

Subject Description Form

Subject Code	APSS5025																	
Subject Title	Positive Development in Children and Adolescents and Parenting																	
Credit Value	3																	
Level	5																	
Pre-requisite / Co-requisite/ Exclusion	Nil																	
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">100% Continuous Assessment</th> <th style="width: 30%;">Individual Assessment</th> <th style="width: 30%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>Class participation</td> <td style="text-align: center;">10%</td> <td></td> </tr> <tr> <td>Seminar presentation</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">15%</td> </tr> <tr> <td>Evaluation of parenting program</td> <td style="text-align: center;">50%</td> <td></td> </tr> <tr> <td>Quiz (Unseen or open book)</td> <td style="text-align: center;">25%</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned. The completion and submission of all component assignments are required for passing the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	Class participation	10%		Seminar presentation	0%	15%	Evaluation of parenting program	50%		Quiz (Unseen or open book)	25%	
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Objectives	<p>The aim of this subject is to introduce evidence-based strategies of practicing parenting for nurturing positive development of children and adolescents in their ever-changing psycho-educational-social-cultural contexts. The subject enables Educational Psychologists-in-Training (EPiTs) to acquire a sound knowledge base in psychology and to demonstrate its application to parenting children and adolescents. This subject provides the EPiTs a forward-looking forum for in-depth discussions of some selected applied topics that represent contemporary challenges, conflicts, and achievements central to childhood and adolescence and prevalent in psycho-educational settings. Emphasis is placed on rethinking new ways to assure qualities and facilitate processes that prevent pathology and promote well-being of childhood, adolescence and parenthood. In particular, the interrelationships among biological, cognitive, social, cultural and educational factors that influence positive parenting child and adolescent developments are examined. With a goal to addressing issues of assessment and measurement, practical applications, and directions for future research, the subject demands the attention of EPiTs to integrate essence of positive psychology into positive parenting for positive child and adolescent development.</p>																	
Intended Learning Outcomes	<p>The primary emphasis is placed on preparing students (Educational Psychologists-in-Training, EPiTs) for practicum and future practice by enhancing their understanding and knowledge of psychology, and considering how these can be utilized for positive parenting for positive development of children and adolescents. During and upon successful completion of this subject, the EPiTs should benefit from the following learning outcomes through active class discussions, demonstration of skills, activities and written products, and be able to:</p>																	

	<ol style="list-style-type: none"> 1. Apply prominent theories and knowledge of psychology to promote development of children and adolescents, and advocate for positive parenting; 2. Give a comprehensive description of positive parenting knowledge, skills and attitudes through proactive participation in parent training. Disseminate parenting knowledge and skills as indigenous parenting and family support strategy adaptable to local and different psycho-educational services, using parenting skills for resolving problems and issues arisen from parenting and child and adolescent development through managing home-school consultation and intervention effectively. 3. Recognise that parents have differing needs and desires regarding the type, intensity and mode of assistance they may require; and their implications towards local cultures and education system; 4. Identify and describe key features of some applied topics and their contexts in which positive parenting can facilitate growth and development of children and adolescents; 5. Examine different roles of parents/ guardians, and make realistic suggestions about positive changes in parenting in indigenous cultures; 6. Contribute to the evaluation of professional educational psychological services, its links with and its role in positive parenting and positive development of children and adolescents; and
Subject Synopsis/ Indicative Syllabus	<p>The subject will cover theoretical and applied topics related to positive parenting knowledge and skills to cater for specific needs of school-aged populations and to resolve their prevalent problems, as follows:</p> <ol style="list-style-type: none"> 1. Introduction: New Ways of Thinking about Children, Adolescents and Parents, and Their Psycho-Educational-Social-Cultural Contexts <ol style="list-style-type: none"> 1.1 An Overview of Concepts of Developmental Tasks, Crises and Current Research 1.2 Nature and Nurture: The complex interplay of genetic and environmental influences on human behavior and development 1.3 The Science of Early Childhood Development: <i>From neurons to neighborhoods</i> 1.4 Attachment & Loss in Childhood 2. An Overview of Positive Psychology: Theory, Research, and Intervention 3. Examining Parenting Issues in Local and Global Contexts <ol style="list-style-type: none"> 3.1 The Role of Parents: Mapping their Roles and functions of EP in Family 3.2 Protection of Child Safety in the Physical Environment 3.3 Parental Discipline and Early Childhood Education 3.4 Fostering Emotional and Cognitive Development 3.5 Fatherhood: Theories, research, and practice 3.6 Motherhood: Theories, research, and practice 3.7 Parents as Advocates 4. Evidence-based practice in parenting

