Subject Description Form

Subject Code	APSS 5051
Subject Title	Community Psychology in Chinese Societies
Credit Value	3
Level	5
Pre-requisite / Co-requisite/ Exclusion	Nil
Minimum Pass Grade	D

Assessment Methods			
	100% Continuous Assessment	Individual Assessment	Group Assessment
	1. Class and learning management system (LMS) participation	20%	--
	2. Proposal of community intervention for submission to relevant funding sources in HK†	50%	--
	3. Quizzes and Test	30%	--
	0% Examination	--	--

† A Proposal of community intervention for submission to relevant funding sources in HK should address the community needs and room for development as described by one of the following funding sources:

- Community Care Fund
- Community Investment & Inclusion Fund
- Health Care & Promotion Fund
- Partnership Fund for the Disadvantaged
- Love Ideas HK

This is a term paper which require the students to explain clearly (i.e. theoretically according to community psychology concepts) why the proposal / intervention is able to address the issues as well as meeting other criteria from selected fund.

Objectives	1. Understand the role of social, political, and economic factors in the development of community approaches to community wellbeing, with a

	focus on community intervention effectiveness 2. Develop a working knowledge of selected approaches to prevent psychological disorder and promote community mental health and examines how these can be practically implemented, especially in relation to community constraints 3. Understand the application of ecological, developmental, and systems theories and community psychology values to the study of interpersonal adaptation and critical community problems such as behavioural health of adolescents; and alleviation of intergenerational poverty through mentoring; and care giving in the community context
Intended Learning Outcomes	Through the service learning component and seminars, students are expected to develop the following behavioral competence upon completion of this subject and its complimentary service learning module: a. Analyze how individual differences shape a person's experiences of and perspectives in one's immediate community, the society, and the world as a whole b. Analyze a contemporary issue in one's community from a multidisciplinary perspective c. Apply concepts about human and social behavior to particular social issues or community interventions d. Examine critically philosophical and other theoretical issues concerning the nature of reality, human experience, knowledge, value, culture, and individual-community relations e. Analyze and synthesize information and ideas from multiple sources to generate new insights with reference to tenets in community psychology and their applications in community settings f. Develop familiarity with various skills necessary for community-related work, including force field and policy analysis, program planning, and public communication
Subject Synopsis/ Indicative Syllabus	Selected community psychology concepts and methods will be examined in the relational context of individuals and their community: Community psychology: Historical origin, global development and Chinese context Community psychology: Overarching values and principle Issues in community research: Level of analysis, underlying paradigm and research methodology Community psychology and community science as an avenue towards system change Community psychology topics: a. Definition of community & the sense of community b. Coping in the community context c. Community participation: Civic Engagement, empowerment, and factors

	towards community participation
	d. The role of understanding diversity towards a cohesive community
	e. Prevention and promotion of health and social care initiatives in a community context
	f. Wellness and well-being
	g. Social justice and power
	Community psychology intervention:
	a. Organization and community intervention
	b. Social Intervention

Teaching & Learning Methodology	Knowledge content for the subject will be delivered in lectures and in the use of web-assisted platform. Students' active learning will be stimulated through participating in discussion both on and off-line, conducting projects and presentation in seminars. The teaching and learning activities of the subject are further empowered by the web deliverables of this subject. The web-assisted features are designed to deepen the understanding of the students in the subject, to encourage self-directed learning, and to reduce the time or place constraint on learning. Active participation of students is promoted through encouraging them to use the communication tools of Blackboard in exchanging their informed responses to questions and issues raised in class.
	Students will be advised to read the recommended textbook and supplementary readings on controversial issues in community psychology as well as to search relevant information from the library and the internet in preparing their assignments and in their private study. The subject teacher and the tutors will be available for students' consultation on problems in the study if such request arises. Feedback to students' progress in the subject will be provided from the results of the continuous assessment and some of them can be instantly accessed through taking the web-based self-assessment quiz.

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d	e	f
	1. Class and LMS participation	20%				✓	✓	✓
	2. Proposal of community intervention for submission to relevant funding sources in HK†	50%		✓	✓		✓	
	3. Quizzes and Test	30%	✓		✓			
	Total	100 %						

Student Study Effort Expected	Class contact:	
	▪ Lecture and Tutorials	28 Hrs.
	▪ Seminar	14 Hrs.
	Other student study effort:	
	▪ Self reading	30 Hrs.
	▪ Preparation for tutorial, seminar and supervised practices	20 Hrs
	▪ Participation and practice	15 Hrs
	Total student study effort	107 Hrs.
Reading List and References	**Text book** Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). *Community psychology: Linking individuals and communities* (3rd ed.). Belmont, CA: Wadsworth / Cengage Learning. **Recommended Reading** Chan, C.C. (2010). Community psychology in Chinese societies. In M.H. Bond (Ed.). *Oxford Handbook of Chinese Psychology*. London: Oxford University Press. 411-456. Learning Management System (Blackboard 9.1): http://learn.polyu.edu.hk **Related Readings** Best, A., Stokols, D., Green, L. W., Leischow, S., Holmes, B., & Buchholz, K. (2003). An Integrative Framework for Community Partnering to Translate Theory Into Effective Health Promotion Strategy. *American Journal of Health Promotion, 18*(2), 168-176. Butterfoss, F. D. (2007). *Coalitions and partnerships in community health*. San Francisco, CA: Jossey-Bass. Chan, C. C., & Chan, K. (2006). Programs Effectiveness, Process Outcomes, and Sustainability of Health Promotion Interventions in Hong Kong: Applying the RE-AIM Framework. *Journal of Psychology in Chinese Societies, 7*(1), 5-28. Chan, C. C., & Ho, W. C. (2006). Intensive Community Mentoring Scheme in Hong Kong Nurturing Police-Youth Intergenerational Relationships. *Journal of Intergenerational Relationships: Programs, policy, and research, 4*(2), 101-106.	

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Zakocs, R. C., & Edwards, E. M. (2006). What Explains Community Coalition Effectiveness?: A Review of the Literature. *American Journal of Preventive Medicine, 30*(4), 351-361.