

## Subject Description Form

<b>Subject Code</b>	APSS5801																							
<b>Subject Title</b>	Foundations in Behavioural and Social Sciences I																							
<b>Credit Value</b>	3																							
<b>Level</b>	5																							
<b>Pre-requisite</b>	Nil																							
<b>Assessment Method</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 20%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Class participation</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. One Seminar Group Presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">15%</td> </tr> <tr> <td>3. One Written Integrative Project Group Report</td> <td style="text-align: center;">--</td> <td style="text-align: center;">15%</td> </tr> <tr> <td>4. Mini Assignment and Web-assisted Quizzes</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>5. Final Quiz</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>0% Examination</td> <td style="text-align: center;">--</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <p>The grade is calculated according to the percentage assigned.</p> <p>The completion and submission of all component assignments are required for passing the subject.</p>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class participation	5%	--	2. One Seminar Group Presentation	--	15%	3. One Written Integrative Project Group Report	--	15%	4. Mini Assignment and Web-assisted Quizzes	25%	--	5. Final Quiz	40%	--	0% Examination	--	--
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<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. To facilitate students to apply scientific methods used to investigate human development as well as the major theories of development and developmental concepts from across the lifespan.</li> <li>2. To synthesize the interaction between internal and external factors in shaping human development.</li> <li>3. To help student evaluate pros and cons of different theories and understand the connections between theory, research, and practice.</li> <li>4. To help students evaluate and compare human responses and the responses provided by Generative AI tools in various scenarios of human development.</li> </ol>																							
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze human behaviors basing on good understanding of the nature, objectives, and scope of developmental psychology;</li> </ol>																							

	<ol style="list-style-type: none"> <li>2. Evaluate theoretical models, apply those models and synthesize empirical knowledge from different perspectives to understand human development through the life course;</li> <li>3. Analyze the local and global trends in historical and contemporary developmental psychology;</li> <li>4. Apply major methodological techniques, both qualitative and quantitative, to study human development.</li> </ol>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<ol style="list-style-type: none"> <li>1. <b><u>Fundamental Approaches and Research Methods of Human Development</u></b> <ol style="list-style-type: none"> <li>1.1 Introduction and Key Issues: <i>Philosophical and Scientific Roots, Nature vs. Nurture, Continuous vs. Discontinuous, Lifespan Approaches vs. Focus On Particular Periods</i></li> <li>1.2 The Major Theories of Human Development: <i>Psychodynamic Perspective, Behavioral Perspective, Cognitive Perspective, Humanistic Perspective, Evolutionary Perspective, Bioecological Approach</i></li> <li>1.3 Developmental Diversity and Life-History Trade-off: <i>Ecological, Cultural, Racial, Social and Individual</i></li> <li>1.4 Qualitative and Quantitative Research Methods in Developmental Psychology: <i>Cross-sectional, Longitudinal, Sequential Designs and others</i></li> </ol> </li> <li>2. <b><u>Genetics, Prenatal Development, and Birth</u></b> <ol style="list-style-type: none"> <li>2.1 Pre-birth and Foundations of Genetics: <i>Establishing the Sex, Transmission of Genetic Information, Inherited and Genetic Disorders</i></li> <li>2.2 The Interaction of Heredity and Environment: <i>The Role of the Environment in Determining the Expression of Genes, The Role of Genes in Creating Environment</i></li> <li>2.3 Prenatal Growth: <i>Stages, Threats, Being a Mother</i></li> <li>2.4 Giving Birth: <i>The Process, Problematic Birth and Mortality</i></li> </ol> </li> <li>3. <b><u>Physical Growth and Aging Across the Life Span</u></b> <ol style="list-style-type: none"> <li>3.1 Stages and Changes in Physical Growth: <i>Life Cycles of Infancy, Changes in Body Shape, Height, and Weight From Childhood to Adulthood, Aging</i></li> <li>3.2 Motor Development: <i>Gross Motor Skills, Fine Motor Skills, Norms and Diversity</i></li> <li>3.3 Brain Development: <i>Synaptic Pruning, Reflexes and Lateralization, Environmental Influences, The Link Between Brain Growth and Cognitive Development</i></li> <li>3.4 Perceptual Development: <i>Sensory through Lifespan, Habitualization in Infants</i></li> <li>3.5 Death and Grieving: <i>The End of Life: Causes of and Reactions to Death and Dying, Kubler-Ross' Theory in Process of Dying, Individual and Cultural Differences of Grief and Bereavement</i></li> </ol> </li> </ol>