	<ol style="list-style-type: none"> 5. Development and evaluation of parent training programs <ol style="list-style-type: none"> 5.1 Different approaches to parent training 5.2 Evidence-based programs 5.3 Strategies to enhance parent-child relationship, increase positive behavior, and manage undesirable behavior 5.4 Group skills 5.5 Evaluation strategies 6. Promoting Positive Child, Adolescent, and Family Development through Research, Policies and Programs: <i>Selected Applied Topics</i> <ol style="list-style-type: none"> 6.1 Development in the Information Age: <i>Impact of television, internet addiction</i> 6.2 Suicide and Risk Behaviors: <i>Theories, research, intervention and prevention</i> 6.3 Development of Self-concept, Self-esteem, Self-control, Self-efficacy, and Self-regulation: <i>Theories, research, and practice</i> 6.4 Sexual Relationships: <i>Orientation to sexuality, related problems and conflicts, and intervention;</i> 6.5 Emotional Variability and Neuroscience Aspects: <i>Eating disorders, Impulsivity, conduct disorder</i> 6.6 Positive Mental Health: <i>How to overcome depression and anxiety disorders</i> 6.7 Character Strengths and Virtues: <i>Delinquency, character building, whole-person development,</i> 6.8 Application of Practical Intelligence: <i>"Established Wisdom" and positive living</i> 7. Addressing Issues of Assessment and Measurement, Practical Applications, and Directions for Future Research 																														
Teaching/ Learning Methodology	<p>Invited lectures and workshops from leading scholars, researchers and experienced practitioners in the field of Positive Psychology, and parent training are arranged. The relevant teaching and learning activities are organized to ensure dissemination of key concepts, skills and knowledge of parenting to local parents. An interactionist perspective is considered necessary for acquiring concepts of psychology and integrating theories of child and adolescent development into positive parenting. During lecture and seminar meetings, problem-based case examples are illustrated for teaching points. The students (the EPiTs) paired in two or small groups can co-lead seminars on selected applied topics. In-depth discussions of relevant evidence-based research findings should be held to examine their implications for resolving issues associated with selected applied topics in childhood and adolescence. Effective teaching and learning activities are mainly based on full attendance and interactive class participation.</p>																														
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>1. Class attendance and participation</td> <td>10</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>2. Seminar presentation</td> <td>15</td> <td>x</td> <td></td> <td></td> <td>x</td> <td></td> <td></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						1	2	3	4	5	6	1. Class attendance and participation	10	x	x	x	x	x	x	2. Seminar presentation	15	x			x		
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2. Seminar presentation	15	x			x																										

