

## Introductory Course in Behavioural Science

Introduktion till Beteendevetenskap  
60 credits

Single subject course

780G01

Valid from: 2026 Autumn semester

<b>Determined by</b> Chairman of the Course and Programme Syllabus Board at the Faculty of Arts and Sciences	<b>Main field of study</b> Sociology, Psychology, Education, Disability research	
<b>Date determined</b> 2025-10-30	<b>Course level</b> First cycle	<b>Progressive specialisation</b> G1N
<b>Revised by</b>	<b>Disciplinary domain</b> Social sciences, Health care	
<b>Revision date</b>	<b>Subject group</b> Other Subjects within Social Science	
<b>Offered first time</b> Autumn semester 2026	<b>Offered for the last time</b>	
<b>Department</b> Institutionen för beteendevetenskap och lärande	<b>Replaced by</b>	

## Entry requirements

General entry requirements for undergraduate studies

## Intended learning outcomes

On completion of the course, the student should be able to:

### Term 1 – 30 ECTS

- Describe key sustainability concepts and explain sustainability from various perspectives
- Describe central sociological theories and concepts related to societies, individuals, and groups
- Describe key concepts and theories of learning in different contexts
- Explain how unpredictability and complexity in educational situations affect teaching and learning, and describe how to make well-informed decisions in such contexts
- Describe central psychological theories and concepts to explain human thinking and behavior
- Describe the biopsychosocial model and how it can be applied to disability and impairment
- Describe how biological, psychological, and social factors can influence the emergence and experience of disability in different contexts
- Apply theoretical knowledge from various behavioral science disciplines to understand human behavior and socially important issues
- Identify and explain how values vary between individuals and over time, and reflect on how these relate to different aspects of sustainability and behavioral science
- Identify information needs, use relevant search tools, and critically review search results
- Discuss and reflect independently and collaboratively on behavioral science and sustainability from various theoretical perspectives

### Term 2 – 30 ECTS

- Describe fundamental epistemological approaches and schools of thought within behavioral science, focusing on disability and society, sociology, psychology, and pedagogy
- Describe and critically reflect on key concepts, theories, models, and research findings in behavioral science, and integrate theories related to disability and society, pedagogy, psychology, and sociology
- Formulate and discuss questions from the perspectives of diversity, including class, gender, and ethnicity, in relation to behavioral science theories
- Identify researchable problems, discuss possible solutions, and reflect on how these relate to a sustainable society
- Identify information needs, use relevant search tools, and critically review search results related to behavioral science
- Discuss and reflect independently and collaboratively on behavioral science and sustainability

## Course content

The course is divided into nine modules. The first module, "Behavioral Science and Sustainability", runs throughout the first semester and frames the other four modules.

The module "Behavioral Science and Sustainability 2" runs throughout the second semester.

### **Behavioral Science and Sustainability – 6 ECTS**

This module introduces fundamental concepts and various perspectives on sustainability. Based on the content of the other modules, it explores how behavioral science knowledge can be applied to understand human behavior, identify socially important issues, and promote a sustainable society. The module also includes sustainability competencies such as systems thinking, interdisciplinarity, value-based judgment, and collaboration.

### **The Societal Perspective – 6 ECTS**

This module covers basic macro-sociological theory and concepts, with an emphasis on classical theories. It also addresses basic micro-sociological theory and concepts, focusing on both classical and modern perspectives. Macro- and micro-sociological theories are used to shed light on current societal issues.

### **Thinking and Behavior – 6 ECTS**

This module explores the history and theoretical perspectives of psychology. It covers areas such as cognitive psychology, developmental psychology, personality psychology, clinical psychology, and social psychology, focusing on the thinking and behavior of individuals and groups.

### **Processes of Change and Influence – 6 ECTS**

This module examines learning from various perspectives, based on the idea that humans develop throughout life and are constantly influencing and being influenced by their environment. It also explores what promotes learning in different situations and how the choice of pedagogical perspective can act as either a barrier or a driver for sustainability. Given the complexity of educational situations, the module includes knowledge about what is required to make well-informed decisions in such contexts.

