

Subject Description Form

Subject Code	APSS5782																	
Subject Title	Advanced Human Behavior and Social Environment																	
Credit Value	3																	
Level	5																	
Pre-requisite / Co-requisite/ Exclusion	Nil																	
Assessment Methods	<table><tr><td>Items</td><td>Individual Assessment</td><td>Group Assessment</td></tr><tr><td>1. Seminar presentation</td><td></td><td>30%</td></tr><tr><td>2. Individual assignment</td><td>20%</td><td></td></tr><tr><td>3. MC quizzes</td><td>30%</td><td></td></tr><tr><td>4. Class activities</td><td>20%</td><td></td></tr></table> • The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject; and • Student must pass all the components if he/she is to pass the subject.			Items	Individual Assessment	Group Assessment	1. Seminar presentation		30%	2. Individual assignment	20%		3. MC quizzes	30%		4. Class activities	20%	
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Objectives	This is an advanced study in the understanding of human behaviour and the social environment, specially designed for students pursuing a career in the social work or counselling profession. The subject begins by understanding the contributions and limitations of developmental psychology. Rather than merely using a biological, psychological, or sociological approach to understanding human behaviour, the course aims to support students in adopting a multi-perspective approach to understanding different behavioural and emotional issues across life stages. For those students who have an insufficient background in the psychology or sociology, web-assisted material for self-study is encouraged to ensure optimal benefit from the present curriculum.																	
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. recognize the dynamic interactions between human behaviors and social environment. b. consider biophysical, psychological and sociological perspectives in analyzing behavioral/emotional issues across different life stages. c. recognize the ways in which different approaches to understanding human behaviors in social environment may lead to different assessments in human services. d. demonstrate the ability to identify, access, evaluate, and apply academic references related to understanding a case.																	

Subject Synopsis/ Indicative Syllabus	• The biophysical, psychological and sociological perspectives • Issues in pregnancy and infancy • Issues in childhood • Issues in adolescence • Issues in young adulthood • Issues in middle adulthood • Issues in late adulthood					
Teaching/Learning Methodology	A number of learning teaching activities-including in-class exercises, case-based learning, and technology-facilitated instruction - will be conducted to help students produce documentation of their learning, demonstrating abilities to transfer and apply diagnostic and creative skills in selected professional roles within a social work or counselling context.					
Assessment Methods in Alignment with Intended Learning Outcomes						
	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (tick as appropriate)			
			a	b	c	d
	1. Seminar presentation	30%	√	√	√	√
	2. Individual assignment	20%	√	√	√	√
	3. MC quizzes	30%	√	√		
	4. Class activities	20%	√	√	√	
	Total	100%				
Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: 1. Seminar presentation is in group, and a focused review of appropriate literature and clarity of discussion will be required. Students need to apply concepts and recognize the ways in which different approaches to understanding human behaviors may lead to different assessments. Completing seminar presentations in group should have the following benefits: Students in the class have diverse training backgrounds, and completing seminar presentations in group can facilitate students’ sharing of their understanding and peer learning. Giving students’ opportunities to conduct seminar presentation and present their projects during class can facilitate their involvement in the class activities. For year 1 students, learning and sharing in a group also help them build a sense						

	of community and belonging; - For the MC quizzes, accuracy of understanding is essential. Students also need to apply basic concepts in analysing human behaviours. - Class activities include pre-lecture flipped classroom learning activities and in-class activities. Active participation will be valued. Different types of activities, such as online polling or discussions, will be used to help students recognise, apply and evaluate related concepts. - The individual assignment enables students to read updated literature about human behaviour and social environment, and promote the ability to understand and summarise knowledge from literature.	
Student Study Effort Expected	Class contact:	
	▪ Lecture	30 Hrs
	▪ Seminars	9 Hrs
	Other student study effort:	
	▪ Pre-lecture reading and learning activities	18 hours
	▪ Reading and preparing for quiz	17 Hrs.
	▪ Preparing seminar presentation	17 Hrs.
	▪ Reading literature and completing individual assignment	18 Hrs
	Total student study effort	109 Hrs.
Reading List and References	<u>Recommended Textbook</u> Rogers, A. (2022). <i>Human behavior in the social environment: Perspectives on development and the life course</i> (Sixth Edition.). Routledge Books. (e-version available via PolyU library, sign in with student ID first) <u>Encyclopedia</u> <i>Oxford Bibliographies in Social Work</i> http://www.oxfordbibliographies.com.ezproxy.lb.polyu.edu.hk/page/social-work <u>Website</u> Human Libraries Hub https://www.humans.asia/	

Other References

- Ashford, J., & LeCroy, C. (2013). *Human behavior in the social environment: A multidimensional perspective* (Fifth edition). Cengage Learning. (e-version available via PolyU library, sign in with student ID first)
- Bergman, L.R., Magnusson, D., & El-Khoury, B.M. (2003). *Studying individual development in an interindividual context: A person-oriented approach*. NJ: Lawrence Erlbaum Associates, Publishers.
- Bronfenbrenner, U. (Ed.). (2005). *Making human beings human: Bioecological perspectives on Human Development*. London: Sage Publications.
- Bugental, D.B., & Johnston, C. (2000). Parental and child cognitions in the context of family. *Annual Review of Psychology*, 51:315-344.
- Carlson, J.F., & Waterman, B.B. (2002). *Social and personality assessment of school-age children: Developing interventions for educational and clinical use*. Boston: Allyn and Bacon.
- Ferguson, H., Kelly, L., & Pink, S. (2022). Social work and child protection for a post-pandemic world: the re-making of practice during COVID-19 and its renewal beyond it. *Journal of Social Work Practice*, 36(1), 5-24.
- Leach, M., MacGregor, H., Scoones, I., & Wilkinson, A. (2021). Post-pandemic transformations: How and why COVID-19 requires us to rethink development. *World Development*, 138, Article 105233.
- Lerner, R.M., Jacobs, F., & Wertlieb, D. (2003) (Eds.). *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies and programs*. Vol 1-4. Thousand Oaks, Calif: Sage Publications, Inc.
- Nordesjö, K., Scaramuzzino, G., & Ulmestig, R. (2022). The social worker-client relationship in the digital era: a configurative literature review. *European Journal of Social Work*, 25(2), 303-315.
- Norlin, J.M., Chess, W.A., Dale, O, 7 Smith, R. (2003). (4th Ed.). *Human behaviour and the social environment: social systems theory*. Boston: Pearson Education Inc. (with separate organization / community theories)
- Novaes, F. C., & Aquino, S. D. D. (2021). Post-pandemic world: Individual and political consequences of the Covid-19 pandemic. *Estudos de Psicologia (Natal)*, 26(1), 3-12.
- Steinberg, L., & Morris, A.S. (2001). Adolescent development. *Annual Review of Psychology*, 52:83-110.

Recommended Academic Journals

Journal of Psychology in Chinese Societies
Journal of Human Development
Journal of Human Behavior in the Social Environment
Journal of Early Childhood Research
Journal of Early Adolescence
Journal of Adolescent Research