

UNIT INFORMATION

UNIT CODE	SO112
UNIT NAME	Introduction to Human Behaviour
ASSOCIATED HIGHER EDUCATION AWARDS	Diploma of Social Science Bachelor of Human Services Bachelor Counselling
DURATION	One semester
LEVEL	Introductory
UNIT COORDINATOR	Dr Stephen Beaumont
TEACHING STAFF	Doug Taylor
CORE / ELECTIVE	Core
WEIGHTING	Unit credit points 10 (0.125 EFTSL) Course credit points Diploma of Social Science 80 (1.0 EFTSL) Bachelor of Human Services 240 (3.0 EFTSL) Bachelor of Counselling 240 (3.0 EFTSL)
DELIVERY MODE	Face to face on site External
STUDENT WORKLOAD	<i>Face to face</i> Contact hours 35 hours Reading, study and preparation 55 hours Assignment preparation 60 hours TOTAL 150 hours <i>External</i> Engagement with study materials 90 hours Assignment preparation 60 hours TOTAL 150 hours Student requiring additional English language support are expected to undertake an additional one hour per week.
PREREQUISITES / COREQUISITES / RESTRICTIONS	Nil

RATIONALE

In the various fields of the social sciences, the study of human behaviour encompasses psychological theories relating to topics and themes of cognition, emotion, relationality and behaviour of the human person.

As this knowledge is an essential part of the social sciences student's professional framework, in this unit students will be introduced to the psychological theories that are foundational to understanding human behaviour. They will also have opportunity to consider how these theories apply to diverse contexts including their own personal growth, Christian values and beliefs, and multicultural environments.

LEARNING DELIVERY PROCESS

Please check the semester and the mode that you are enrolled in as some units are offered in more than one mode (i.e., Internally or Externally). Learning outcomes will be addressed through lectures, tutorials and through assessments.

INTERNAL

There will be 1 lecture per week (2 hours) followed by a tutorial for 1 hour. In general, the tutorial follows the lecture, but not in all cases. Please check the CHC timetable available on the CHC website.

Internal and intensive mode units

Students are expected to attend at least 80% of class time for units that are offered as weekly classes (Internal), or 80% of every session for units that are offered as Intensives; unless a legitimate reason for absence has been approved by the course coordinator. Students who are unable to attend classes on a given day should phone the CHC Reception by 9.00am so that lecturers can be notified.

Students should note that a number of the skills-based units require that they achieve attendance of at least 80%, and some units up to 100%, in order to be eligible for a passing result. When this condition applies, it will be clearly stated in the unit outline that is available on each Moodle™ unit page at the beginning of the semester. If a unit has a presentation assessment, students must attend the class presentations as part of the learning for the unit.

Students may place their results for the semester in jeopardy and may even fail a unit because of their inability to satisfy course attendance requirements.

Some guidelines for lectures:

- 80% attendance – a roll will be taken at each lecture.
- The lecture will be 2 hours in length with a 10-minute break in the middle.
- The lectures are very interactive, so please come prepared to contribute and you will get a lot more out of the lectures.
- Please be on time to avoid disruption to the class, and as a sign of respect for your peers and the staff.

Tutorials begin in week 2 and end in week 13; make sure that you know which class you are enrolled in by checking the CHC timetable before week 2 commences. Tutorials are the most vibrant part of your unit experience. They are a place where you will meet people, share ideas, have discussions, have disagreements and learn more about the particular topic than you could from just reading on your own. It is important to participate in tutorials and enjoy them for your own benefit and for the benefit of your peers. The crucial element to good tutorials is having all members of the class arrive having read at least the essential readings, answered the weekly activities and attended the lecture.

Some guidelines for tutorials:

- Please be on time to avoid disruption to the tutorial session, and as a sign of respect for your peers and the staff. If you are going to be late, advise the lecturer/tutor in advance.
- You must do the readings; you will get a lot more out of the class if you do.
- It should be noted that participation is not the same as attendance. Participation by all will ensure the subject is intellectually and personally significant.

EXTERNAL

Learning outcomes will be addressed through consultations with your lecturer, online information, readings, resources, discussion forums and activities that can be found in this unit handbook and on the Moodle page for this unit. As this is an external, self-directed unit, students will be required to engage with the material provided on CHC's LMS - Moodle. Materials will include PowerPoints, study guides, notes, readings and activities.

These resources will provide you with all you need to complete the assessments. However, you must be sure to follow the weekly topics in this handbook and to log-on to the Moodle page for this subject regularly as your participation in the weekly discussions and activities posted there is essential for your successful completion of this unit.

