

Common Human Needs, Uncommon Human Solutions: Revising HBSE Content

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Background

- Traditional assumptions about Common Human Needs
 - Assumption of who common person is
 - Assumption of what common needs are
 - Assumption of what ways those needs are met
 - Assumption of primary importance of individual
- This informs which theories are used to explain and predict human behavior

Why the Need for Change?

- EPAS Changes- Possibility of 1 Semester HBSE
- Emerging Critical Theory Base
- Demographic Changes & Globalization
- Current Economic Crisis



Challenges

- Not presenting a universal normative construct
- Major environmental features changing
- With time limitations, diversity of population can't be adequately covered without promoting generalizations
- Inclusion of theories which go beyond a primary focus on the individual

Common Ends; Uncommon Means

- People may have common needs, but often express them in different ways
- Common needs are prioritized differently by different groups due to cultural norms and situational requirements
- Not all needs are addressed in the same stages by different groups (e.g., marriage, education)
- Institutional/ Structural/ Cultural Forces affect different groups' ability to successfully meet needs
- Differences have implications for practice

Alternative Framework

- Common Life Tasks/ Uncommon Solutions
- Postmodern/Critical Theory
- Integration of a “Micro” Developmental Perspective with “Macro” Sociological Theory
- Recognition of the role of institutional/ cultural/ structural forces in shaping people’s ability to achieve lifelong tasks
- Contextualize Stages of Development

Common Life Needs/ Uncommon Solutions

- Common Needs
 - Intimacy/ Establishment of “family”
 - Opportunity for Creativity
 - Opportunity to Learn
 - Peer Activity
 - Adequate Material Support
 - Work
- Different Groups interpret and meet these needs in different ways



Synthesize Postmodern/ Critical Theory into Existing Framework

- Intersectionality
- Collectivity: Individuals don't act alone
- Social Construction
- Context
- Positionality
- Historicity
- Agency



Integration of Micro Developmental Perspectives with Sociological Theories

- Facilitates in depth discussion of oppression
- Requires student integration of human behavior WITHIN a dynamic social environment
- Encourages students to understand the impact of societal structures on individual behavior
- Furthers conceptualization of generalist practice by integrating multiple levels of theory

The role of institutional/ cultural/ structural forces

- Different populations face different institutional barriers in meeting their developmental needs
- EXAMPLE: Resolution of Eriksonian Conflicts can be facilitated or impeded for different groups by these forces
 - Industry vs. Inferiority
 - Generativity vs. Stagnation
 - Ego Integrity vs. Despair
- Cumulative effect of barriers
 - Development of Intergenerational Privilege and Oppression

Implications for Teaching

- Contextualize Stages of Development
- Eliminate “norm” and “other” ideology
- Reframe concept of deviance
- Understanding that human behavior is not confined to stages of development
- Use of Media to Illustrate new framework
- Case Examples which reflect new realities

We Welcome Your
Questions and Comments

THANK YOU!!