#### **4. Cognitive Growth: Piaget and Vygotsky**

- 4.1 Piaget's Approach: *Sensorimotor Stage, Preoperational Stage, Concrete Operational Stage, Formal Operational Stage, Other Approaches to Postformal Thought*
- 4.2 Vygotsky's View: *The Zone of Proximal Development, The Role of Culture*
- 4.3 Development of Attention: *Lifespan Changes, Children's Planning and Control, Attention-Deficit/Hyperactivity Disorder*
- 4.4 Development of Memory: *Lifespan Changes, Infant Amnesia, Children's Testimony, Autobiographical Memory, Dementia*

#### **5. Development of Intelligence**

- 5.1 Development of IQ: *Lifespan changes, IQ and School Achievement, Creativity, Individual and Gender Differences*
- 5.2 Mental Retardation, Gifted and Talented, Unsociable Brainiacs
- 5.3 Schooling Through Lifespan: *Kindergarten to High School, Lifelong Learning, Head Start*
- 5.4 Delayed Gratification and School Achievement

#### **6. Development of Language**

- 6.1 Development of Language: *Lifespan Course, Prelinguistic Communication, Timetable of Beginning to Talk, Language Acquisition*
- 6.2 Evolution of Language, from hand to mouth
- 6.3 Sensitive Period of Language Acquisition, Bilingualism
- 6.4 Learning to Read and Dyslexia

#### **7. Social and Emotional Development and The Development of Personality**

- 7.1 Early Social Relationships: *Strange Situation Paradigm and Attachment, Peer Interaction*
- 7.2 Attachment in Adulthood: *Intimate Relationship, Love*
- 7.3 Emotional Development: *Lifespan Changes, Empathy, Anxiety, Depression, Happiness,*
- 7.4 Personality Development Across the Life Span: *Temperament, Erikson's Theory of Psychosocial Development, Personality from Early Childhood to Late Adulthood, Midlife Crisis, Life Review and Reminiscence, Personality and the Interaction of Genetics and the Environment*

#### **8. Development of The Self and Gender**

- 8.1 Development of The Self: *The Roots of Self-Awareness, Development of Self-Identity, Defining the Self Through Life Events*

	<p>8.2 Evaluating the Self: <i>Self-Esteem in Different Stages</i></p> <p>8.3 Gender Identity: <i>Children's Understanding, Gender Differences and Similarity</i></p> <p>8.4 Sexual Maturation and Sexuality: <i>Body Image, Puberty, Sexual Relationship, Homosexuality</i></p> <p><b>9. <u>Peer Relationship and Family</u></b></p> <p>9.1 Theory of Mind and Play in Early Childhood</p> <p>9.2 Friendship and Its Characteristics from Middle Childhood to Adulthood</p> <p>9.3 Family: <i>Family Type, Modern Women, Family Ties in Middle and Late Adulthood</i></p> <p>9.4 Parenting: <i>The Role of Mother, The role of Father, Parent-Child Relationship, Sibling Relationship, The Role of Grandparents</i></p> <p><b>10. <u>Moral Development and Aggression</u></b></p> <p>10.1 Moral Development: <i>Piaget, Kohlberg, Gilligan's Work, Moral Cultivation</i></p> <p>10.2 Moral Reasoning and Moral Emotion: <i>Haidt's Work</i></p> <p>10.3 Values, Religion, and Spirituality: <i>From Childhood to Adulthood</i></p> <p>10.4 Aggression and Violence: <i>The Roots of Aggression, Aggression in School and Family</i></p> <p><b>11. <u>Brain models of language development and disorder</u></b></p> <p>10.1 Neurons and brain structure</p> <p>10.2 Neuroimaging techniques: EEG, MEG, fMRI, NIRS and others</p> <p>10.3 Neuroanatomy of language</p> <p>10.4 Neural bases of language and reading disorder</p>								
<p><b>Teaching/Learning Methodology</b></p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 70%;">Face-to-face and Web-assisted Lectures</td> <td style="text-align: right;">30 hours</td> </tr> <tr> <td>Seminars (Tutorials)</td> <td style="text-align: right;">9 hours</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black; text-align: right;"><b>TOTAL</b></td> </tr> <tr> <td></td> <td style="text-align: right;"><b>39 hours</b></td> </tr> </table> <p>To achieve Intended Learning Outcome a and c, both interactive mass lectures and web-assisted lecture notes are prepared by the subject coordinator, with some guest lectures to be delivered by psychologists with relevant expertise. The web-assisted learning and teaching activities are designed to encourage students' self-study after lectures. The subject lecturer is committed to strike a flexible balance of interactive activities through direct student-teacher contact, web-assisted self-assessment, in-class discussions, small-group reports, role-play and case illustrations. Multi-media materials are used to facilitate learning.</p>	Face-to-face and Web-assisted Lectures	30 hours	Seminars (Tutorials)	9 hours	<b>TOTAL</b>			<b>39 hours</b>
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	<p>To achieve Intended Learning Outcome b and d, research-based group seminars and web-assisted quizzes are arranged to enhance students' understanding of the developmental psychology knowledge acquired from the lectures, web-assisted deliverables and assigned readings. These methods are considered as both a supplement to lectures and a self-learning tool for reinforcing students' integration and internalization. Seminar/tutorial groups of about 3 to 4 students each should be formed at the beginning of a semester to facilitate preparation and teamwork for one research-based seminar group presentation and project report-writing. Consultation is provided by the subject lecturer and seminar instructors whenever necessary. The seminar/tutorial instructors give feedback to individual students and in groups during and after the seminars/tutorials. Prompt feedback can be provided for each student after taking the web-based assessment and practice quizzes.</p>																																														
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="523 741 1509 1496"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Class Participation</td> <td>5 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. One Seminar Group Presentation</td> <td>15 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. One Written Integrative Project Group Report</td> <td>15 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Mini Assignment and Web-assisted Quizzes</td> <td>25 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>5. Final Quiz</td> <td>40 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The grade is calculated according to the percentage assigned. The completion and submission of all component assignments are required for passing the subject.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The assessment methods include both continuous assessment and a final quiz. Coursework is based on continuous assessment, which includes mini assignments, web-assisted quizzes, one research-based seminar group presentation and one written report.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Class Participation	5 %	✓	✓	✓		2. One Seminar Group Presentation	15 %	✓	✓	✓	✓	3. One Written Integrative Project Group Report	15 %	✓	✓	✓	✓	4. Mini Assignment and Web-assisted Quizzes	25 %	✓	✓	✓	✓	5. Final Quiz	40 %	✓	✓	✓	✓	Total	100 %				
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### **Mini Assignments and Web-based Quizzes**

