Subject Description Form

Subject Code	APSS225
Subject Title	Human Behaviour and Social Environment
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	<u>Pre-requisite :</u> APSS111 Introduction to Psychology
Assessment Methods	

100% Continuous Assessment	Individual Assessment	Group Assessment
1. Quizzes	60 %	--
2. Seminar Presentation	--	30 %
3. Individual Paper	10 %	--

- The grade is calculated according to the percentage assigned
- The completion and submission of all component assignments are required for passing the subject
- Student must pass all component(s) (at least Grade D) if he/she is to pass the subject.

Objectives	The subject aims to provide students with an overview of major psychological approaches to the explanation of normal human behaviors, and covers basic concepts of abnormality. It is aimed at developing students' insight about the uniqueness of individuals through understanding the principles governing human growth and behaviors and the interplay of heredity and environment in the developmental processes. Students are enabled to be sensitive to and appreciate the importance of applying the acquired psychological concepts in their daily lives, indigenous cultural context, and/ or professional practice.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. acquire an overview of major psychological approaches to the explanation of normal human behaviours; b. identify basic principles governing normal and abnormal human growth and development, and their relevance to the interplay of heredity and environment in the developmental processes; c. recognise philosophical assumptions of the different psychological theories about developmental and personality aspects of human nature; d. apply the acquired psychological concepts in daily lives and/ or relevant professional practice through developing insights and increasing sensitivity to the uniqueness of individuals and the environmental contexts.

Subject Synopsis/ Indicative Syllabus	1. Introduction to the course
	
	  a) What is human behavior?
	     Why do social workers study human behavior?
	     How does human behavior relate to social work practice?
	
	  b) Fundamental conceptual controversies
	     i) Nature versus Nurture
	     ii) Changeability versus Stability
	     iii) Universal versus Specific
	
	2. Major Theories of Development
	
	  a) Psychosexual Perspective - Sigmund Freud
	  b) Learning Theories – Classical Conditioning, Operant Conditioning, Social and Cognitive approaches to learning
	  c) Humanistic Perspective - Abraham Maslow
	  d) Psychosocial Perspective - Erik Erikson
	  e) Cognitive Development - Jean Piaget
	  f) Moral Development - Lawrence Kohlberg
	  g) Ecological perspective
	
	3. Human Development from a Life-Span Perspective and Social Context
	
	  An Overview of the Characteristics of Bio-Psycho-Social Development at the Different Life Stages from Pre-natal to late adulthood.
	     Pregnancy, birth, and the newborn
	     Infancy
	     Early childhood
	     Middle childhood
	     Adolescence and emerging adulthood
	     Middle Adulthood
	     Late Adulthood

Teaching/ Learning Methodology	The learning approach is based on experiential learning in order to help students acquire a more personal understanding of the subject area. Experiential learning demands more of students' reflective thinking, such as on their own developmental patterns and issues, which are indeed a resource base for analysis of theoretical constructs. Participatory learning is also emphasized, and students are encouraged to develop an open-minded attitude and build up confidence in intellectual discussion. Seminars are designed to maximize experiential learning. Ideas and concepts relevant to a life-span perspective to understand the systemic interaction of human behavior and environment are examined through assigning readings and journal articles for debates; using different perspectives to study human behaviors; discussing current psycho-social issues and so on.

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
			a	b	c	D
	1. Quizzes	60 %	✓	✓	✓	✓
	2. Seminar Presentation	30 %	✓	✓	✓	✓
	3. Individual Paper	10 %	✓	✓	✓	✓
	Total	100 %				

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

The quizzes enable students to consolidate theoretical knowledge/concepts in psychological approaches of understanding human behaviours, and familiarize students with the bio-psycho-social dimensions of developmental characteristics and social functioning of developmental stages.

The seminar group presentation enables students to learn the process of examining a developmental topic in depth, with literature review, data collection and analysis, presentation involved, thus developing their abilities in critical thinking, team work, communication and problem solving. Relevant contents, clarity of discussion and effective presentation are valued.

The individual paper helps students to apply the acquired psychological concepts in daily lives and/ or relevant professional practice through developing insights and increasing sensitivity to the uniqueness of individuals and the environmental contexts.

Student Study Effort Expected	Class contact:		
	▪ Lecture	27	Hrs.
	▪ Seminar	12	Hrs.
	Other student study effort:		
	▪ Self-Study	42	Hrs.
	▪ Seminar Presentation	24	Hrs.
	Total student study effort	105	Hrs.
Medium of Instruction	English		
Medium of Assessment	English		

Reading List and References	Essential
	Sigelman, C. K. & Rider, E. A. (2018) *Life-span human development (9 ed.)* Boston, MA: Cengage Learning.

Newman, B.M., & Newman, P.R. (2018). *Development through life: A psychosocial approach (13[th]ed.)*. Boston, MA: Cengage Learning

Life-span Development. Open source textbook provided by Lumen Learning. Available under Lumen Learning, LLC, licensed under the Creative Commons Attribution 4.0 License, 2018. Available at https://lumenlearning.com/courses?course=168

Supplementary

Alloy, L. B., Jacobson, N.S., & Acocella, J. (2005). *Abnormal psychology: Current perspectives* (9th ed.). Boston, MA: McGraw-Hill.

Barlow, D. H & Durand, M. (2014). *Abnormal psychology: an intergrative approach (7th ed)*. Stamford, CT: Cengage Learning

Kring, A.M., Johnson, S.L.,Davidson, G.C., & Neale, J. M. (2012). *Abnormal psychology*. New York: John Wiley & Sons, Inc.

Feldman, K.S. (2013). *Understanding psychology*. New York: McGraw Hill.

Kail, R.V. (2013). *Human development: A life-span view*. Belmont, CA: Wadsworth Cengage Learning.

Plotnik, R. (2011). *Introduction to psychology* (6th ed.). Belmont, CA: Wadsworth/ Thomson Learning (with CD-ROM).

Sarason, I.G., & Sarason, B.R. (2004 3). *Abnormal psychology: The problems of maladaptive behavior*. Upper Saddle River, NJ: Prentice-Hall, Inc.

Shaffer, D.R. (2007). *Developmental psychology: Childhood and adolescence*. Pacific Grove: Brooks/Cole.

Weiten, W. (2007). *Psychology: Themes and variations* (6th ed.). Belmont, CA: Wadsworth/ Thomson Learning (with CD-ROM: *Psy.trek*).

蘇建文、林美珍、程小危、林惠雅、幸曼玲、陳李綢、吳敏而、柯華葳、陳淑美（2000）。**發展心理學**。臺北：心理出版社。

歐茨 ·巴巴行亞（著）·楊國樞（編）、黃慧真（譯）（2011）。**發展心理學——人類發展**。臺北：桂冠圖書股份有限公司。

吳幸玲（譯）（2012）。**發展心理學——心理社會、理論與實務** (原作者：郭靜晃)。臺北：揚智出版社。

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus
The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology
This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method
This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.