### **Disability and Society – 6 ECTS**

This module addresses disability and impairment based on the biopsychosocial model. The biological level covers body structures and functions and related impairments. The psychological level focuses on individual factors and how these may contribute to the experience of disability in interaction with the environment. The social level examines external factors and societal structures and how these can either reduce or reinforce an individual's participation in society.

### **Behavioral Science and Sustainability 2 – 6 ECTS**

This module connects with the content of the other modules by focusing on problem formulation and future competencies. It adopts an exploratory approach

to behavioral science phenomena, identifying researchable problems, discussing possible solutions, and reflecting on how these relate to a sustainable society. The module also includes basic academic communication.

### **Theme: Health and Disability – 8 ECTS**

This module addresses health from an interdisciplinary perspective, considering both individual and societal factors. It also examines how different conditions affect an individual's ability to participate in society. Biological, psychological, and social aspects of disability are explored, based on both acquired and developmental conditions. Social, ecological, and economic sustainability are discussed in relation to health and disability.

### **Theme: Identity and Learning – 8 ECTS**

This module explores how personal and others' values influence learning, identity, actions, and decision-making. It also examines how different conditions, backgrounds, and identities can affect learning and decision-making, based on the idea that humans develop throughout life and are constantly influenced by their environment. Furthermore, it investigates how interventions, values, and systems shape the opportunities and limitations individuals face in society.

### **Theme: Everyday Life and Work – 8 ECTS**

This module examines the development and structure of work and everyday life over time from sociological, psychological, and pedagogical perspectives, particularly in relation to disability. It considers both individual and societal factors. The module also addresses how individuals, based on their abilities and societal demands, relate to work and everyday life in a sustainable society. It explores what it means to live and work in families, groups, and teams, and focuses on how the balance between everyday life and work changes throughout life.

## Teaching and working methods

The teaching consists of lectures, seminars, workshops, group work, and practical exercises.

In addition, the student is expected to engage in independent study.

## Examination

The course is assessed through:

### **Behavioral Science and Sustainability, 6 ECTS**

- Active participation in seminars, grading scale: **UG**

### **The Societal Perspective, 6 ECTS**

- Active participation in seminars, grading scale: **UG**

- Individual written examination, grading scale: **UV**

### **Thinking and Behavior, 6 ECTS**

- Active participation in seminars, grading scale: **UG**
- Individual written examination, grading scale: **UV**

### **Processes of Change and Influence, 6 ECTS**

- Active participation in seminars, grading scale: **UG**
- Individual written examination, grading scale: **UV**

### **Disability and Society, 6 ECTS**

- Active participation in seminars, grading scale: **UG**
- Individual written examination, grading scale: **UV**

### **Behavioral Science and Sustainability 2, 6 ECTS**

- Active participation in seminars/workshops, grading scale: **UG**
- Individual written examinations, grading scale: **UV**

### **Theme: Health and Disability, 8 ECTS**

- Active participation in seminars/workshops, grading scale: **UG**
- Individual written examination, grading scale: **UV**

### **Theme: Identity and Learning, 8 ECTS**

- Active participation in seminars/workshops, grading scale: **UG**
- Individual written examination, grading scale: **UV**

### **Theme: Everyday Life and Work, 8 ECTS**

- Active participation in seminars/workshops, grading scale: **UG**
- Individual written examination, grading scale: **UV**

To receive a **Pass** as the final course grade, the student must achieve **Godkänt (G)** on all components. To receive **Väl godkänt (VG)** for the entire course, the student must achieve **VG** on at least **50% of the VG-graded ECTS credits**.

Detailed information about the examination can be found in the course's study guide.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or

alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

## Grades

Three-grade scale, U, G, VG

## Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.

### **About teaching and examination language**

The teaching language is presented in the Overview tab for each course. The examination language relates to the teaching language as follows:

- If teaching language is “Swedish”, the course as a whole could be given in Swedish, or partly, or as a whole, in English. Examination language is Swedish, but parts of the examination can be in English.
- If teaching language is “English”, the course as a whole is taught in English. Examination language is English.
- If teaching language is “Swedish/English”, the course as a whole will be taught in English if students without prior knowledge of the Swedish language participate. Examination language is Swedish or English depending on teaching language.