

Subject Description Form

| Subject Code | APSS 433 | | | | | | | | | | | | | | | | | |
|--|--|------------------|--|----------------------------|-----------------------|------------------|-------------------------|-----|-----|------------------------------|-----|----|--------------------|-----|----|----------------|----|----|
| Subject Title | Applied Developmental Science: Advancements in Developmental Systems Theories | | | | | | | | | | | | | | | | | |
| Credit Value | 3 | | | | | | | | | | | | | | | | | |
| Level | 4 | | | | | | | | | | | | | | | | | |
| Pre-requisite / Co-requisite/ Exclusion | <u>Pre-requisite:</u> APSS 222 Introduction to Psychology and APSS 487 Developmental Psychology: From Birth to Death | | | | | | | | | | | | | | | | | |
| Assessment Methods | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar presentation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>2 Empirical study engagement</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>3 Individual paper</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>0% Examination</td> <td style="text-align: center;">--</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> | | | 100% Continuous Assessment | Individual Assessment | Group Assessment | 1. Seminar presentation | 10% | 20% | 2 Empirical study engagement | 30% | 0% | 3 Individual paper | 40% | 0% | 0% Examination | -- | -- |
| 100% Continuous Assessment | Individual Assessment | Group Assessment | | | | | | | | | | | | | | | | |
| 1. Seminar presentation | 10% | 20% | | | | | | | | | | | | | | | | |
| 2 Empirical study engagement | 30% | 0% | | | | | | | | | | | | | | | | |
| 3 Individual paper | 40% | 0% | | | | | | | | | | | | | | | | |
| 0% Examination | -- | -- | | | | | | | | | | | | | | | | |
| Objectives | <p>The subject aims to:</p> <ul style="list-style-type: none"> • facilitate students to acquire understanding of the theoretical and research bases of Applied Developmental Science. • examine a few core dimensions of individual and family diversities, development and functioning with students. • engage students in a project on community-based human development as a response to the asset building approach to promote the service and policies that affect the well-being of members of society. | | | | | | | | | | | | | | | | | |
| Intended Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a) acquire essential theoretical and research knowledge and skills in Applied Development Science; b) assess and evaluate relevant empirical evidence critically in the formulation of multilevel framework of human development using mixed-method analyses; c) made attempts to engage in empirical studies with relevance to their academic interests and/or on topics of interest in ADS, and formulate research-based recommendations; d) make effective use of the basic research skills and tools acquired for writing up research briefs independently. | | | | | | | | | | | | | | | | | |

| Subject Synopsis/ Indicative Syllabus | <ul style="list-style-type: none"> • ADS principles, relevant issues and research areas • Ecological System Theory, Transaction Theory, and PPCT model of development • Differences in individuals and families • Methods in ADS research, mixed-methods design, multi-level approach • Relationship-based intervention • Assets development • Child and youth development policies and programs • Building community and outreach scholarship | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------------------------------|-------------|--|---|--|--|--|--|---|---|---|---|--|--|-------------------------|--|---|---|---|---|--|--|--------------|----|--|--|--|--|--|--|---------|----|--|--|--|--|--|--|------------------------------|----|---|---|---|---|--|--|--------------------|----|---|---|---|---|--|--|-------|-----|--|--|--|--|--|--|
| Teaching/Learning Methodology | <p>Lecture will focus on the theoretical and research bases of Applied Developmental Science. Latest advances in multi-level approach and mixed methods that contributed to the evolutions of such models will be introduced systematically illustrated by successful overseas and local programs.</p> <p>Students will be guided to examine on a selected large-scale local program and to prepare group seminar on issues related to this local program as a group project, engage in its related empirical research, and recommend advanced tools and skills which promised to overcome limitations acknowledged by the extant literature on those programs.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Methods in Alignment with Intended Learning Outcomes | <table border="1" data-bbox="440 1048 1390 1720"> <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>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Seminar presentation</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>- Individual</td> <td>10</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>- Group</td> <td>20</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2 Empirical study engagement</td> <td>30</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3 Individual paper</td> <td>40</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The empirical study engagement provides an opportunity for students to interact with the program participants, operators or workers from partnering organizations. Students will be guided and work as a group in an empirical study of the program.</p> <p>In the seminar presentation, students in groups will report on the findings and reflection of the engagement experience using the ADS principles and relevant</p> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | a | b | c | d | | | 1. Seminar presentation | | ✓ | ✓ | ✓ | ✓ | | | - Individual | 10 | | | | | | | - Group | 20 | | | | | | | 2 Empirical study engagement | 30 | ✓ | ✓ | ✓ | ✓ | | | 3 Individual paper | 40 | ✓ | ✓ | ✓ | ✓ | | | Total | 100 | | | | | | |
| Specific assessment methods/tasks | % weighting | | | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Seminar presentation | | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Individual | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Group | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 Empirical study engagement | 30 | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 Individual paper | 40 | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | |
|--------------------------------------|--|---------|
| | <p>theories and research results.</p> <p>The individual paper is a written research brief on local issues of human development which drawn relevant ADS knowledge and skills and also made recommendations to the program.</p> <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; and <p>Students must pass the third component (20% or above) if he/she is to pass the subject.</p> | |
| Student Study Effort Expected | Class contact: | |
| | ▪ Lectures | 27Hrs. |
| | ▪ Seminars | 12Hrs. |
| | Other student study effort: | |
| | ▪ Readings and self-study | 15Hrs. |
| | ▪ Empirical study engagement | 10Hrs. |
| | ▪ Seminar presentation and participation | 25Hrs. |
| | ▪ Individual research brief | 20Hrs. |
| | Total student study effort | 109Hrs. |
| Medium of Instruction | English | |
| Medium of Assessment | English | |
| Reading List and References | <p><u>Essential</u></p> <p>Lerner, R. M., Jacobs, F., & Wertlieb, D. (2005). Historical and theoretical bases of applied developmental science. In R. M. Lerner, F. Jacobs, & D. Wertlieb, <i>Applied Developmental Science: An Advanced Textbook</i> (pp. 3-19). Thousand Oaks, CA: Sage Publications.</p> <p>Hetherington, E. M. (1998). Relevant issues in developmental science: Introduction to the special issue. <i>American Psychologist</i>, 53(2), 93-94.</p> <p>Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In R. M. Lerner, <i>Handbook of Child Psychology, Volume I: Theoretical Models of Human Development</i> (pp. 793-828).</p> <p>Fogel, A. (2009). What is a transaction? In A. Sameroff, <i>The Transactional Model</i></p> | |