	(group)						
	3. Evaluation of parenting program	50	x	x	x		x
	4. Quiz (<i>unseen</i>)	25	x	x	x	x	x
	Total	100 %					
	<p>1. Attendance and participation. Class participation will be rated for each class based on preparation and active participation in class discussions. Students (Educational Psychologists-in-Training, EPiTs) are required to be present for <u>all class sessions</u>.</p> <p>2. Seminar presentation. Students will form groups of three and select an applied topic on child and adolescent development and make presentations in class on research related to the area, and to critically evaluate the research findings.</p> <p>3. Evaluation of parenting programme. Students (EPiTs) should recruit parents as practice cases to participate in a parenting program of at least two sessions. A “Consent Form for Practice” form is required for each practice participant, and the EPiTs must include this completed form when submitted to subject lecturer(s) for grading. The parents will complete pre and post intervention questionnaires. EPiTs are required to complete an evaluation report covering rationale for program development, outcome and process evaluation, and reflection on practice. The deadline for the submission of report is xxxx.</p> <p>4. Quiz. A quiz (unseen), accounting for 25% towards a final grade, should assess theoretical and applied aspects of the relevant subject contents of the subject.</p> <p>5. Peer observation and co-operative learning. In addition to the assigned cases, students (EPiTs) are encouraged to work in pairs and make peer observations on at least two sessions of parent training programs. They are expected to be active learners, and to participate in co-operative learning through peer-observations and peer-sharing on areas of improvement, including micro-skills of positive parenting, and skills to resolving psycho-educational problems for school-age students and their parents etc. Although all EPiTs are required to complete peer evaluation, the results are mainly for self-regulated learning, and therefore are non-credit-bearing.</p> <p>6. The grade is calculated according to the percentage assigned.</p> <p>7. The completion and submission of all component assignments are required for passing the subject.</p>						
Student Study Effort Required	Class contact:						
	▪ Lecture		26 Hrs.				
	▪ Seminar		13 Hrs.				
	▪ Other student study effort: Conducting parent training program		16 hours				

	<ul style="list-style-type: none"> ▪ Private study 	115 Hrs.
	Total student study effort	170 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>Aspinwall, L. G., & Staudinger, U. M. (Eds.). (2002). <i>A psychology of human strengths: Fundamental questions and future directions for a positive psychology</i>. Washington, DC: American Psychological Association. ISBN: 1-55798-931-1; ISBN 13: 978-1-55798-931-4.</p> <p>Berman, A.L., & Jobes, D.A. (2005). <i>Adolescent suicide: Assessment and intervention</i>. (2nd ed.). Washington, DC: American Psychological Association.</p> <p>Bjorklund, D.F. (2005). <i>Children's thinking: Cognitive development and individual differences</i>. Singapore: Wadsworth Cengage Learning.</p> <p>Bornstein, M.H., & Lamb, M.E. (Eds.), <i>Developmental psychology: An advanced textbook (4th ed.)</i>. Mahwah, NJ: Lawrence Erlbaum</p> <p>Berns, R.M. (2007). <i>Child, family, school, community: Socialization and support</i>. (7th ed.). Singapore: Wadsworth Cengage Learning.</p> <p>Coll, C.G., Bearer, E.L., Lerner, R.M. (Eds.). (2004). <i>Nature and nurture: The complex interplay of genetic and environmental influences on human behaviour and development</i>. Mahwah, NJ: Lawrence Erlbaum.</p> <p>Chang, E. C. (Eds.). (2007). <i>Self-criticism and self-enhancement: Theory, research, and clinical implications</i>. Washington, DC: American Psychological Association. ISBN: 1-4338-0115-9, ISBN 13: 978-1-4338-0115-0.</p> <p>Crain, W. C. (2005). <i>Theories of development: Concepts and applications</i>. (5th ed.). Upsaddle River, N.J.: Prentice Hall.</p> <p>Damon, W. & Lerner, R. (2006). (Eds.). <i>Handbook of child psychology</i>. V. 1-4. NY: John Wiley & Sons.</p> <p>Ellis, T. E. (Ed.). (2006). <i>Cognition and suicide: Theory, research, and therapy</i>. Washington, DC: American Psychological Association. ISBN: 1-59147-357-8; ISBN 13: 978-1-59147-357-2.</p> <p>Fowers, B.J. (2005). <i>Virtue and psychology: Pursuing excellence in ordinary practices</i>. Washington, DC: American Psychological Association.</p> <p>Frederickson, N., Miller, A., & Cline, T. (Eds.) (2008). <i>Educational psychology: Topics for applied psychology</i>. London: Hodder Arnold.</p> <p>Greenberg, L.S., & Watson, J.C. (2005). <i>Emotion-focused therapy for depression</i>. Washington, DC: American Psychological Association.</p> <p>Lerner, R.M., Jacobs, F., & Wertlieb, D. (Eds.). (2003). <i>Handbook of applied</i></p>	

developmental science: Promoting positive child, adolescent, and family development through research, policies and programs. V. 1-4. Thousand Oaks, CA: Sage Publications, Inc.

Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. Washington, DC: American Psychological Association. ISBN: 0-19-516701-5 ; ISBN 13: 978-0-19-516701-6.

Rathus, S.A. (2008). *Childhood and adolescence: Voyages in development*. (3rd ed.). Singapore: Wadsworth Cengage Learning.

Sharp, P. (2001). *Nurturing emotional literacy: A practical guide for teachers, parents, and those in the caring professions*. [PolyU serial no. BF576 .S52 2001]

Shonkoff, J.P., & Phillips, D.A. (Eds.). (2000). *From neurons to neighbourhoods: The science of early childhood development*. Washington, DC: Committee on Integrating the Science of Early Childhood Development, National Academy of Sciences Press. [HKPolyU serial no. HQ767.9 .F76 2000]

Shriver, M.D. & Allen, K.D. (2008). *Working with parents of noncompliant children: a guide to evidence-based parent training for practitioners and students*. Washington DC: American Psychological Association.

Squires, G., Farrell, P., Woods, K., Lewis, S., Rooney, S., & O'Connor, M. (2007). Educational psychologists' contribution to the every child matters agenda: The parents' view. *Educational Psychology in Practice*, 23(4), 343-361. [Online Publication at HKPolyU Library]

Thomas, R. M. (2005). *Comparing theories of child development*. Singapore: Wadsworth Cengage Learning.

Triple P System (Positive Parenting Programme) for Practitioners. Document retrievable at website: <http://www24.triplep.net>

Wagner, B. M. & Zimmerman, J. H. (2006). Developmental Influences on Suicidality Among Adolescents: Cognitive, Emotional, and Neuroscience Aspects. In T. E. Ellis (ed.), *Cognition and suicide: Theory, research and therapy*. Washington, DC: American Psychological Association.

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Beresford, D. B. (1994) *Positively Parents: Caring for a severely disabled child*. London: HMSO.

- Bergman, L.R., Magnusson, D., & El-Khoury, B.M. (2003). *Studying individual development in an interindividual context: A person-oriented approach*. NJ: Lawrence Erlbaum.
- Burman, E. (2008). *Deconstructing developmental psychology*. Washington, DC: American Psychological Association. [PolyU serial no. [BF713 .B872 2008](#)]
- Bronfenbrenner, U. (Ed.). (2005). *Making human beings human: Bioecological perspectives on Human Development*. London: Sage Publications.
- DelCampo, D.S., & DelCampo, R.L. (Eds.). (2002). *Taking Sides: Clashing views on controversial issues in childhood and society*. (4th Ed.). CT: McGraw-Hill / Dushkin.
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- Epstein, S. (1998). *Constructive thinking: The key to emotional intelligence*. Westport: Praeger. [<http://info.greenwood.com/books/0275958/0275958841.html>] (PolyU serial no. BF637.S8 E69).
- Greenspan, S. (1999). *Building healthy minds: The six experiences that create intelligence and emotional growth in babies and young children*. New York: Perseus Books.
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- Granott, N., & Parziale, J. (2002). *Microdevelopment: Transition processes in development and learning*. UK: Cambridge University Press.
- Joiner, T. E., Conwell, Y., Fitzpatrick, K. K., Witte, T. K., Schmidt, N. B., Berlim, M. T., et al. (2005). Four studies on how past and current suicidality relate even when “everything but the kitchen sink” is covaried. *Journal of Abnormal Psychology, 114*, 291-303.
- Kelly, B., Woolfson, L. & Boyle, J. (2008). *Frameworks for practice in educational psychology: A textbook for trainees and practitioners*. London: Jessica Kingsley.
- Lerner, R.M., Jacobs, F., & Wertlieb, D. (Eds.). (2005). *Applied developmental science: An advanced textbook*. Thousand Oaks, CA: Sage Publications Ltd.
- McWhirter, J. J., McWhirter, B.T., McWhirter, E.H., & McWhirter, R.J. (2007). *At-risk youth: A comprehensive response*. Singapore: Wadsworth Cengage Learning. (with on-line ABC video clips).
- Merrell, K. W. (2003). *Behavioral, social, and emotional assessment of children and Adolescents*. (2nd Ed). Mahwah, N.J.: Erlbaum.

