

### Subject Description Form

| <b>Subject Code</b>                            | APSS225   |                  |  |                           |                       |                  |                  |      |    |                         |    |      |                  |    |      |                 |      |    |
|--|---|------------------|--|---------------------------|-----------------------|------------------|------------------|------|----|-------------------------|----|------|------------------|----|------|-----------------|------|----|
| <b>Subject Title</b>                           | Human Behaviour and Social Environment  |                  |  |                           |                       |                  |                  |      |    |                         |    |      |                  |    |      |                 |      |    |
| <b>Credit Value</b>                            | 3   |                  |  |                           |                       |                  |                  |      |    |                         |    |      |                  |    |      |                 |      |    |
| <b>Level</b>                                   | 2   |                  |  |                           |                       |                  |                  |      |    |                         |    |      |                  |    |      |                 |      |    |
| <b>Pre-requisite / Co-requisite/ Exclusion</b> | Pre-requisite :<br>APSS222 Introduction to Psychology   |                  |  |                           |                       |                  |                  |      |    |                         |    |      |                  |    |      |                 |      |    |
| <b>Assessment Methods</b>                      | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">50% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Mid-term Quiz</td> <td style="text-align: center;">25 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Seminar Presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">15 %</td> </tr> <tr> <td>3. Seminar Paper</td> <td style="text-align: center;">--</td> <td style="text-align: center;">10 %</td> </tr> <tr> <td>50% Examination</td> <td style="text-align: center;">50 %</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The grade is calculated according to the percentage assigned</li> <li>The completion and submission of all component assignments are required for passing the subject</li> <li>Student must pass all component(s) (at least Grade D) if he/she is to pass the subject.</li> </ul> |                  |  | 50% Continuous Assessment | Individual Assessment | Group Assessment | 1. Mid-term Quiz | 25 % | -- | 2. Seminar Presentation | -- | 15 % | 3. Seminar Paper | -- | 10 % | 50% Examination | 50 % | -- |
| 50% Continuous Assessment                      | Individual Assessment   | Group Assessment |  |                           |                       |                  |                  |      |    |                         |    |      |                  |    |      |                 |      |    |
| 1. Mid-term Quiz                               | 25 %  | --               |  |                           |                       |                  |                  |      |    |                         |    |      |                  |    |      |                 |      |    |
| 2. Seminar Presentation                        | --  | 15 %             |  |                           |                       |                  |                  |      |    |                         |    |      |                  |    |      |                 |      |    |
| 3. Seminar Paper                               | --  | 10 %             |  |                           |                       |                  |                  |      |    |                         |    |      |                  |    |      |                 |      |    |
| 50% Examination                                | 50 %  | --               |  |                           |                       |                  |                  |      |    |                         |    |      |                  |    |      |                 |      |    |
| <b>Objectives</b>                              | <p>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.</p>  |                  |  |                           |                       |                  |                  |      |    |                         |    |      |                  |    |      |                 |      |    |
| <b>Intended Learning Outcomes</b>              | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. acquire an overview of major psychological approaches to the explanation of normal human behaviours;</li> <li>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;</li> </ol>   |                  |  |                           |                       |                  |                  |      |    |                         |    |      |                  |    |      |                 |      |    |

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|  | <p>c. recognise philosophical assumptions of the different psychological theories about developmental and personality aspects of human nature;</p> <p>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.</p>  |
| <b>Subject Synopsis/ Indicative Syllabus</b> | <ol style="list-style-type: none"> <li>1. Introduction to the Study of Human Development <ol style="list-style-type: none"> <li>a) Concepts of Development <ol style="list-style-type: none"> <li>i) Growth and Development</li> <li>ii) Genotype and Phenotype</li> <li>iii) Critical Period</li> <li>iv) Orderly and Sequential Development</li> <li>v) Developmental Crises</li> </ol> </li> <li>b) Conceptual Controversies Regarding Human Development <ol style="list-style-type: none"> <li>i) Nature versus Nurture</li> <li>ii) Changeability versus Stability</li> <li>iii) Universal versus Specific</li> </ol> </li> </ol> </li> <li>2. Human Development from a Life-Span Perspective<br/>An Overview of the Characteristics of Bio-Psycho-Social Development at the Different Life Stages from Pre-natal to Old Age</li> <li>3. Major Theories of Development <ol style="list-style-type: none"> <li>a) Psychosexual Perspective - Sigmund Freud</li> <li>b) Learning Theories – Classical Conditioning, Operant Conditioning, Social and Cognitive approaches to learning</li> <li>c) Humanistic Perspective - Abraham Maslow</li> <li>d) Psychosocial Perspective - Erik Erikson</li> <li>e) Cognitive Development - Jean Piaget</li> <li>f) Moral Development - Lawrence Kohlberg</li> </ol> </li> <li>4. Some Issues of Abnormality and Deviance at the Different Life Stages of Development <ol style="list-style-type: none"> <li>a) Childhood Disorders</li> <li>b) Juvenile Delinquency</li> <li>c) Depression and Suicide</li> <li>d) Psychotic and Neurotic Behaviours</li> <li>e) Senile Dementia</li> </ol> </li> </ol> |
| <b>Teaching/ Learning Methodology</b>        | <p>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.</p>   |

