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

100% Continuous Assessment	Individual Assessment	Group Assessment
1. Seminar presentation (based on group project but graded individually)	30%	
2. Seminar paper	30%	
3. Quiz	40%	

- 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.

Objectives

This is an advanced study in the understanding of human behavior 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 limitation of developmental psychology. Rather than merely using a biological, psychological or sociological approach to understanding human behaviors, the course aims to support students to adopt a multiple-perspective approach to understanding different behavioral/emotional issues across life stages. For those students who have 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. apply basic concepts 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.
Subject Synopsis/ Indicative Syllabus	• The biological, psychological and sociological perspectives • The ecosystem approach, psychosocial approach, learning theories, and cognitive-behavioral approach • 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 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	(see table below)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)		
		a	b	c
1. Seminar presentation (based on group project but graded individually)	30%		√	√
2. Seminar paper	30%	√	√	√
3. Quiz	40%	√	√	
Total	**100%**			

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

1. For the seminar presentation, both creative perspective in content and effectiveness in presentation will be valued.
2. For the seminar paper, focused review of appropriate literature and clarity of discussion will be required.
3. For the quiz, accuracy of understanding is essential.

Student Study Effort Expected	Class contact:	
	▪ Lecture	27 Hrs.
	▪ Seminar	12 Hrs.
	Other student study effort:	
	▪ Reading and preparing for quiz	30 Hrs.
	▪ Literature search and writing	35 Hrs.
	Total student study effort	104 Hrs.

Medium of Instruction	English

Medium of Assessment	English

Reading List and References	**Recommended Textbook**
	Ashford, J.B., LeCroy, C.W., & Lortie, K.L.. (2012). (5th Ed.). *Human behavior in the social environment: a multidimensional perspective*. Australia: Brooks/Cole/Thomson Learning Inc. (with separate Bio-psycho-social perspectives in a life span structure.)
	Thyer, B. A., Dulmus, C. N., Sowers, K. M., & ebrary, I. (2012). *Human behavior in the social environment theories for social work practice*. Hoboken, N.J: Wiley.
	Other References
	Bergman, L.R., Magnusson, D., & El-Khouri, B.M. (2003). *Studying individual development in an interindividual context: A person-oriented approach.* NJ: Lawrence Erlbraum 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. (A brand new effort in helping psycho-social professionals in developing intervention from both theory-based and context specific interpretations of assessment results.)
	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.

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)

Rogers, A. (2010). *Human behavior in the social environment*. New York; London: Routledge.

Steinberg, L., & Morris, A.S. (2001). Adolescent development. *Annual Review of Psychology, 52:*83-110.

Thomas, R.M. (1997). *Moral development theories—secular and religious: A comparative study*. London: Greenwood Press. (including some of the latest specialized theories on moral development from both secular and religious sectors including Confucianism, Shinto and even minor religions.)

Wodarski, J.S., & Dziegielewski, S.F. (Eds.). (2002). *Human behavior and the social environment: Integrating theory and evidence-based practice.* NY: Springer Publishing. (An updated text for social work professionals that is organized from a micro-mezzo-macro perspective)

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