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- National Research Council / Institute of Medicine (2002). *Community programs to promote youth development*. Washington, DC: National Academy of Sciences Press.
- Phelps, E., Furstenberg, F.F., & Colby, A. (2002). *Looking at lives: American longitudinal studies of the twentieth century*. NY: Russell Sage Foundation.
- Rathus, S.A. (2008). *Childhood: Voyages in development*. (3rd ed.). Singapore: Wadsworth Cengage Learning.
- Rowe, D. (2007). *Beyond fear*. [PolyU serial no. [BF575.F2 R68 2007](#)]
- Skyenner, R., & Cleese, J. (1997). *Families and how to survive them*. London : Vermilion. [HKPolyU serial no. [HQ728 .S54 1997](#)]
- Thompson, C.L., Henderson, L.B.R., & Henderson, D.A.A. (2007). *Counseling children: A developmental approach*. Singapore: Wadsworth Cengage Learning.
- Wood, D. (1998). *How children think and learn: The social contexts of cognitive development*. [PolyU serial no. [BF723.C5 W66 1998](#)]
- Zigler, E.F., & Finn-Stevenson, M. (1999). Applied developmental psychology. In M.H. Bornstein & M.E. Lamb (Eds.), *Developmental psychology: An advanced textbook (4th ed.)*. Mahwah, NJ: Lawrence Erlbaum.

Recommended Academic and Professional Journals

Selected papers, journals and special series relevant to Positive Psychology, Development of Children and Adolescence, and Positive Parenting are, as follows:

1. *American Educational Research Journal*
2. *American Psychologist*
3. *Applied Developmental Science*
4. *British Journal of Educational Psychology*
5. *Child Development*
6. *Developmental Psychology*
7. *Infants and Young Children*
8. *Journal of Adolescent Health*
9. *Journal of Applied Developmental Psychology*
10. *Journal of Child Psychology and Psychiatry*
11. *Journal of Clinical Child and Adolescent Psychology*
12. *Journal of Educational and Child Psychology, and DCEP Newsletter*, published by Division of Educational and Child Psychology, British Psychological Society
13. *Journal of Psychology in Chinese Societies*
14. *Journal of Paediatric Psychology*
15. *Journal of Psychology in Chinese Societies*
16. *Journal of Research on Adolescent*

17. *School Psychology Review*

18. *The Psychologist, a monthly magazine published by British Psychological Society*

Recommended Audio-visual Materials

1. 香港無線電視有限公司 (HK-TVB) “星期二檔案”之〈活著就是精彩〉(香港理工大學圖書館三樓視聽教材編號 A-V Serial No. 13954), 2000.
2. 香港電台電視部 (R-THK) 之”E.Q.與你”, (香港理工大學圖書館三樓視聽教材編號 A-V Serial No. 12570)
3. 香港電台電視部 (R-THK) 《鏗鏘集》之〈快樂: 正向心理學〉(香港理工大學圖書館三樓視聽教材編號 A-V Serial No.), 29 Dec., 2008.
4. 香港電台電視部 (R-THK) 之”父母學堂”, (香港理工大學圖書館三樓視聽教材編號 A-V Serial No. 23316)