

**UNIT OUTLINE**

**Unit Code: CO220**

**Unit Title: Development Through the Lifespan**

**Semester: S**

**Year: 2020**

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| **Unit code** | CO220 |
| **Unit name** | Development Through the Lifespan |
| **Associated higher education awards** | Bachelor of Counselling |
| **Duration** | One semester |
| **Level** | Intermediate |
| **Unit coordinator** | Doug Taylor |
| **Core/elective** | Core |
| **Weighting** | Unit credit points: 10  Course credit points: 240 |
| **Delivery mode** | Face-to-face on site  External |
| **Student workload** | *Face-to-face on site*  Contact hours 35 hours  Reading, study, and preparation 55 hours  Assignment preparation 60 hours  **TOTAL 150 hours**  *External*  Engagement with study materials 90 hours  Assignment preparation 60 hours  **TOTAL 150 hours** |
| Students requiring additional English language support are expected to undertake an additional one hour per week. |
| **Prerequisites/ co-requisites/ restrictions** | *Prerequisites*  SO100 Academic and Professional Communication  SO112 Introduction to Human Behaviour |
| **Rationale** | In order to relate to and effectively counsel children and adults of varying ages, counselling practitioners need an understanding of human development across the lifespan. Further, the field of neuroscience is expanding rapidly and has contributed enormously to understandings of human development in a way that emphasises the integration of brain, mind and relationships.  Human development needs to take into account the individual’s perspective, looking at the uniqueness of each person’s life story, considering culture, family, and life events. Theories of cognitive, emotional, relational, moral, and spiritual development are presented along with relevant findings from neurobiology, cultural understandings, and the principles, values, and direction represented by a Christian that help make sense of the sometimes difficult developmental transitions that all humans face.  The unit will also afford students the opportunity to reflect on their own life span development and understand how their own life stage transitional experiences can contribute to their professional formation as a counselling practitioner. |
| **Prescribed text(s)** | Harms, L. (2011). *Understanding human development* (2nd ed.)*.* Oxford, UK: Oxford University Press.  Walter, C. A., & McCoyd, J. L. M. (2016*). Grief and loss across the lifespan: A biopsychosocial perspective* (2nd ed.). New York, NY: Springer. |
| **Recommended readings** | **Books**  Balswick, J., King, P., & Reimer, K. (2016). *The reciprocating self: Human development in theological perspective* (2nd ed.)*.* Downers Grove, IL: Intervarsity.  Holmes, P. & Farnfield. (Eds.). (2014). *The Routledge handbook of attachment: Theory.*  New York, NY: Routledge.  Keenan, T., Evans, S., & Crowley. (2016). *An introduction to child development* (3rd ed.). Los Angeles, CA: Sage.  Keil, F. (2013). *Developmental psychology: The growth of mind and behaviour.* New York, NY: Norton.  Martin, S. H. (2012). *Stepping up to spiritual maturity: The stages of faith development.* Bloomington, IN: WestBow Press.  Peterson, C. (2014). *Looking forward through the lifespan* (6th ed.). Frenchs Forest, Australia: Pearson.  Siegel, D. 2015) *The developing mind: How relationships and the brain interact to shape who we are (*2nd ed.).New York, NY: The Guilford Press.  Simpson, J. & Roles, W. S. (Eds.). (2015). *Attachment theory and research: New directions and emerging themes.* New York, NY: The Guildford Press.  White, F., Hayes, B., & Livesay, D. 2016). *Developmental psychology: From infancy to adulthood* (4th ed). Melbourne, Aus: Pearson.  **Journals**  *Australian Journal of Educational and Developmental Psychology*  *Journal of Counselling and Development*  *Cognitive Development*  *International Journal of Children’s Spirituality*  *Journal of Psychology and Theology*  *Journal of Psychology and Christianity*  In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).  These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices. |
| **Specialist resource requirements** | Blue Card |
| **Content** | 1. Introduction to developmental psychology 2. Infant development 3. Developmental issues in infancy 4. Childhood development 5. Transitional challenges, developmental disruptions, and losses in childhood 6. Adolescent development 7. Transitional challenges, developmental disruptions, and losses in adolescence 8. Adult development 9. Transitional challenges, developmental disruptions, and losses in adulthood 10. The challenges of ageing 11. Christian worldview and human development 12. Responding to transitional challenges and developmental disruptions |
| **Learning outcomes** | On completion of this unit, students will have demonstrated that they have:   1. understood a range of theoretical, neuropsychological, and cultural perspectives as applied to their own development; 2. analysed the major aspects and phases of maturation in cognitive, emotional, relational, moral, and spiritual development; 3. developed an understanding of the processes and events, including neurological, interpersonal, and cultural processes, that influence both development and individual differences; 4. explored the effects of the transitional challenges and potential developmental disruptions for different stages across the life-span; 5. critically evaluated the values and principles of a Christian worldview as being an integral aspect of human development and life transition; and 6. communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation. |
| **Assessment tasks** | **Task 1: Interviews and Report**  Students will conduct interviews with one child and one adolescent, investigating their processes of development across the areas of human development that have been covered in the unit material, and looking for evidence of transitions managed well versus stuck points. Students will then write a report linking interview findings with their understanding of different aspects of human development.  *Note:*Before working with young people under the age of 18 years, students must provide evidence that they possess a “Working with children” check blue card or equivalent, and gain written permission of the young person’s legal guardian.  Word Length/Duration: 1,500 words  Weighting: 30%  Learning Outcomes: 1-4, 6  Assessed: Week 8  **Task 2: Personal Reflection**  The student will reflect on their own life story in relation to different aspects of human development including stages of development, theoretical perspectives, and transitional challenges.  Word Length/Duration: 1,500 words  Weighting: 30%  Learning Outcomes: 1-3, 6  Assessed: Week 11  **Task 3:** **Research Essay**  Students will select one developmental issue of interest that arises out of a transitional challenge (e.g. traumatic attachment, issues around identity development, managing intimacy, facing retirement, etc.) or, if applicable, a developmental challenge due to biological or other factors (e.g. Autism Spectrum Disorder, ADHD, children impacted by trauma). The paper is to discuss the aetiology of the issue from a number of perspectives (including a Christian perspective); prevalence; age, gender, culture, etc., of people commonly seen with this issue; and culturally sensitive ways of working with people with these issues (e.g. counselling interventions, parenting support, advocating to find support services, etc.).  Word Length/Duration: 2,000 words  Weighting: 40%  Learning Outcomes: 1-6  Assessed: Week 15 |
| **Unit summary** | This unit approaches development from the individual’s perspective, considering contextual as well as theoretical and neurobiological aspects of the lifespan development. Students will also have opportunity for reflection on their own personal journey and to explore the principles and values of a Christian worldview in making sense of the sometimes difficult developmental transitions that all of us face. |