of Development: How Children and Contexts Shape Each Other (pp. 271-280). Washington, DC: American Psychological Association.

Ngai, S. S. Y., Cheung, J. C. K., To, S. M., Luan, H., & Zhao, R. (2014). Economic disadvantage and transitional outcomes: a study of young people from low-income families in Hong Kong. *International Journal of Adolescence and Youth, 19*(3), 318-335.

Cheung, F., Lai, B. P. Y., Wu, A. M. S., & Ku, L. (2014). Academic and career expectations of ethnic minority youth in Hong Kong. *Journal of Early Adolescence*. Advance online publication.

Christens, B. D. (2010). Public relationship building in grassroots community organizing: relational intervention for individual and systems change. *Journal of Community Psychology, 38*(7), 886-900.

Scales, P. C., Benson, P. L., & Roehlkepartain, E. C. (2011). Adolescent thriving: the role of sparks, relationships, and empowerment. *Journal of Youth and Adolescence, 40*(3), 263-277.

Creswell, J. W. & Clark, V. L. P. (2011). *Designing and Conducting Mixed Methods Research*. Los Angeles: Sage publications. Chapter 3: Choosing a mixed methods design (pp. 53-106).

Allen, T. D., & Eby, L. T. (2007). Common bonds: An integrative view of mentoring relationships . In T. D. Allen & L. T. Eby (Eds.), *Blackwell Handbook of Mentoring: A Multiple Perspectives Approach* (pp. 398-419). London: Blackwell.

Karcher, M. J., & Nakkula, M. J. (2010). Youth mentoring with a balanced focus, shared purpose, and collaborative interactions. *New Directions for Youth Development, 126*, 13-32.

Benson, P. L., Scales, P. C., & Mannes, M. (2003). Developmental strengths and their sources: implications for the study and practice of community building. In R. M. Lerner, F. Jacobs, & D. Wertlieb (Eds.), *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies and programs* (Volume I) (pp. 369-406). Thousand Oaks, CA: Sage Publications, Inc.

Scales, P. C., Benson, P. L., & Leffert, N. (2000). Contribution of developmental assets to the prediction of thriving among adolescents. *Applied Developmental Sciences, 4*(1), 27-46.

Jensen, P. S., Hoagwood, K., & Trickett, E. J. (1999). Ivory towers or earthen trenches? Community collaborations to foster real-world research. *Applied Developmental Sciences, 3*(4), 206-212.

Tourse, R. W. C., & Blythe, B. J. (2003). Promoting positive development in children, youth, and families: A social work cultural-practice perspective. In R. M.

Lerner, F. Jacobs & D. Wertlieb (Eds.), Handbook of Applied Developmental Science (Vol. 4, pp. 337-352). Thousand Oaks, CA: Sage Publications.

Supplementary

DuBois, D. L., & Karcher, M. J. (Eds.). (2014). Handbook of youth mentoring (2nd ed.). Thousand Oaks, CA: SAGE.

Bronfenbrenner, U. (Ed.). (2005). Making human beings human: Bioecological perspectives on Human Development. London: Sage Publications.

Sameroff, A. (Ed.). (2009). The transactional model of development. Washington, DC: American Psychological Association.

Bergman, L.R., Magnusson, D., & El-Khoury, B.M. (2003). Studying individual development in an interindividual context: A person-oriented approach. NJ: Lawrence Erlbaum. (Electronic resource)

Lerner, R.M., Jacobs, F., & Wertlieb, D. (Eds.). (2003). Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies and programs. V. 1-4. Thousand Oaks, CA: Sage Publications, Inc.

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.