Continuous assessment methods include mini assignments and web-assisted quizzes which should cover the subject syllabus and essential reading requirements. The practice and assessment quizzes are generally examined in the form of multiple choice, and/or short questions. The web-assisted interactive methods are used to assess students' learning at the recall, comprehension, analysis and application levels, that are adaptable for a wide range of course contents and learning outcomes.

### **Class Participation, Seminar Group Presentation and One Group Project Report**

Students are expected to actively participate in classroom activities. They will form in groups and each group will work on a specific topic of developmental disability. They will search literature regarding developmental disabilities and empirical evidences of treatment methods, present a literature summary and discuss how to communicate with children with developmental disability. The coursework allows students to understand essential theoretical and empirical knowledge of developmental disabilities, reinforces them to apply and integrate the knowledge into their real-life practice in speech therapy. The materials submitted for this assessment must be the student's own work. The submitted work may not be accepted for the purpose of assessment if its authenticity is questionable. Submitting GenAI-generated materials as students' own work or part of their work is an act of academic dishonesty. Students who are found committing academic dishonesty will face disciplinary actions. Individual effort will also be counted and calculated in the grade of the group performance. The students will be assessed according to:

- (1) the comprehensiveness and accuracy of contents;
- (2) the appropriate application of knowledge; and
- (3) clarity in both verbal presentation and written report.

### **Quiz**

An open-book quiz will be set in the form of multiple-choice questions and fill-in-the-blank questions, for all students to demonstrate their level of advanced knowledge and assess the intended learning outcomes of this subject. The quiz and continuous assessment results will be evaluated and moderated through various means:

- (1) setting clear and specific assessment guidelines;
- (2) regular discussions among the subject lecturer and all seminar /tutorial instructors concerned; and
- (3) moderation by an internal moderator for this subject.