**UNIT OUTLINE**

**Unit Code: HB241**

**Unit Title: Social Psychology**

**Semester: S**

**Year: 2020**

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| **Unit code** | HB241 | | |
| **Unit name** | Social Psychology | | |
| **Associated higher education awards** | Bachelor of Applied Social Science | | |
| **Duration** | One semester | | |
| **Level** | Intermediate | | |
| **Unit Coordinator** | Karenne Hills | | |
| **Core/Elective** | Elective  Required for Human Behaviour specialisation | | |
| **Weighting** | Unit credit points: 10  Course credit points: 240 | | |
| **Student workload** | *Face-to-face on site*  Contact hours  Reading, study, and preparation  Assignment preparation  TOTAL  *External*  Engagement with study materials  Assignment preparation  TOTAL | | 39 hours  59 hours  52 hours  150 hours  90 hours  60 hours  150 hours |
| Students requiring additional English language support are expected to undertake an additional one hour per week. | | |
| **Delivery mode** | Face-to-face on site  External | | |
| **Prerequisites/ Corequisites/ Restrictions** | *Prerequisites*  30 credit points of Social Sciences units, including  SO112 Introduction to Human Behaviour | | |
| **Rationale** | In order to facilitate constructive human growth and behaviour, the applied social sciences practitioner must have an understanding of the person as a social being. To facilitate such understanding, this unit exposes students to a range of the key theories and processes of social psychology. This theoretical foundation, coupled with an understanding of research in social psychology, personal awareness of relationships and the application of biblical perspectives on the functioning of relationships, will enable the student to develop knowledge of the person as an individual and as a member of society.  This unit builds on previous studies in the social sciences as it introduces students to a range of the key social psychological theories and encourages them to evaluate social psychology research. It also facilitates their reflection on theories and principles of social psychology as they seek to integrate this knowledge with important Christian theological perspectives relating to societal and communal dimensions of humanness and Christian mission. | | |
| **Prescribed text(s)** | Hewstone, M., Stobe, W., & Jonas, K. (~~2012~~). (2015) *An introduction to social psychology* (~~5~~~~th~~ 6th ed.). London, UK: [Wiley-Blackwell.](http://www.fishpond.com.au/c/Books/p/Wiley-Blackwell+%28an+imprint+of+John+Wiley+%26+Sons+Ltd%29) | | |
| **Recommended readings** | **Books**  Alexander, I. (2009). *You can't play the game if you don't know the rules: How relationships work.* London, UK: Lion Hudson.  Aronson, E., Wilson, T. D., & Akert, R. D. (2012). *Social psychology* (8th ed.). Englewood Cliffs, NJ: Prentice Hall.  Baron, R. A., & Byrne, D. (2011). *Social psychology* (13th ed.). Sydney, NSW, Australia: Allyn and Bacon.  Entwistle, D. N. (201~~0~~5). *Integrative approaches to psychology and Christianity: An introduction to worldview issues, philosophical foundations, and models of integration* (~~2nd~~ 3rd ed.). Eugene, OR: Wipf & Stock.  Hermans, C. A., Immink, G., De Jong, A., & Van Der Lans, J. (Eds.). (2002). *Social constructionism and theology*. Leiden, Netherlands: Brill.  Mikulincer, M., & Shaver, P. (201~~0~~6). *Attachment in adulthood: Structure, dynamics, and change (2nd revised ed).* New York, NY: Guilford.  Noller, P., & Feeney, J. (2006). *Close relationships: Functions, forms and processes.* New York, NY: Psychology Press.  Ruscher, J., & Hammer, E. Y. (2008). *Current directions in social psychology* (2nd ed.). Boston, MA: Allyn and Bacon.  **Journals**  *Journal of Social Psychology*  *British Journal of Social Psychology*  *Basic and Applied Social Psychology*  In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).  These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices. | | |
