City University of Hong Kong
Course Syllabus

offered by Department of Applied Social Sciences
with effect from Semester B 2017/ 2018

Part I   Course Overview

Course Title:	Human Behaviour and Diversity
Course Code:	SS5212
Course Duration:	One Semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	Nil

Part II   Course Details

1.   **Abstract**

This course provides knowledge and understanding, and its application to practice issues of human development and social functioning at the individual, small group, and community/organizational/societal levels through an inter-disciplinary team. Through the use of both developmental theory and research findings, students explore the complex interrelatedness of individuals and the various systems that comprise their social environment. Particular emphasis is placed on understanding how human diversity, such as race, ethnicity, culture, gender, and socioeconomic factors contribute to and influence personal development and the social functioning of individuals and family systems across life span. Implications for social work practice, and especially for relationship building, are drawn from the process.

This course introduces students to:

1.   explain both the traditional and alternative 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.   describe normal developmental tasks and milestones for each age group;

4.   understand and describe 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;

5.   discuss, 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 both traditional and alternative theoretical perspectives for social work practice.

2.   **Course Intended Learning Outcomes (CILOs)**
      (CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Explain human growth and development taking into account the interactions of biological, psychological, emotional, and social factors;	20%	✓	✓	
2.	apply concepts of growth and development within the context of a multi-layered, dynamic environment;	25%	✓	✓	✓
3.	demonstrate an explicit understanding of principles of critical thoughts, and the ability to reflect on issues and/or theories systematically;	25%	✓	✓	✓
4.	evaluate an ethical issue and present a solution in a systematic way;	15%	✓	✓	✓

5.	Recognize the importance of human diversity and its implications for social work practice	15%	✓		✓
		100%			

3. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
TLA1: Lecture	Lectures 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.	√	√	√	√	√		
TLA2: Experiential Learning Activities	A variety of activities are employed to enhance students' understanding 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.	√	√	√	√	√		
TLA3: Video Illustration	To stimulate students' interest to further understanding the link between person and environment in an ecological way, audio visual materials including television series and movie scripts are used in lectures to demonstrate some	√	√	√		√		

		√	√	√	√	√			
	unique features of social work values, ethics and other theoretical concepts. Case demonstrations and stories are also used to stimulate students' interest in lectures.								
TLA4: Student Presentation	Student presentations 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 a solution in a systematic way, and providing constructive feedback to other groups through cooperative learning.	√	√	√	√	√			

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5			
Continuous Assessment: 100%								
AT1 Individual Paper This individual paper requires students to apply two theories covered in class to personal experience. This paper will determine 40% of the grade. Use the following suggested outline. *A. Introduction (1 page)* Describe a personal experience. Briefly summarize the details of the experience including the implications the event has had for you personally, how it has affected those around you and your environment. Describe your reactions to the experience. *B. Comparative analysis of the event (4 pages)* Pick two theories of individual and/or family behaviour from the course. Briefly describe how each theory would (1) explain why the personal experience occurred and	√	√	√	√	√		40%	

why you and others reacted as you did; (2) predict consequences for yourself and others; (3) describe actions you took in response to the situation and alternative actions you might have taken. *C. Preference (2 pages)* Explain your preference for one of these theories or a combination in relation to your personal experience. *D. Reflection (3 pages)* Students are expected to raise questions, reflect and contribute to your learning. Students will be assessed based on their (i) willingness to express their own views; (ii) application of knowledge; (iii) logical thinking; and (iv) clarity in communication. Note: The total text length for this paper must not exceed 10 pages (2300-2500 words) excluding references.		√							
AT2 Group Presentation Students are required to work in small groups on a chosen topic of interest across lifespan related to individual and family behaviour. The goal of this group project is to examine a chosen issue for social work practise, and to apply theoretical concepts to explain a personal or family disruption due to illness, divorce, violence, and discrimination, and the like. Students are expected to apply concepts of the theory, which corresponds to the chosen issue, demonstrate an explicit understanding of principles of critical thoughts using social work lens, and the ability to reflect on issues and/or theories systematically. Each group will make: A presentation aims to share their analyses with other classmates. Students will also lead the discussion and stimulate other students' reflections on various chosen issues. The presentation may include new knowledge/insight gained, and the group's stance/position and recommendations on the issue. Peer review mechanism will be included to ensure equal participation during the group work process.	√	√	√	√	√			30%	
AT 3 Quiz	√	√						30%	