Some guidelines for external study:

Aim to spend approximately 10 hours per week on study for each unit you are enrolled in. This may include:

- Reading the lecture slides before watching or listening to the lectures online (if available).
- Getting familiar with unit content by completing required readings.
- Reviewing online lecture material and taking notes.
- Revising and rewriting notes.
- Participating in any online discussions.
- Completing tasks on the LMS (Moodle).
- Researching and writing assessments.
- Getting familiar with the library and what is available online as well as the Journal database.
- Scheduling assessment dates on a calendar/wall planner and putting it somewhere visible in your study space.
- Planning regular (weekly) access to Moodle and email to keep in touch with the lecturer and other students.

You should treat Moodle as if it were your classroom - except it's online! Maximising your engagement with Moodle is the real difference between internal and external studies. Many lecturers will assess your engagement in online discussions, so it is important you are contributing regularly and know how to use Moodle.

STUDENT FEEDBACK

You will be given the opportunity to provide feedback on the unit throughout and at the of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit content, materials and assessments.

CONTENT**1. Introduction to human behaviour**

- 1.1. Introduction to human behaviour as being influenced by physical, social, spiritual, and emotional components and their interrelated impacts on behaviour.
- 1.2. Expressions of individual behaviour and group interaction.

2. The topics and themes of psychology as they relate to human behaviour

- 2.1. Understanding human thoughts, feelings, and actions.
- 2.2. Research theories and methods in psychology to assess and explain human behaviour.
- 2.3. Major approaches of psychology and psychology research.

3. Christian worldview perspectives on human behaviour

- 3.1. The rise of science the start of the modern age.
- 3.2. Psychology and theology: Tension, integration, consilience.

4. Sensation and perception

- 4.1. Sensation as a process of gathering information about the environment and transmitting it to the brain for initial processing.
- 4.2. Sensation and perception: Gateway from the world to our imagination.
- 4.3. How human sensation and perception influence motivation.
- 5. Cognition and consciousness**
 - 5.1. Cognition and the process of acquiring knowledge and understanding through thought, experience, and the senses.
 - 5.2. Why do we need consciousness? The relationship between the mind and body, and free will versus determinism.
- 6. Learning and memory**
 - 6.1. Learning as responding to experience. As such, learning is the acquisition of knowledge / information.
 - 6.2. Learning as the acquisition of knowledge, information or skills through study, experience, or being taught. It is also often natural (through observation, imitation and modelling) and takes place continually, both for better and for worse.
 - 6.3. Memory as retaining learned information as a mental representation for something to be remembered. It is also how we draw on our past experiences or knowledge in order to use this information in the present'.
- 7. Intelligence**
 - 7.1. Intelligence: Applying cognitive skills and knowledge to learn, solve problems, and obtain ends that are valued by an individual or culture.
 - 7.2. Intelligence: The ability to think, learn from experience, solve problems, and adapt to new situations.
- 8. Motivation and emotions**
 - 8.1. Motivation as a driving force behind behaviours leading to the pursuit of some things and the avoidance of others.
 - 8.2. Emotions as evaluative responses to situations involving: physiological arousal; subjective experience; and behavioural or emotional expression
 - 8.3. Emotions as positive or negative feelings or responses.
- 9. Psychological Disorders**
 - 9.1. Exploring behaviour in the context and roots of "Abnormal Psychology".
 - 9.2. Understanding assessment, treatment, and prevention of psychological disorders (maladaptive behaviours).
- 10. Human behaviour and relationship**
 - 10.1. The human need to belong and be involved in relationships with others, being drawn to certain people to satisfy these needs and not to everyone.
 - 10.2. Behavioural factors impacting relationships: proximity (interaction accessibility); interpersonal rewards (i.e., what is the ROI in the interaction with the other person?); similarity (shared attitudes, values, interests; and Physical attractiveness).
- 11. Human behaviour and neuropsychology**
 - 11.1. Exploring behaviour, the mind, and their relationship with the central nervous system (brain), particularly the two cerebral hemispheres and related subcortical structures.
 - 11.2. Neuropsychology has a focus on the relationships between "cerebral structures" and "higher mental functions".
- 12. Human behaviour and culturally inclusive practice**
 - 12.1. The importance of cultural awareness and sensitivity in a multicultural society.
 - 12.2. Understanding how cultural patterns of explicit and implicit behaviour is acquired and transmitted through symbols, ideas and values constitute the distinctive achievement of diverse human groups.

