester.

The goal of this assignment is for students to learn about and present an issue that affects an at-risk population, in a specific age cohort, and related to one of the Module topics of the course. Students will address the social issue from an intersectionality and anti- oppressive lens. Intersectional theory asserts that people are often disadvantaged by multiple sources of oppression: their race, class, gender identity, sexual orientation, religion, and other identity markers. What does empowerment look like for these at- risk groups? What systems are involved?

The presentation includes a research-informed model specific to the population of choice. This presentation format allows you to practice synthesizing knowledge and articulating it to the class.





# Module Resources

Meaning:

1 Vereen, L. G., Wines, L. A., Lemberger-Truelove, T., Hannon, M. D., Howard, N., & Burt, I. (2017). **Black Existentialism: Extending the Discourse on Meaning and Existence.** Journal of Humanistic Counseling, 56(1), 72-84.

Work and  
Community  
Integration:

2 Toni Calasanti and Kate Slevin **Age Matters: Age As a Basis of Inequality in Feminist Theory**

Allen Eugene Lipscomb, Psy.D, LCSW Wendy Ashley, Psy.D, LCSW & Sarah Marks (2021) **Mis-bereavement of the Formerly Incarcerated Black Man** Journal of Sociology and Social Work December 2021, Vol. 9, No. 2, pp. 46-56

Creation of  
kinship  
systems  
and family  
units:

4 Lent J. P. Otto A. (2018). **Grandparents Grandchildren and Caregiving: The Impacts of Americas Substance Use Crisis.** Generations 42(3) 1522

Few-Demo, April & Humble, Aine & Curran, Melissa & Lloyd, Sally. (2016). **Queer Theory, Intersectionality, and LGBT-Parent Families: Transformative Critical Pedagogy in Family Theory.** Journal of Family Theory & Review. 8. 74-94.

6 Letiecq, Bethany L. (2019) **Surfacing Family Privilege and Supremacy in Family Science: Toward Justice for All**



# Module Resources

Human  
Sexuality

1. Gil-Llario, M., Morell-Mengual, V., Ballester-Arnal, R., & Diaz-Rodriguez, I. (2018). **The experience of sexuality in adults with intellectual disability.** Journal of Intellectual Disability Research, 62(1), 72-80.

Health and  
Chronic  
Illness



2. Davis, Charlie E ; Johnson, Corey W ; Flanagan, Ashley ; Silk, Washington(2021)“**We’re All in an Abusive Relationship with the Health-Care System’: Collective Memories of Transgender Health Care.**” The Canadian Journal of Human Sexuality, vol. 30, no. 2, 2021, pp. 183–95, Milner A, Franz B,

3. Henry Braddock J. **We Need to Talk About Racism-In All of Its Forms-To Understand COVID-19 Disparities.** Health Equity. 2020 Sep 25;4(1):397-402.

Death and  
Dying

1. Corpora, Miranda. (2022) “**The Privilege of a Good Death: An Intersectional Perspective on Dying a Good Death in America.**” The Gerontologist, vol. 62, no. 5, 2022, pp. 773–79, <https://doi.org/10.1093/geront/gnab130>.

2. Bordere, T. C. (2009). “**To Look at Death Another Way”: Black Teenage Males’ Perspectives on Second-Lines and Regular Funerals in New Orleans.** OMEGA - Journal of Death and Dying, 58(3), 213–232.





# SWRK 630

## Family Crisis, Trauma and Grief

Julie Gould  
she/her/hers





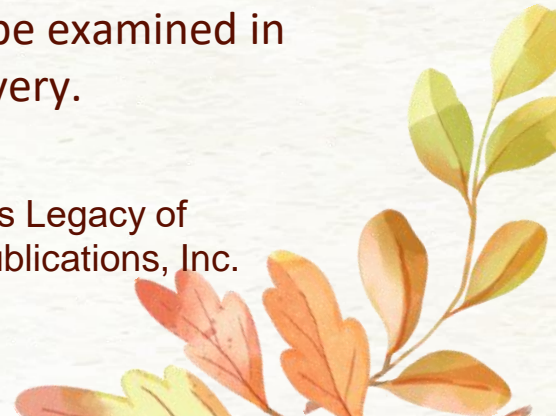
# SWRK 630

## Family Crisis, Trauma and Grief

### Course Description:

This course examines the complexities of trauma(s) experienced by individuals, families and communities in urban settings. Students will examine the impact of various forms of trauma have on the developmental trajectory of individuals, families and communities. Students will develop an understanding of trauma-informed care and its application to larger systems, as well as issues of social justice. Issues of power and privilege and intersectionality will be examined in relationship to cultural factors that support the process of recovery.

Course Text: DeGruy, J. (2017). Post Traumatic Slave Syndrome: America's Legacy of Enduring Injury & Healing. (Newly Revised and Update Edition). DeGruy Publications, Inc.







# What 630 is?

Micro/mezzo/macro exploration of the impact of trauma on individuals, families and communities

Topics addressed:

- Trauma informed care/HCE
  - Trauma and brain/development
  - ACEs
  - Historical Trauma
  - Healing in Community (in class activity-cultural practices supporting wellness and recovery)
  - Community Violence
  - Police Induced Trauma
  - Race Based Trauma
  - Trauma and the Professional (secondary trauma/professional resilience)
  - Resilience and Post Traumatic Growth
  - Guest Speakers:
    - Historical Trauma/Cultural Healing in Indigenous Communities
    - Historical Trauma/Cultural Healing in PILA (People of Indigenous & Latin American ancestry) Communities
    - EMDR as treatment for trauma
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# Intersectionality and Grief Presentation



This assignment requires students to form small groups and choose an article from a list provided covering grief and various identity markers. Students present addressing the following points:

General topic of article/What was the article about?

- Purpose of article
  - Identify key points/findings
  - Examine the intersecting variables impacting grief
  - What were/are the layered losses?
  - Implications for social work (Micro/Mezzo/Macro)
  - **How will the results of the study inform anti-racist, anti-oppressive practice with the population being addressed? (update to assignment)**
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# Historical Trauma and Social Justice Presentation

In small groups, students create a presentation that **critiques and deconstructs a dominant narrative** about one population

Address the following in the presentation:

- Identify the historical/multigenerational nature of the trauma
- Identify the lasting impact of this trauma that leaves them (and their families, community) vulnerable to enduring negative consequences
- Discuss what is currently being done to address this issue (social justice plans of action, advocacy, effective programs targeting this population)







# Common Assignment: Understanding Trauma Research Paper

**This assignment requires students to select a type of trauma and then using research, as well as their critical thinking skills, address the following:**

How is the trauma defined within the literature?  
What are the strength AND limitations of this definition?  
What is the occurrence of this trauma in the general population?

Use an intersectionality framework by identifying at least 3 identity markers and:  
Identity factors as protective factors AND barriers to recovery?  
Impact on the population's developmental trajectory?  
Impact of identity markers and presence/absence of privilege on the manifestation of the trauma?

Existing literature general population vs identified populations  
Social justice issues impacting presence/absence of literature  
Implications for treatment for populations invisible in the literature





# Future Actions

## Areas to Review:

- Review assigned readings to ensure diversity of voice, content, representation
- Update syllabus to reflect updated competencies
- Incorporate any provided feedback



Thank you!

Questions?