| **Specialist resource requirements** | Nil | | |
| **Content** | 1. Introducing social psychology 2. Social psychology and theological perspectives 3. The self in a social world 4. Language and communication; attachment 5. Behaviour and attitudes 6. Group roles and stages 7. Family and social role theories 8. Social and moral frameworks 9. Motivation and stages of change 10. Social deviance 11. Attraction and intimacy 12. Conflict resolution 13. Applications of social psychology and implications for professional practice | | |
| **Learning outcomes** | On completion of this unit of study, students will have provided evidence that they have:   1. Examined a range of key social psychological theories and processes which explain individual perceptions and behaviours; 2. Evaluated the motivational and moral bases of individual perceptions, attitudes, and decisions; 3. Identified roles taken in groups and social contexts, with particular understanding of their own preferred role/s; 4. Applied the theories, principles, and research base of social psychology to their developing understanding of what it means to be an applied social sciences practitioner; 5. Reflected on the theories of social psychology in light of important Christian theological perspectives relating to societal and communal aspects of humanness and Christian mission; and 6. Communicated at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation. | | |
| **Assessment tasks** | **Task 1: Literature Summary and Reflective Application**    Select two academic articles from the Week 1-6 Readings for this unit.  a. Create a set of 5 PowerPoint slides for each of your two articles, summarising what you see as the key points using your own words as much as possible. Dot points are fine. (200 words)  b. For each of your articles, write a brief reflective account explaining: why you chose it; how it was meaningful for you and how it has contributed to your growing understanding of the field of Social Psychology. (2 x 400 words)  Communicate your information at an appropriate tertiary standard and include References | | |
| Word Length/Duration:  Weighting:  Learning Outcomes:  Assessed: | . Part a – 200 words. Part b – 2 x 400 words  30% (each 15%)1-3, 5, 6  Week 7 | |
| **Task 2:** Reflective Essay  Discuss your developing sense of self, personal identity, and behaviours with particular reference to important social psychological theories and themes. Include reference to at least two social groups of which you are a part. Explain how social psychological theories are relevant to those social contexts and your understanding of yourself as a person in society, as well as your future practice as an applied social sciences practitioner. | | |
| Word Length/Duration:  Weighting:  Learning Outcomes:  Assessed: | 1,750 words  35%  1-6  Week ~~11~~  11 | |
|  | **Task 3:** Research Paper  Reflect on one of the following dimensions of social psychology in light of Christian theological understandings of the societal and communal aspects of humanness and Christian mission. In particular, how might a Christian worldview result in a fuller and richer understanding of this topic? What are the implications in becoming more reflective and reflexive for a Christian social sciences practitioner within the social contexts in which he or she exists?   * Attachment style * Family and social roles theories * Moral and social frameworks * Motivation and stages of change * Deviance * Attraction and intimacy * Helping * Conflict resolution | | |
| Word Length/Duration:  Weighting:  Learning Outcomes:  Assessed: | 1,750 words  35%  1-6  Week 13 | |
| **Unit summary** | This unit encourages students to evaluate social psychology research and reflect on theories and principles of social psychology in the light of important Christian theological perspectives relating to societal and communal dimensions of humanness and Christian mission. | | |



