

SS3285: HUMAN BEHAVIOUR AND SOCIAL ENVIRONMENT

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Human Behaviour and Social Environment

Subject Code

SS - Social and Behavioural Sciences

Course Number

3285

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

The course aims to help students understand human growth and behavior throughout the entire life span from pre-birth to death within different socio-cultural contexts, including family, group, organization and community settings. The basic concepts, theories, and research findings on human growth and behavior will be introduced. Developmental issues and problems with reference to the different life stages will be covered and how human diversity, such as culture, race, gender and socioeconomic factors influence personal development across life span. The application of related knowledge to social work practice will be highlighted. The course introduces to students about the physical, psychological and social aspects of human growth and behavior and the mutual influences among individuals, families, groups, and the environment. This course introduces students to:

1. explain the major theoretical perspectives and empirical foundations used to understand human development and behaviour;
2. identify the biological, psychological, and social systems that influence development for each age group;
3. detect normal developmental tasks and milestones for each age group;
4. monitor the interaction between the predisposition' s of the individual and the constraints and/or support of the social environment as an essential element in the human development process; and
5. discover (as appropriate), the differential effects of class, ethnicity, gender, culture, and sexual orientation in the human development process, particularly as it influences our understanding of the major theoretical perspectives.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Explain human development taking into account the interactions of biological, psychological, emotional, and social factors;	20	x	x	
2	Apply concepts of growth and development within the context of a multi-layered, dynamic environment;	30	x	x	x
3	Explain principles of critical thoughts, and the ability to reflect on issues and/or theories systematically;	30	x	x	x
4	Evaluate an ethical issue and present a creative solution in a systematic way; and	10	x	x	x
5	Describe cultural diversity and its implications for social work practice.	10	x		x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	Students will engage with lecture activities, which are primarily used to highlight the basic concepts, theories, and empirical findings about human behaviour in individuals and families taking into account biological, psychological, social, and spiritual aspects of human behaviour and experience, which serves as a foundation for generalist social work practice. Providing core information on human behaviour is useful and applicable to knowledge-guided efforts in practice on groups, communities and organizations, and the practicum.	1, 2, 3, 4, 5
2	Experiential Learning Activities	Student will participate in a variety of activities, which are employed creatively to enhance students' discovery of the themes on various human behaviour theories issues, and the interdisciplinary perspectives of concerns through lifespan. These activities include group project, mutual feedback, and class discussions.	1, 2, 3, 4, 5

3	Video Illustration	Student will engage with audio visual materials including television series and movie scripts, which are used in lectures to demonstrate some unique features align with social work values, ethics and other theoretical concepts. Student will engage with case demonstrations and stories are also used to stimulate students' interest to further detecting the links between person and environment in an ecological way.	1, 2, 3, 5	
4	Student Presentation	Student will participate in group project presentations, which allow students to work as a group to deliver findings of their research project and to share their opinions and thoughts about a chosen related issue across lifespan with the class for deliberation. The aims of this peer-directed activity enhance the students to develop competence in applying knowledge in practice, working as a team, evaluating an ethical issue and presenting an innovative solution in a systematic way, and providing constructive feedback to other groups through cooperative learning.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Group Presentation	1, 2, 3, 4, 5	30	
2	Individual Paper	1, 2, 5	40	
3	Quiz	1, 2, 3, 4, 5	30	

Continuous Assessment (%)

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Group Presentation

Criterion

Ability to show good understanding and thoughtful ideas of a chosen topic/issue/target;
 Ability to use traditional and alternative knowledge in understanding the situations and challenges of the chosen target, and argue well supported with relevant evidence;
 Ability to cite appropriate reference/resources, and make proper reference style;
 Ability to show good responsibility in taking one's share of group tasks;
 Ability to use interesting and relevant materials/tools to attract classmates' interests and attention

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

2. Individual Paper

Criterion

2.1 Ability to make sensible and appropriate reflection on one's professional or personal stance/value;
 2.2 Ability to demonstrate self-reflective in learning and to strive for professional competence

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

3. Quiz

Criterion

Ability to acquire a good knowledge of concepts

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Part III Other Information**Keyword Syllabus**

Human development, biological, psychological, and social development, infancy and toddlerhood, early childhood, middle childhood, adolescence, early adulthood, middle adulthood, later adulthood, theories of psychosocial development.

Reading List**Compulsory Readings**

Title	
1	Feldman R. S. (2014) / (2017) Development Across the Life Span, Global Edition. Pearson.
2	Zastrow, C., & Kirst-Ashman K.K. (2010) / (2016) Understanding human behavior and the social environment (8th edition). International edition. CA Brooks/Cole Cengage Learning.

Additional Readings

Title	
1	Ashford J.B. & LeCroy C.W. (2013) Human Behavior in the Social Environment – A Multidimensional Perspective (5th edition) International edition. CA Brooks/Cole Cengage Learning.
2	Boyd, D., & Bee, H. (2015). Lifespan development. Upper Saddle River, NJ: Pearson.
3	Berk, L. E. (2018). Development through the lifespan (7th ed.). Boston, MA: Pearson.
4	Broderick, P.C., & Blewitt, P. (2015). The life span: human development for helping professionals. Boston, MA: Pearson.
5	Dunn, W. L. & Craig, G. J. (2013). Understanding human development. Boston, M A: Pearson.
6	Lundahl, B.W., & Hull, G. (2015). Applied human behavior in the social environment. Boston, MA: Pearson.
7	Schraver, J.M. (2011). Human behavior and the social environment: shifting paradigms in essential knowledge for social work practice. Boston, MA: Allyn & Bacon.
8	Berger, K. (2005) The developing person through the life span (6th edition). New York, NY: Worth Publishers (pp. 43-48, 220-225).