LEARNING OUTCOMES

On completion of this unit, students will have *demonstrated* that they have:

1. Developed an awareness of the variety of psychological topics, themes and research methods that relate to the study of human behaviour.
2. Explored psychological understandings of cognition, emotion, relationality and behaviour.
3. Identified major psychological theories pertaining to human behaviour.
4. Evaluated the topics, themes, and theories of human behaviour from personal, ethical and multi-cultural perspectives.
5. Evaluated the topics, themes, and theories of human behaviour from a Christian worldview.
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

ALL ASSESSMENTS MUST BE PASSED IN ORDER TO PASS THE UNIT.

TASK 1: WEEKLY QUIZZES

Complete a series of 10 weekly open book, multiple choice quizzes, on Moodle™ (commencing in Week 2) based on the set text. An overall mark out of 200 will give you your final grade.

Word Length/Duration:	N/A
Weighting:	40%
Learning Outcomes:	1-3
Assessed:	Weekly, commencing at Week 2
Method of Submission:	Moodle

TASK 2: PEER REVIEWED ARTICLE SUMMARY

A peer reviewed article summary in Week 7 will be used to provide early formative feedback on the understanding of course content. This formative assessment will not be included in the final mark but will help you prepare for the weighted assessment Task 3 that will contribute to your final grade.

Word Length/Duration:	750 words
Weighting:	Pass/Fail
Learning Outcomes:	2-6
Assessed:	Week 6
Method of Submission:	Forum post on Moodle

TASK 3: RESEARCH ESSAY

Choose two psychological approaches (e.g., Cognitive, Humanistic, Psychodynamic), and investigate how they explain one of the topics listed below. In addition, include a reflection of your chosen topic from Christian and cross-cultural perspectives.

- Cognition
- Consciousness
- Learning
- Memory
- Sensation and perception
- Psychological disorders
- Emotions
- Motivation
- Human behaviour and relationship
- Human behaviour and neuropsychology
- Human behaviour and culturally inclusive practice

Word Length/Duration: 2,500 words
 Weighting: 60%
 Learning Outcomes: 1-6
 Assessed: Week 13
 Method of Submission: Turnitin

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Graduate Teacher Standards	Graduate Attributes	ACWA Guidelines
Task 1	1, 2, 3	1 - 12	N/A	3, 6, 7	5
Task 2	2 - 6	1 - 12	N/A	1, 3, 5, 6, 7	5
Task 3	2 - 6	1 - 12	N/A	1, 3, 5, 6, 7	5

SPECIALIST FACILITIES OR EQUIPMENT

Nil.

PRESCRIBED TEXTS

Burton, L., Westen, D., & Kowalski, R. (2018). *Psychology* (5th Australian and New Zealand ed.). John Wiley & Sons.

RECOMMENDED READINGS

BOOKS

Carter, J., Narramore, B., (1979). *Integration of Psychology and Theology*. Zondervan.

Crabb, L. (2019). *Effective biblical counseling: A model for helping caring Christians become capable counsellors*. Zondervan.

Collins, G. (1981). *Psychology and Theology-Prospects for Integration*. Abingdon Press.

King, L. (2017). *The science of psychology: An appreciative view* (4th ed.). McGraw-Hill Humanities.

Moes, P., & Tellinghuisen, D. (2014). *Exploring psychology and Christian faith: An introductory guide*. Baker.

Morris, C. G., & Maisto, A. (2015). *Understanding psychology* (11th ed.). Pearson.

Myers, D. & deWall, N. (2020). *Psychology* (13th ed.). Worth.

Northey, M., & Timney, B. (2015). *Making sense: Psychology: A student's guide to research and writing*. (2nd ed.). Oxford University Press.

Sabates, A. (2012). *Social psychology in Christian perspective*. InterVarsity Press.

Weiten, W. (2017). *Psychology: Themes and variations* (10th ed.). Cengage.

CHAPTERS / ARTICLES:

Benner, D. G. (1989). Toward a psychology of spirituality: Implications for personality and psychotherapy. *Journal of Psychology and Christianity*, 8(1), 19-30.

Luetz, J.M, Margus, P., & Prickett, B. (2020). Human Behavior Change for Sustainable Development: Perspectives Informed by Psychology and Neuroscience. In W. Leal Filho, A. Marisa Azul, L. Brandli, P. Gökcin Özuyar, T. Wall (Eds.), *Quality Education: Encyclopedia of the UN Sustainable Development Goals* (pp. 1–16). Springer Nature, Switzerland. https://doi.org/10.1007/978-3-319-69902-8_12-1

Sandage, Steven & University, Boston & Brown, Jeannine. (2018). Relational Integration of Psychology and Christian Theology Theory, *Research, and Practice*. 10.4324/9781315671505.

JOURNALS

Psychotherapy in Australia

Journal of Psychology

Journal of Psychology and Christianity

Journal of Psychology and Theology

OTHER

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.

SAMPLE

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