

SCS101 Foundations of Human Behaviour

School: School of Law and Society

2025 Semester 1

UniSC Sunshine Coast
UniSC Moreton Bay

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

You can do this course without coming onto campus.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course provides you with foundational knowledge of human behaviour and of major topics in contemporary psychology. You will learn how we perceive the world then process and store this information, how behaviour changes with age, how people differ from each other, how we interact and form groups, and about types of behavioural disorders. You will also learn to apply this knowledge about human behaviour to real-world issues in other discipline areas including criminology, social work, and counselling. The course is specifically designed for students not enrolled in psychology programs.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – Weekly course content	2hrs	Week 1	10 times
Learning materials – Online learning materials	1hr	Week 1	11 times
Seminar – Assessment preparation	1hr	Week 8	2 times
ONLINE			
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Seminar – Assessment Preparation	1hr	Week 8	2 times

1.3. Course Topics

- Introduction to psychology
- Biological understanding of behaviour
- Cognitive understanding of behaviour
- Social understanding of behaviour
- Human development
- Stress, health and coping
- Cross-cultural understanding of behaviour
- Personality
- Psychological disorders and treatments
- (All topics contain adult themes)

1.4. Mature Content

Adult themes

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Association of Social Workers
1 Identify concepts, theories and research relating to the study of human behaviour and its application to your discipline area.	Knowledgeable	5
2 Communicate constructs about human behaviour and apply to your discipline	Knowledgeable Creative and critical thinker	6, 7
3 Apply analysis and critical thinking to evaluate a current behaviour issue in your discipline.	Knowledgeable Creative and critical thinker	5, 6
4 Recognise the complexity of personal, social, and cultural identity as well as the understanding of differences experiences and how this relates to behaviour.	Knowledgeable Ethical	4
5 Demonstrate substantive knowledge in the biological, psychological and social dimensions of human behavior across the life span.	Knowledgeable Creative and critical thinker	4, 5

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN ASSOCIATION OF SOCIAL WORKERS	
4	Practice Standard 4: Culture, identity and intersectionality
5	Practice Standard 5: Critical thinking in practice

CODE	COMPETENCY
6	Practice Standard 6: Exercising professional judgement
7	Practice Standard 7: Professional identity

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Must not be enrolled in an accredited Psychology Program i.e. AR374, AR405, AB314, AB315, AR302 or AR364

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

PSY100

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Early feedback on your performance in this course will be available via the discussion board task, the formative quiz in week 3, and also via weekly Kahoot quizzes in the tutorials.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	10%	100 words	Week 2	Online Discussion Board
All	2	Quiz/zes	Individual	40%	30 minutes	Throughout teaching period (refer to Format)	Online Submission
All	3	Artefact - Creative, and Written Piece	Individual	50%	To fit on a digital A3 poster	Week 12	Online Submission

All - Assessment Task 1: Discussion Post

GOAL:	Demonstrate an understanding and application of key course concepts		
PRODUCT:	Written Piece		
FORMAT:	Discussion board post		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstration of critical thinking and a clear understanding of key concepts.	1 2 5
GENERIC SKILLS:	Communication, Information literacy		

All - Assessment Task 2: Online quizzes

GOAL:	The purpose of this task is for you to identify and describe foundational concepts and theories underpinning human behaviour. These quizzes will assist in providing feedback on your learning throughout the course.													
PRODUCT:	Quiz/zes													
FORMAT:	Submit: Weeks 3, 6, 10, 13. This task requires you to complete a series of online quizzes in Canvas (4 quizzes in total). Each quiz will focus on the content covered in the related weeks of the course.													
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Comprehend, apply and communicate using the language of human behaviour</td><td>2</td></tr><tr><td>2</td><td>Identify and comprehend related course content</td><td>1 2</td></tr><tr><td>3</td><td>Recognise, evaluate and apply human behaviour theories within various contexts</td><td>1</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Comprehend, apply and communicate using the language of human behaviour	2	2	Identify and comprehend related course content	1 2	3	Recognise, evaluate and apply human behaviour theories within various contexts	1	
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3	Recognise, evaluate and apply human behaviour theories within various contexts	1												
GENERIC SKILLS:	Communication, Problem solving													

All - Assessment Task 3: Behaviour Analysis Digital Poster

GOAL:	The goal of this task is for you to apply your cumulative understanding of the multidimensional nature of human behaviour to analyse the behaviour of a known identity in contemporary society																			
PRODUCT:	Artefact - Creative, and Written Piece																			
FORMAT:	This task requires you to choose a famous/infamous identity from current popular culture or from the past to research and analyse. The infographic presented should consider the following aspects: <ul style="list-style-type: none">• Who? Subject, background• What? Behaviour demonstrated and implications• Why? Internal and external influences, possible explanations for behaviour grounded in theory (a minimum of one theories covered in the course and one additional theory or psychological concept)• Conclusion and justification• References Examples of behaviour analysis will be modelled during class in the weeks prior to your task submission date. Template available on Canvas.																			
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Identify and articulate relevant behavioural attributes of chosen identity</td><td>2</td></tr><tr><td>2</td><td>Research, interpret and synthesise human behaviour theories and constructs</td><td>1 5</td></tr><tr><td>3</td><td>Analyse and critically evaluate behaviour to reach a conclusion, drawn from appropriate literature and theory</td><td>3 4</td></tr><tr><td>4</td><td>Apply ICT skills to organise, present and communicate information in a digital poster format</td><td>2</td></tr><tr><td>5</td><td>Reference evidence in accurate and appropriate style and document through correct use of citations, quotations and bibliography</td><td>2</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Identify and articulate relevant behavioural attributes of chosen identity	2	2	Research, interpret and synthesise human behaviour theories and constructs	1 5	3	Analyse and critically evaluate behaviour to reach a conclusion, drawn from appropriate literature and theory	3 4	4	Apply ICT skills to organise, present and communicate information in a digital poster format	2	5	Reference evidence in accurate and appropriate style and document through correct use of citations, quotations and bibliography	2	
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GENERIC SKILLS:	Communication, Problem solving, Information literacy																			

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
AUSTRALIAN SOCIAL WORK EDUCATION AND ACCREDITATION STANDARDS (ASWEAS)				
All delivery modes	Artefact - Creative, and Written Piece	Behaviour Analysis Digital Poster	5	Taught, Practiced, Assessed
			6	Taught, Practiced, Assessed
	Quiz/zes	Online quizzes	1	Taught, Practiced, Assessed
			2	Taught, Practiced, Assessed
			4	Taught, Practiced, Assessed
			5	Taught, Practiced, Assessed
			6	Taught, Practiced, Assessed
	Written Piece	Discussion Post	5	Taught, Practiced, Assessed

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Scott O. Lilienfeld / Steven Jay Lynn / Laura L. Namy / Graham Jamieson / Anthony Marks / Virginia Slaughter	2018	Psychology: From Inquiry to Understanding	3rd	Pearson Education Australia

8.2. Specific requirements

Nil

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

1. The final mark is in the percentage range 47% to 49.4%
2. The course is graded using the Standard Grading scale
3. You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au