**UNIT OUTLINE**

**Unit Code: BZ201**

**Unit Title: Data Analysis**

**Semester: S**

**Year: 2020**

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| **Unit code** | BZ201 | |
| **Unit name** | Data Analysis | |
| **Associated higher education awards** | Associate Degree in Business  Bachelor of Business | |
| **Duration** | One semester | |
| **Level** | Intermediate | |
| **Unit Coordinator & Lecturer** | Unit Coordinator: Karen du Plessis  Lecturer: Karen du Plessis | |
| **Core/Elective** | Core | |
| **Weighting** | Unit credit points: 10 | Total course credit points:  160 - Associate Degree in Business  240 - Bachelor of Business |
| **Student workload** | **Face-to-face on-site** | **External** |
| Timetabled hours per week: 3  Personal study hours per week: 7  Total workload hours per week: 10  Total hours per unit: 150 | Directed study hours per week: 6  Personal study hours per week: 4  Total workload hours per week: 10  Total hours per unit: 150 |
| Students requiring additional English language support are expected to undertake an additional 2 hour(s) per week. | |
| **Delivery mode** | Face to face on site  External  Full-time  Part-time | |
| **Pre-requisites/ Co-requisites/ Restrictions** | BZ105 Information Systems for Business (Prerequisite) | |
| **Professional registration requirements** | Nil | |
| **Rationale** | “The quiet statisticians have changed our world, not by discovering new facts or technical developments but by changing the ways we reason, experiment, and form our opinions ” - Ian Hacking  Practitioners in many disciplines are often required to deal with observations of variable phenomena and imprecise or approximate measurements. Statistics provide tools, to help to identify the underlying nature of such phenomena, to evaluate the precision of the measurements, to discover the strength of the relationships between the variables and to make predictions about the likelihood of particular events occurring in the future. This unit provides the statistical concepts, methods and skills necessary for students in business to analyse and interpret data.  Students will be introduced to the concepts involved in descriptive and inferential statistics. Topics include the role of statistics in investigation, methods of condensing, displaying, describing and presenting data, elementary descriptive statistics, elementary probability, the binomial, Poisson and normal distributions, single-sample inference, comparison of frequencies, correlation, and inference for two or more samples. An overview of modern applications like Six Sigma and Balanced Scorecard will be presented. To equip students to make meaningful and effective use of information technology for data analysis, concepts in the unit will be applied using Microsoft Excel’s Data Analysis Toolpak. | |
| **Specialist resource requirements** | Practical applications in this unit require Microsoft Excel software with the Megastat add-in and or the Data analysis Plus provided by the text book resources. | |
| **Learning outcomes** | On completion of this Unit, students should be able to:   |  |  | | --- | --- | | **Learning Outcomes** | | | **1.** Discuss the steps involved in the identification and investigation of a business problem | | | **2.** Independently create and interpret visual representations of data | | | **3.** Calculate and independently interpret measures of central tendency and dispersion, and apply them in routine business and management problems | | | **4.** Compute probabilities for mutually exclusive events, dependent and independent events and apply these to routine problems in business and management | | | **5.** Describe the properties of the binomial, Poisson and normal distributions and independently apply them to routine problems in business and management | | | **6.** Discuss statistical inferences based on both single and multiple random samples | | | **7.** Describe the correlation between two sets of variables | | | **8.** Describe the history of and concepts underlying the Six Sigma and Balanced Scorecard approaches to identifying and managing routine problems in business and management | | | **9.** Discuss the Biblical Christian perspective on business with particular emphasis on ethical issues concerning the use of data in business and management | | | **10.** Communicate at an appropriate tertiary standard: with special attention to design elements, grammar, usage, logical relations, style, presentation and referencing | | | |