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|  | 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. |                      |             |  |   |   |   |
| <b>Assessment Methods in Alignment with Intended Learning Outcomes</b>   | Specific assessment methods/tasks  |                      | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) |   |   |   |
|  |  |                      |             | a  | b | c | d |
|  | 1.   | Mid-term Quiz        | 25 %        | ✓  | ✓ | ✓ | ✓ |
|  | 2.   | Seminar Presentation | 15 %        | ✓  | ✓ | ✓ | ✓ |
|  | 3.   | Seminar Paper        | 10 %        | ✓  | ✓ | ✓ | ✓ |
|  | 4.   | Examination          | 50 %        | ✓  | ✓ | ✓ | ✓ |
|  | Total  |                      | 100 %       |  |   |   |   |
| <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The quiz enables students to develop understanding of basic concepts, thus accuracy of understanding is essential;</p> <p>The seminar group presentation and paper enable students to learn the process of examining a developmental topic in depth, with literature review, data collection and analysis, presentation and report writing involved, thus developing their abilities in critical thinking, team work, communication and problem solving. Relevant contents, clarity of discussion and effective presentation are valued.</p> <p>The examination enables students to consolidate theoretical knowledge/concepts and apply in daily life situations and/or professional practice. Accurate understanding of concepts and appropriate application are valued.</p> |  |                      |             |  |   |   |   |
| <b>Student Study Effort Expected</b>   | 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.   |   |   |   |

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| <b>Medium of Instruction</b>       | English   |
| <b>Medium of Assessment</b>        | English   |
| <b>Reading List and References</b> | <p><u>Essential</u></p> <p>Newman, B.M., &amp; Newman, P.R. (2012). <i>Development through life: A psychosocial approach</i>. Belmont: Brooks / Cole Wadsworth.</p> <p>Papilia, D.E., &amp; Olds, S.W. (2013). <i>Human development</i>. Boston: McGraw Hill (with CD-ROM).</p> <p>Rice, F.P. (2009). <i>Human development: A life-span approach</i>. New York: Prentice-Hall.</p> <p><u>Supplementary</u></p> <p>Alloy, L. B., Jacobson, N.S., &amp; Acocella, J. (2005). <i>Abnormal psychology: Current perspectives</i> (International ed.). Boston: McGraw-Hill.</p> <p>Barlow, (2000). <i>Abnormal psychology</i>. Pacific Grove: Brooks/Cole Publishing Company.</p> <p><u>Kring, A.M., Johnson, S.L., Davidson, G.C., &amp; Neale, J. M. (2012/2013)</u>. <i>Abnormal psychology</i>. New York: John Wiley &amp; Sons, Inc.</p> <p>Feldman, K.S. (<u>2013 2002</u>). <i>Understanding psychology</i>. New York: McGraw Hill.</p> <p>Kail, R.V. (<u>2013 2010</u>). <i>Human development: A life-span view</i>. Belmont, CA: Wadsworth Cengage Learning.</p> <p>Lefrancois, G. (2003). <i>The lifespan</i>. Belmont, CA: Wadsworth.</p> <p>Plotnik, R. (<u>2011 2008</u>). <i>Introduction to psychology</i> (6<sup>th</sup> ed.). Belmont, CA: Wadsworth/ Thomson Learning (with CD-ROM).</p> <p>Sarason, I.G., &amp; Sarason, B.R. (<u>2004 2003</u>). <i>Abnormal psychology: The problems of maladaptive behavior</i>. Upper Saddle River, NJ: Prentice-Hall, Inc.</p> <p>Shaffer, D.R. (2007). <i>Developmental psychology: Childhood and adolescence</i>. Pacific Grove: Brooks/Cole.</p> <p>Sigelman, C.K. (2009). <i>Life-span human development</i>. Pacific Grove: Brooks / Cole Publishing Company.</p> <p>Weiten, W. (2007). <i>Psychology: Themes and variations</i> (6<sup>th</sup> ed.). Belmont,</p> |

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|  | <p>CA: Wadsworth/ Thomson Learning (with CD-ROM: <i>Psy.trek</i>).</p> <p>蘇建文、林美珍、程小危、林惠雅、幸曼玲、陳李綢、吳敏而、柯華蕙、陳淑美 (2000)。發展心理學。臺北：心理出版社。</p> <p>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。</p> <p>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。</p> <p><del>高尚仁 (主編) (1996, 2002)。心理學新論。香港：商務印書館。</del></p> <p><del>葉重新 (2000)。心理學。臺北：心理出版社。</del></p> <p><del>編譯組與社會研究中心 (編譯) (1996, 2002)。中譯心理學詞。香港：中文大學出版社。</del></p> |
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Note 1: Intended Learning Outcomes

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.