Quiz is designed to strengthen students' knowledge and understanding of the core concepts and theories being covered. It is composed of multiple choice questions and short questions. Materials covered in lecture notes, textbook and supplementary readings are reviewed.									6
Examination: 0% (duration: hours, if applicable)									
								100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Individual Paper	a. Ability to apply appropriate knowledge, make sensible and appropriate reflection on one's professional or personal stance/value;	High	Significant	Moderate	Basic	Not even reaching marginal levels
	b. Ability to demonstrate self-reflective in learning and to strive for professional competence	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Group Presentation	a. Ability to show good understanding and thoughtful ideas of a chosen topic/issue/target;	High	Significant	Moderate	Basic	Not even reaching marginal levels
	b. Ability to use traditional and alternative knowledge in understanding the situations and challenges of the chosen target, and argue well supported with relevant evidence;	High	Significant	Moderate	Basic	Not even reaching marginal levels
	c. Ability to cite appropriate reference/resources, and make proper reference style;	High	Significant	Moderate	Basic	Not even reaching marginal levels
	d. Ability to show good responsibility in taking one's share of group tasks;	High	Significant	Moderate	Basic	Not even reaching marginal levels
	e. Ability to use interesting and relevant materials/tools to attract classmates' interests and attention	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Quiz	a. Ability to acquire a good knowledge of concepts	High	Significant	Moderate	Basic	Not even reaching marginal levels

Part III   Other Information (more details can be provided separately in the teaching plan)

1. **Keyword Syllabus**
   (An indication of the key topics of the course.)

1.   **Keyword Syllabus**

   1.1   <u>Traditional paradigm on human growth and development</u>
       Life course perspective; systems theory framework; bio-psycho-social-spiritual and cultural
       theories; human development across the life course: conception, pregnancy, childbirth,
       infancy, toddlerhood, early childhood, middle childhood, adolescence, young adulthood,
       middle adulthood, late life, very late life; end of life care issues;

   1.2   <u>Understanding of multi-layered, dynamic environment contexts</u>
       social contexts of family, organizational and community systems; human diversity and
       populations-at-risk; characteristics, structures, and dynamic functioning of individuals and
       families; assessment of human well-being; importance of human diversity and the impact of
       discrimination and oppression.

   1.3   <u>Shifting paradigms in essential knowledge for social work practice</u>
       Social work core competence; theoretical perspectives on well-being, strengths, resiliency,
       empowerment, dysfunction, oppression, and developmental processes are analyzed critically,
       especially concerning applicability to a social work practice that supports client strengths,
       appreciates diversity, and promotes social justice.

2.   **Recommended Reading**

2.   **Reading List**
2.1 **Compulsory Readings**
   *(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of
   e-books, e-journals available from the CityU Library.)*

1.	Robbins, S.P., Chatterjee, P., & Canda, E.R. (2012). *Contemporary human behaviour theory: A critical perspective for social work* (3rd ed.). Boston: Allyn & Bacon.
2.	Schriver, J.M. (2014). *Human behavior and the social environment: Shifting paradigms in essential knowledge for social work practice* (5th ed.). Boston: Allyn & Bacon.

2.2 **Additional Readings**
   (Additional references for students to learn to expand their knowledge about the subject.)

1.	American Psychological Association (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: APA.
2.	Ashford, J. B., & Lecroy, C. W. (2010). *Human behavior in the social environment: A multidimensional perspective* (4th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

3.	Hutchison, E. D. (2003). *Dimensions of human behavior: The changing life course*. Sage Publications, Inc.
4.	Kirst-Ashman, K. K. (2008). *Human behavior, communities organizations, and groups in the macro social environment: An empowerment approach* (2nd ed.). Belmont, CA: Brooks/Cole.
5.	Koenig, T., & Spano, R. (2004). Sex, supervision and boundary violations: Pressing problems and possible solutions, *Clinical Supervisor*, *22*, 3-19.
6.	Longres, J. (2000). *Human behavior in the social environment* (3rd ed.). Itasca, IL: F. E. Peacock.
7.	Lesser, J. G., & Pope, D. S. (2007). *Human behavior and the social environment: Theory and practice.* Boston, MA: Allyn & Bacon.
8.	McGoldrick, M., Carter, B., & Preto, N. G. (2011). *The expanded family life cycle: Individual, family, and social perspectives* (4th ed.). New York: Allyn & Bacon
9.	Rogers, A. T. (2010). *Human behavior in the social environment* (2nd ed.). New York: Routledge.
10.	Sheafor, B. W. (Eds.) (2010). *Social work: A profession of many faces* (12th ed.). Boston: Allyn and Bacon.
11.	Urdang, E. (2008). *Human behavior in the social environment: Interweaving the inner and outer worlds* (2nd ed.). New York: Routledge.
12.	Walsh, F. (2003). *Normal family processes* (3rd ed.). New York: Guilford Press.
13.	Zastrow, C., & Kirst-Ashman, K. K. (2010). *Understanding human behavior and the social environment* (7th ed.). Belmont, CA: Thomson Higher Education.