| **Content** | **1.** What is Statistics?  **2.** Types of data, data collection and sampling  **3.** Graphical descriptive techniques – Nominal data  **4.** Graphical descriptive techniques – Numerical data  **5.** Numerical descriptive measures  **6.** Probability  **7.** Random variables and discrete probability distributions  **8.** Continuous probability distributions  **9.** Statistical Inference: Introduction  **10.** Sampling distributions  **11.** Estimation: Describing a single population  **12.** Simple linear regression and correlation  **13.** Overview of Six Sigma and the balanced scorecard | |
| **Assessment tasks** | A grade of at least 50% overall is required to pass this unit. Students must submit a reasonable attempt at all assessment items. A reasonable attempt will normally be indicated by a minimum of 40% of the total possible marks for that assessment item.  **Task 1** Mid-semester test  Word Length/Duration: 2 hours  Weighting: 30%  Learning Outcomes: 1-5  Assessed: Y - 2019, S - 1, W - 6  **Task 2** Review exercises (10)  Word Length/Duration: 150 words each (excluding calculations)  Weighting: 10% (1% each)  Learning Outcomes: 1-10  Assessed: Y - 2019, S - 1, W - 2-12  **Task 3** Project  Word Length/Duration: 500 words, excluding calculations  Weighting: 20%  Learning Outcomes: 1-10  Assessed: Y - 2019, S - 1, W - 13  **Task 4** Final examination (Students are permitted only writing instruments and one double-sided A4 page of their own typed or handwritten notes.)  Word Length/Duration: 3 hours  Weighting: 40%  Learning Outcomes: 1 - 9  Assessed: Y - 2019, S - 1, W - 15 or 16 | |
| **Prescribed text(s)** | *Note: Students are expected to purchase or have access to the prescribed text(s).*  Selvanathan, A., Selvanathan, S., & Keller, G. (2017). *Business statistics: Abridged - Australia New Zealand with student resource access for 12 months* (7th rev. ed.). South Melbourne, VIC: Cengage Learning. ISBN 9780170369473  Additional reading will be supplied via the Moodle™ web page for this unit. | |
| **Recommended readings** | **Books**  *Note: The following books are available for loan from the CHC library - purchase is optional.*  Bluman, A.G. (2018). *Elementary Statistics: A Step-by-step Approach* (10th ed.). New York, NY: McGraw-Hill.  Carlberg, C. (2016). *Regression Analysis Microsoft Excel.* New York, NY: Pearson Higher Ed USA.  Kahneman, D. (2012). *Thinking, fast and slow.* London, UK: Penguin Random House UK.  McFedries, P. (2016). *Excel 2016 Formulas and Functions.* New York, NY: Pearson Higher Ed USA.  Oakshott, L. (2016). *Essential quantitative Methods.* London, UK: Palgrave Macmillan.  Salkind, N.J. (2015). *Excel Statistics: A Quick Guide.* Los Angeles, CA: SAGE Publications Inc USA  Silver, N. (2015). *The Signal and the Noise: Why So Many Predictions Fail – But Some Don’t.* London, UK:Penguin Press  Triola, M.F. (2014). *Elementary Statistics Using Excel: Pearson New International Edition* (5th ed.).New York, NY: Pearson Higher Ed USA.  **Websites**  Huff, D and DePuy B. (2016). How to Lie with Statistics. Aubooks.com http://audiobooks.com/publishing/how-to-lie-with-statistics.html  In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).  These translations and many others may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices. | |



