



SCHOOL OF HEALTH AND SCIENCES

SYLLABUS

TITLE: Human Behavior and Social Environment II
CODE: TSO 306
PREREQUISITE: TSO 305
CREDITS: 3 credits | 45 contact hours | 1 term

DESCRIPTION

This course is the second in a sequence of two courses dealing with the study of human behavior in interaction with the social environment. It places special emphasis on the analysis of transactions and interrelationships between the person, families, and groups with other systems of society. Human development is studied in an integrated manner using human rights and systemic social perspectives, among other theoretical perspectives necessary for the understanding of human behavior. It also integrates the recognition of human diversity present in the different social systems, with special attention to aspects of sexual orientation, age, social class, and physical or mental disability, conducting a critical analysis on the effect of these attributes on the social systems of groups, families, and individuals. The course is aimed at students of Social Work and related disciplines.

JUSTIFICATION

This course allows students to incorporate knowledge about social systems and their transactions into the analysis and understanding of the behavior of individuals, families, and groups in social contexts where they interact with different complex systems. It emphasizes the recognition of human diversity and the understanding of its effect on the development and behavior of people and social systems. As professionals of human behavior, it is necessary to develop an integrated vision, with acceptance of differences, and recognizing the patterns of inequality and oppression that mediate social relations and that often translate into the violation of human rights.

COMPETENCES

The course develops the following competences in students:

- **Critical questioning**

OBJECTIVES

After completion of the course, students will be able to:

1. Explain the dynamic interaction that exists between the individual and social systems, such as groups and families.
2. Elaborate the transition between macro and meso levels to micro analysis for a holistic understanding of human behavior in various contexts.
3. Communicate their understanding of the importance of individual, cultural, physical, racial, sexual, ethnic, mental, and other traits that make up human diversity in the development and shaping of life experiences.
4. Establish the relationship between diversity, development, and human rights with the intersectionality of social identities and the different manifestations of oppression, discrimination, and stigmatization.
5. Commit to diversity and differences in professional practice by emphasizing respect for human dignity and recognizing that as a result, a person's life experiences can include oppression, marginalization, and alienation, as well as privilege and power.
6. Recognize the link between personal identity, social identities and professional identity with the promotion and expansion of human rights.
7. Point out the need to integrate human diversity and human rights into the analysis of social systems: group, family, and person.
8. Demonstrate an understanding of human behavior in the social environment while maintaining introspection around class, political, economic, social, and gender inequalities.
9. Describe from an ecosystem and human rights perspective the characteristics of the group as a social system.
10. Analyze families and their dynamics as complex and diverse social systems.
11. Consider human development as a dynamic and continuous process, viewing people as complex bio-psychosocial systems.
12. Critically analyze social situations of individuals, families, and groups considering person-environment interaction, human rights perspectives, and other multidisciplinary theoretical frameworks.
13. Reduce the influence of prejudices and personal values in working with groups, families, and individuals, through reflection and continuous self-regulation,

demonstrating ethical and professional behavior.

CONTENTS

- I. Introduction
 - A. Review of ecosystemic and human rights perspectives
 - B. The interrelationship and transactions between the human systems group, family, and person
 - C. Review of other theoretical perspectives for the study of human behavior
 - D. Transition from analysis to the meso and micro levels
- II. Systemic Interactions and Human Diversity: Implications for Diverse Groups and Individuals
 - A. Aspects of human diversity
 - 1. Review on race, gender, and ethnicity
 - 2. Sexual orientation and social class
 - 3. Age and disability (physical or mental)
 - 4. Miscellaneous
 - B. Diversity and its impact on human behavior and social relations
 - 1. Inequality
 - 2. Prejudices and stereotypes
 - 3. Discrimination and social stigmas
 - 4. Intersectionality
 - C. Human diversity and human rights
 - 1. Violation and recognition of human rights
 - 2. Rights instruments for vulnerable groups
 - a. Women
 - b. LBTTQ+ community
 - c. Population with functional diversity
 - d. Immigrants
 - e. Others
 - 3. Practices for the defense and promotion of human rights
- III. The Group as a Social System
 - A. Group definitions and types
 - B. Theoretical approaches to group analysis

- C. Analysis of the influence of other systems on the group
- D. Group influence on membership
- E. Importance of groups in human development
- F. Implications of human diversity in the group system
- IV. The Family as a System
 - A. Families as complex social systems
 - B. Different theoretical approaches to family analysis
 - C. Importance of the family in human development
 - 1. Use of the genogram and ecomap for the analysis of families
 - D. Implications of human diversity on the family system
 - 1. Family diversity and human rights
- V. The Person as a Bio-Psychosocial System
 - A. The person as a product of interaction with his environment.
 - B. Implications of human diversity on human development
 - C. The person as a human subject and as a subject of law
 - 1. Rights of children and young people
 - 2. Rights of the elderly
 - 3. Rights of other populations

METHODOLOGY

The following strategies from the active learning methodology are recommended:

- Concept maps
- Group discussions
- Application exercises
- Individual presentations
- Written reflections
- Interactive conferencing
- Literature review
- Analysis of short stories, novels, and films
- Research exercises (Participant Observation)
- Representation schemes or graphic organizers
- Self-reflections

EVALUATION

Compositions	30%
Oral presentations	25%
Participation	15%
Final project or exam	30%
Total	100%

LEARNING ASSESSMENT

The institutional assessment rubric is applied to the course's core activity.

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ELECTRONIC RESOURCES

Amnistía Internacional <https://www.amnistiapr.org/>

Asociación Internacional de Escuelas de Trabajo Social <http://www.iassw-aiets.org/>

Asociación Latinoamericana de Escuelas de Trabajo Social

<http://www.ts.ucr.ac.cr/alaeits.htm>

Colegio de Profesionales del Trabajo Social de Puerto Rico <http://www.cptspr.org>

Council on Social Work Education www.cswe.org

Dossier Derechos y Reveses de lo Humano <https://www.80grados.net/category/dossier-derechos-y-reveses-de-lo-humano/>

International Federation of Social Workers <http://www.ifsw.org/>

National Association of Social Workers www.naswdc.org

National Organization for Women www.now.org

Oficina del Alto Comisionado de Derechos Humanos, Naciones Unidas. Los

Instrumentos Universales de los derechos humanos.

<https://www.ohchr.org/SP/ProfessionalInterest/Pages/UniversalHumanRightsInstruments.aspx>

Oficina del Alto Comisionado de Derechos Humanos, Naciones Unidas Principales tratados internacionales de los derechos humanos.

<https://www.ohchr.org/SP/ProfessionalInterest/Pages/CoreInstruments.aspx>

Revista Internacional de Derechos Humanos, SUR. <https://sur.conectas.org/es/>

Revista Latinoamericana de Derechos Humanos.

<https://www.revistas.una.ac.cr/index.php/derechoshumanos>

For more information resources related to the course's topics, access the library's webpage <http://biblioteca.sagrado.edu/>

REASONABLE ACCOMMODATION

For detailed information on the process and required documentation you should visit the corresponding office. To ensure equal conditions, in compliance with the ADA Act (1990) and the Rehabilitation Act (1973), as amended, any student in need of reasonable accommodation or special assistance must complete the process established by the Vice Presidency for Academic Affairs.

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