City University of Hong Kong
Course Syllabus

offered by Department of Social and Behavioural Sciences
with effect from Semester A 2017/18

Part I   Course Overview

Course Title:	Human Behaviour and Social Environment
Course Code:	SS3280
Course Duration:	One Semester
Credit Units:	2
Level:	B3
Proposed Area: *(for GE courses only)*	☐Arts and Humanities ☐Study of Societies, Social and Business Organisations ☐Science and Technology
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 focuses on conceptual frameworks and issues in human behaviour and development. Additionally, the course will emphasize the behavioural environment, applying a "systems perspective" across the life span. We will be looking clinically as well as theoretically at the idea of the "person in the environment", understanding individual behaviours across the life span as a function of bio-psycho-social processes and the interactions between them. The course provides substantial information on human diversity and populations at risk, including materials on racial and ethnic groups, gender, and sexual orientation. Implications for social work practice, and especially for relationship building, are drawn from the process.

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.

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.	have an understanding of human 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;	30%	✓	✓	✓
3.	demonstrate an explicit understanding of principles of critical thoughts, and the ability to reflect on issues and/or theories systematically;	30%	✓	✓	✓
4.	evaluate an ethical issue and present a creative solution in a systematic way; and	10%	✓	✓	✓
5.	are aware of cultural diversity and its implications for social work practice.	10%	✓		✓
	If weighting is assigned to CILOs, they should add up to 100%.	100%			

* If weighting is assigned to CILOs, they should add up to 100%.
 # Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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 self-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.

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	
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.	✓	✓	✓	✓	✓	
Experiential Learning Activities	A variety of activities 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.	✓	✓	✓	✓	✓	
Video Illustration	To stimulate students' interest to further detecting the links 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 align with social work values, ethics and other theoretical concepts. Case demonstrations and stories are also used to stimulate students' interests in lectures.	✓	✓	✓		✓	
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 an innovative 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__%							
Student Participation & Presentation (Group)	✓	✓	✓	✓	✓	30%	
Individual Paper	✓	✓			✓	30%	
Quiz	✓	✓	✓	✓	✓	40%	
Examination: __0__% (duration: , if applicable)							

* The weightings should add up to 100%. 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. Student Participation & Presentation	1.1 Ability to show good understanding and thoughtful ideas of a chosen topic/issue/target;	High	Significant	Moderate	Basic	Not even reaching marginal levels
	1.2 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
	1.3 Ability to cite appropriate reference/resources, and make proper reference style;	High	Significant	Moderate	Basic	Not even reaching marginal levels
	1.4 Ability to show good responsibility in taking one's share of group tasks;	High	Significant	Moderate	Basic	Not even reaching marginal levels
	1.5 Ability to use interesting and relevant materials/tools to attract classmates' interests and attention	High	Significant	Moderate	Basic	Not even reaching marginal levels
		High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Individual Paper	2.1 Ability to make sensible and appropriate reflection on one's professional or personal stance/value;	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2.2 Ability to demonstrate self-reflective in learning and to strive for professional competence					
3. Quiz	3.1 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.)

   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; social contexts of family, organizational and community systems; human diversity and populations-at-risk; human behaviour within a holistic bio-psycho-social-spiritual conceptual framework; 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.

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.	Schriver, J. M. (2014). *Human behaviour and the social environment: Shifting paradigms in essential knowledge for social work practice* (6th 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. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: APA.
2.	Ashford, J. B., & Lecroy, C. W. (2010). *Human behaviour in the social environment: A multidimensional perspective* (4th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.
3.	Hutchison, E. D. (2003). *Dimensions of human behaviour: The changing life course*. Sage Publications, Inc.
4.	Kirst-Ashman, K. K. (2008). *Human behaviour, 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.	Long, D. D., & Holle, M. C. (2007). *Macro systems in the social environment* (2nd ed.). Itasca, IL: F.E. Peacock.
7.	Longres, J. (2000). *Human behaviour in the social environment* (3rd Ed.). Itasca, IL: F.E. Peacock.
8.	Lesser, J. G., & Pope, D. S. (2011). *Human behaviour and the social environment: Theory and practice* (2nd ed.). Boston, MA: Allyn & Bacon.
9.	McGoldrick, M., Carter, B., & Preto, N. G. (2011). *The expanded family life cycle: Individual, family, and social perspectives* (4th ed.). New York: Allyn & Bacon.

10.	Norlin, J. M., & Chess, W. A. (2003). *Human behaviour and the social environment: Social systems theory* (4thed.) Boston: Allyn & Bacon.
11.	Robbins, S. P., Chatterjee, P., & Canda, E. R. (2012). *Contemporary human behaviour theory: A critical perspective for social work* (3rd ed.). Boston: Allyn & Bacon.
12.	Rogers, A. T. (2010). *Human behaviour in the social environment* (2nd ed.). New York: Routledge.
13.	Sheafor, B. W. (Eds.). (2010). *Social work: A profession of many faces* (4th ed.; pp. 414-436). Boston: Allyn and Bacon.
14.	Urdang, E. (2008). *Human behaviour in the social environment: Interweaving the inner and outer worlds* (2nd ed.). New York: Routledge.
15.	Walsh, F. (2003). *Normal family processes* (3rd ed.). New York: Guilford Press.
16.	Zastrow, C., & Kirst-Ashman, K. K. (2010). *Understanding human behaviour and the social environment* (7th ed.). Belmont, CA: Thomson Higher Education.