**UNIT OUTLINE**

**Unit Code: HB342**

**Unit Title: Contemporary Technology and Human Behaviour**

**Semester: S**

**Year: 2020**

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| **Unit code** | | HB342 | | | |
| **Unit name** | | Contemporary Technology and Human Behaviour | | | |
| **Associated higher education awards** | | Bachelor of Applied Social Science | | | |
| **Duration** | | One semester | | | |
| **Level** | | Intermediate | | | |
| **Unit Coordinator** | |  | | | |
| **Core/Elective** | | Elective  Required for Human Behaviour specialisation | | | |
| **Weighting** | | Unit credit points: 10  Course credit points: 240 | | | |
| **Student workload** | | *Face-to-face on site*  Contact hours  Reading, study, and preparation  Assignment preparation  TOTAL  *External*  Engagement with study materials  Assignment preparation  TOTAL | | | 39 hours  59 hours  52 hours  150 hours  90 hours  60 hours  150 hours |
| Students requiring additional English language support are expected to undertake an additional one hour per week. | | | |
| **Delivery mode** | | Face-to-face on site  External | | | |
| **Prerequisites/ Corequisites/ Restrictions** | | *Prerequisite*  HB241 Social Psychology | | | |
| **Rationale** | | The focus of this unit is to demonstrate contemporary technologies used by individuals for business, education, information, entertainment and social purposes, and the impact they have on the individual’s mental, social, physical, and psychological development. Society has become more reliant on technology for supporting networks, dialogic learning, and building relationships through digital tools (Twitter, blogs, wikis, Facebook, etc.) as it enables rapid and continual communication, collaboration and engagement with knowledge, networks and society.  Students need to be aware how this change in communication and receiving knowledge impacts the individual; their mental, social, physical and psychological development, and their relationship to the physical world. This unit will equip students with skills to understand discussion and research about online engagement, its management, risks and governance, and to begin to build knowledge to support people with problems in this area. | | | |
| **Prescribed text(s)** | | Hart, A. & Hart Frejd, D. (2013). *The digital invasion: How technology is shaping you and your relationships.* Grand Rapids, MI: Baker Books. | | | |
| **Recommended readings** | | **Books**  Croteau, D., & Hoynes, W. (2014) *Media/society: Industries, images, and audiences* (5th ed.). Thousand Oaks, CA: Sage.  Doan, A., & Strickland, B. (2012). *Hooked on games: The lure and cost of video game and internet addition.* Coralville, IA: FEP International.  Fuchs, C. (2014). *Social media: A critical introduction.* London, UK: Sage.  Howard, T. (2010). *Design to thrive: Creating social networks and online communities that last.* Burlington, MA: Morgan Kaufmann.  Keen, A. (2013). *Digital vertigo: How today’s online social revolution is dividing, diminishing, and disorienting us.* New York, NY: St. Martin’s Griffin.  Kraut, R., Resnick, P., Kiesler, S., & Ren, Y. (2012). *Building successful online communities: Evidence-based social design.* Cambridge, MA: MIT Press.  McLean, S. (2014). *Sexts, texts and selfies: How to keep your children safe in the digital space.* Melbourne, VIC,Australia: Penguin Books.  Steyer, J. (2012). *Talking back to Facebook: The common sense guide to raising kids in the digital age.* New York, NY: Scribner.  Waite, T. (2007). *Plugged in: a clinicians’ and families’ guide to online video game addiction.* Frederick, MD: PublishAmerica.  Young, K. S., & de Abreu, C. N. (2010). *Internet addiction: A handbook and guide to evaluation and treatment.* Hoboken, NJ: John Wiley & Sons.  **Additional Resources**  *Pew Research Internet Project*  In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).  These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices. | | | |