<b>Student Study Effort Required</b>	<b>Class contact:</b>	
	▪ Lecture	30 Hrs.
	▪ Seminar	9 Hrs.
	<b>Other student study effort:</b>	
	▪ Preparation for Seminar Group Presentation and Writing an Integrative Project Group Report	30 Hrs.
	▪ Web-assisted Quizzes & Mini Assignments	28 Hrs.
	▪ Preparation for Quiz	30 Hrs.
	<b>Total student study effort</b>	127 Hrs.
<b>Reading List and References</b>	<p><u>Essential</u></p> <p>Feldman, R. S. (2019). <i>Life span development: A topical approach</i> (4<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall/Pearson.</p> <p>Santrock, J. W. (2022). <i>A topical approach to life-span development</i> (11<sup>th</sup> ed.). Boston: McGraw-Hill Higher Education.</p> <p><u>Supplementary</u></p> <p>Bell, P., Staines, P., &amp; Mitchell, J. (2001). <i>Evaluating, doing and writing research in psychology: A step-by-step guide for students</i>. London: SAGE Publications.</p> <p>Berger, K. S (2020). <i>The developing person through childhood and adolescence</i> (12<sup>th</sup> ed.). New York: Worth Publishers.</p> <p>Berger, K. S. (2021). <i>A topical approach to the developing person through the life span</i>. New York, NY: Worth Publishers.</p> <p>Berk, L. E. (2017). <i>Exploring lifespan development</i> (4<sup>th</sup> ed.). Boston, MA: Pearson/Allyn and Bacon.</p> <p>Bjorklund, D. F. (2020). <i>How children invented humanity: The role of development in human evolution</i>. Oxford: University Press.</p> <p>Bjorklund, D. F., &amp; Pellegrini, A. D. (2002). <i>The origins of human nature: Evolutionary developmental psychology</i>. Washington, D.C.: American Psychological Association.</p> <p>Bornstein, M. H. (2019). <i>Handbook of parenting</i> (3<sup>rd</sup> ed.). New York: Psychology Press.</p> <p>Boyd, D., &amp; Bee, H. (2015). <i>Life-span development</i> (7<sup>th</sup> ed.). Boston, MA: Pearson/Allyn and Bacon.</p> <p>Davies, D., &amp; Troy, M. F. (2020). <i>Child Development: A Practitioner's Guide</i> (4<sup>th</sup> ed.). New York: The Guilford Press.</p> <p>Greig, A., Taylor, J., &amp; MacKay, T. (2013). <i>Doing research with children</i> (3<sup>rd</sup> ed.). London: SAGE Publications.</p> <p>Hart, S. L., &amp; Bjorklund, D. F. (2022). <i>Evolutionary perspectives on infancy</i>. New York: Springer publishing.</p> <p>Jackson, S., &amp; Goossens, L. (2020). <i>Handbook of Adolescent Development</i>.</p>	

	<p>New York: Psychology Press.</p> <p>Kail, R. V., &amp; Cavanaugh, J. C. (2022). <i>Human development: A life-span view</i> (9<sup>th</sup> ed.). Belmont, CA: Wadsworth/Cengage Learning.</p> <p>Kuther, T. L. (2022). <i>The essentials of lifespan development: Lives in context</i>. London: SAGE Publications.</p> <p>Kuther, T. L. (2023). <i>Lifespan development in context: A topical approach</i> (2<sup>nd</sup> ed.). London: SAGE Publications.</p> <p>Lansford, J. E., French, D. C., &amp; Gauvain, M. (2021). <i>Child and adolescent development in cultural context</i>. American Psychological Association Press.</p> <p>Newman, B. M., &amp; Newman, P. R. (2017). <i>Development through life: A psychosocial approach</i> (13<sup>th</sup> ed.). Belmont, CA: Wadsworth/Cengage Learning.</p> <p>Newman, B. M., &amp; Newman, P. R. (2020). <i>Theories of Adolescent Development</i> (1<sup>st</sup> ed.). New York: Academic Press.</p> <p>Santrock, J. W. (2019). <i>Essentials of life-span development</i> (7<sup>h</sup> ed.). Boston: McGraw-Hill Higher Education.</p> <p>Sigelman, C. K., &amp; Rider, E. A. (2021). <i>Life-span human development</i> (10<sup>th</sup> ed.). Belmont, CA: Wadsworth/Cengage Learning.</p> <p>von Tetzchner, S. (2022). <i>Typical and atypical child and adolescent development 1-7</i>. New York, NY: Routledge.</p> <p>von Tetzchner, S. (2018). <i>Child and adolescent psychology: Typical and atypical development</i>. New York, NY: Routledge.</p> <p>Hickok, G., &amp; Poeppel, D., (2007). The cortical organization of speech processing. <i>Nature Neuroscience</i>, 8, 393–402.</p> <p>Pugh, K. R., Mencl, W. E., Jenner, A. R., Katz, L., Frost, S. J., Lee, J. R., Shaywitz, S. E., Shaywitz, B. A. (2000). Functional neuroimaging studies of reading and reading disability (developmental dyslexia). <i>Mental Retardation and Developmental Disabilities Research Reviews</i>, 6(3), 207–213.</p>
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