| **Specialist resource requirements** | | Nil | | | |
| **Content** | | 1. History and development of the cyber world 2. Patterns of use, gender, and cultural differences 3. Inequalities in the cyber world, manipulation of media, and propaganda 4. Online communities: gaming, special interest groups, educational groups, scamming, dating, private and public domains 5. Sexting, texting, hyper texting, and online communication 6. Impact of social media and new technology on physical and social wellbeing 7. Impact of social media and new technology on spiritual and emotional wellbeing 8. Impact of social media on the developing brain and neurological changes | | | |
|  | | 1. Impact of social media, online gaming, and the internet on violent behaviour, sexuality, and anti-social behaviours 2. Impact of social media on learning, grammar, and spelling 3. When social media and the internet becomes an addiction, “Facebook Depression”, Cyberbullying, and ethics and the law in the faceless world 4. Assisting people with online problems | | | |
| **Learning outcomes** | | On completion of this unit, students will have demonstrated that they have:   1. Discussed the potential benefits and drawbacks of social media and contemporary technology on human behaviour; 2. Evaluated their own usage of digital technology and its impact on their wellbeing, development and Christian Worldview; 3. Comprehended a range of themes and topics of relevance to contemporary (digital) technologies and human behaviour; 4. Described and analysed the concerns of contemporary (digital) technologies on human behaviour and possible interventions including those form a Christian worldview 5. Communicated at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation. | | | |
| **Assessment tasks** | | **Task 1:** Analytical Report  Compare and contrast two online communities with respect to their values, membership groups, philosophies, worldview, history, ethical frameworks, activities and outcomes. Briefly reflect on each community’s approach from a Christian worldview and discuss potential implication of membership in such a community. | | | |
| Word Length/Duration:  Weighting:  Learning Outcomes:  Assessed: | | 1,600 words  30%  1,3-5  Week 5 | |
| **Task 2:** Reflective Essay and Diary of Digital Usage  Keep a diary of your digital technology (television, internet, iPhone, iPad, iPod, emails, Facebook, etc.) usage for one week and write what you experience, your feelings, learning, social information and thinking. Then go without any of these technologies for 24 hours and keep a record of your thoughts and feelings. In a reflective essay, compare the impact of these technologies on your life as compared to the content from Weeks 5-9. | | | |
| Word Length/Duration:  Weighting:  Learning Outcomes:  Assessed: | | 1,750 words  35%  1-5  Week 10 | |
|  | **Task 3:** Presentation  Research the positive and negative impact of social media and contemporary technologies on human behaviour. Present your findings as a Prezi presentation making sure you cover the content covered in Weeks 5-12 and integrate a Christian worldview. | | | | | |
| Word Length/Duration:  Weighting:  Learning Outcomes:  Assessed: | | Presentation - 15 minutes; Handout - 500 words  35%  1, 3-5  Week 13 | | | |
| **Unit summary** | This unit provides students with an in-depth introduction to concepts and emerging research on social media and contemporary (digital) technologies and their impact on human behaviour. It gives students the opportunity to evaluate their own use of social media and modern technology and introduces students to a number of potential harms to an individual’s wellbeing with over use and abuse. | | | | | |



**UNIT OUTLINE**

**Unit Code: HB343**

**Unit Title: Neuroscience and Human Behaviour**

**Semester: S**

**Year: 2020**

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| **Unit code** | HB343 | | |
| **Unit name** | Neuroscience and Human Behaviour | | |
| **Associated higher education awards** | Bachelor of Applied Social Science | | |
| **Duration** | One semester | | |
| **Level** | Advanced | | |
| **Unit Coordinator** | Dr John Meteyard | | |
| **Core/Elective** | Elective  Required for Human Behaviour specialisation | | |
| **Weighting** | Unit credit points: 10  Course credit points: 240 | | |
| **Student workload** | *Face-to-face on site*  Contact hours  Reading, study, and preparation  Assignment preparation  TOTAL  *External*  Engagement with study materials  Assignment preparation  TOTAL | | 39 hours  59 hours  52 hours  150 hours  90 hours  60 hours  150 hours |
| Students requiring additional English language support are expected to undertake an additional one hour per week. | | |
| **Delivery mode** | Face-to-face on site  External | | |
| **Prerequisites/ Corequisites/ Restrictions** | *Prerequisites*  50 credit points of Social Sciences units, including  SO111 Introduction to Human Behaviour | | |
| **Rationale** | Recent scientific and technological advances have resulted in a rapid increase in knowledge concerning the neurobiological basis of a wide range of human behaviours and experiences. These findings have significant implications for applied social sciences practitioners seeking to understand and effectively respond to clients exhibiting a wide range of both typical and atypical behaviours.  This unit will introduce students to the present state of knowledge in the field of cognitive and behavioural neuroscience, including research methods, major findings, current controversies, and Christian worldview implications. Particular attention will be given to how applied social sciences professionals can apply these understandings in order to enhance their practice in a wide range of people-helping fields. | | |
| **Prescribed text(s)** | Pinel, J. (2013). *Biopsychology* (9th ed.). Boston, MA: Pearson. | | |
| **Recommended readings** | **Books**  Beaumont, J. G. (2008). *Introduction to neuropsychology* (2nd ed.). New York, NY: Guilford Press.  Heilman, K., & Valenstein, E. (Eds.).(2011). *Clinical neuropsychology* (5th ed.). UK: Oxford University.  Jeeves, M., & Brown, W. (2009). *Neuroscience, psychology and religion*. West Conshohocken, PA: Templeton Foundation.  Joseph, R. (2011). *Neuroscience: Neuropsychology, neuropsychiatry, brain and mind* (4th ed.). USA: Cosmology Science.  Kolb, B., & Whishaw, I. (2008). *Fundamentals of human neuropsychology.* New York, NY: Worth.  Kolb, B., & Whishaw, I. (2009). *An introduction to brain and behaviour* (4th ed.). New York, NY: Worth.  Marcotte, T., & Grant, I. (Eds.). (2010). *Neuropsychology of everyday functioning.* New York, NY: Guilford Press.  **Journals**  *Journal of the international Neuropsychological Association*  *Journal of Neuropsychology*  *Journal of Psychology and Theology*  In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).  These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices. | | |
| **Specialist resource requirements** | Nil | | |
| **Content** | 1. Introducing neuroscience and neuropsychology; Christian worldview perspectives 2. Neuroscience research methods 3. The structure and function of the Central Nervous System (CNS) 4. The sensory and motor systems 5. Learning and memory 6. Emotion and language 7. Attachment and relationships 8. Consciousness, attention and executive function 9. Religion and spirituality 10. Neurodevelopmental disorders 11. Clinical neuropsychology 12. Neural plasticity 13. Applications of neuropsychology and implications for professional practice | | |
| **Learning outcomes** | On completion of this unit, students will have demonstrated that they have:   1. Understood major neurological systems and processes at both the cellular and structural level; 2. Explored the neurobiological bases of a range of human behaviours, functions and experiences; 3. Evaluated significant debates and controversies within the field of neuropsychology; 4. Applied the theories, principles, and research base of neuropsychology to their developing practice as applied social sciences practitioners; 5. Critically reflected on the findings and implications of neuropsychology in light of Christian worldview perspectives; and 6. Communicated at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation. | | |
| **Assessment tasks** | **Task 1: Online Quizzes**  Students will complete four online multiple-choice quizzes pertaining to content covered in Weeks 1-3, 4-6, 7-9 and 10-12. | | |
| Word Length/Duration:  Weighting:  Learning Outcome:  Assessed: | N/A  30%  1-3, 6  Weeks 4,7,10, 13 | |
| **Task 2: Seminar and Handout**  Students will prepare a seminar presentation accompanied by a well-researched and appropriately referenced handout focussing on one of the topics in the unit. The presentation and handout must address current research findings, debates, implications for professional practice and a Christian worldview reflection. On campus students will deliver their presentations during weekly tutorials, while external students will submit their presentations as video recordings. | | |
| Word Length/Duration:  Weighting:  Learning Outcomes:  Assessed: | Seminar - 30 minutes; Handout - 1,000 words  30%  1-6  Weeks 5-12 | |
| **Task 3: Research Essay**  Students will prepare a thoroughly researched essay addressing a current significant and debated issue in neuropsychology from the list below. The essay is to include a sophisticated Christian worldview reflection and application of findings for professional practice.  1) Brain function and religious and quasi-religious experiences;  2) The relationship between brain, mind, and spirit;  3) The neurological basis of the therapeutic relationship and therapeutic change;  4) The possibilities and limits of neuroplasticity;  5) The neuropsychology of a specific neurodevelopmental or neuroclinical disorder; or  6) Other, as approved by the unit coordinator. | | |
| Word Length/Duration:  Weighting:  Learning Outcomes:  Assessed: | 2,000 words  40%  1-6  Week 13 | |
| **Unit summary** | This unit continues to build on the knowledge gained in previous units and provides students with an in-depth overview of neuroscience and its relationship to human behaviour. It furthers students’ knowledge in the field of cognitive and behavioural neuroscience, including research methods, major findings, current controversies, and Christian worldview implications. | | |