

## Subject Description Form

<b>Subject Code</b>	APSS298																	
<b>Subject Title</b>	Applied Psychology																	
<b>Credit Value</b>	3																	
<b>Level</b>	2																	
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil																	
<b>Assessment Methods</b>	<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. Assignments on personal applications</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Online/in class Learning Participation</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Quizzes</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>4. Discussion</td> <td></td> <td style="text-align: center;">20%</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Assignments on personal applications	35%	--	2. Online/in class Learning Participation	15%	--	3. Quizzes	30%	--	4. Discussion		20%
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<b>Objectives</b>	<p>By the end of the course students should be able to:</p> <ol style="list-style-type: none"> <li>1. identify the major fields of study and theoretical perspectives within psychology.</li> <li>2. comprehend essential theoretical and empirical knowledge of psychology to analyze the indigenous and global trends/developments in major areas of psychological investigations.</li> <li>3. participate in psychological experiments and engage in active learning.</li> <li>4. develop critical thinking skills and apply the acquired psychological concepts and theories in daily lives and or relevant professional practice.</li> </ol>																	
<b>Subject Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Identify the different conceptual approaches to human behaviour.</li> <li>b. State the major development stages of the life span and recognize the specific issues (e.g. physical, emotional, cognitive) associated with the different stages.</li> <li>c. Communicate their comprehension of the major psychological phenomena and relate how these take place within themselves and others; particularly perception, learning, motivation, stress and coping, emotions and personality, health and social psychology.</li> <li>d. Recognize the specific management needs and problems that are relevant to nursing profession.</li> <li>e. Apply communication and interpersonal skills.</li> <li>f. Recognize the dynamics associated with health settings and fostering greater efficiency in psychology and nursing care.</li> </ol>																	

<p><b>Indicative Syllabus</b></p>	<ol style="list-style-type: none"> <li>1. The science of psychology  Discovering Psychology: is Psychology a science?  Psychology, pseudoscience, and common sense <ul style="list-style-type: none"> <li>- Historical foundations (Structuralism, Functionalism, Gestalt, Behaviorism)</li> <li>- Current perspectives (Biological approach, Cognitive approach, Behavioral approach, Psychoanalytic approach, Humanistic approach, and Cross-Cultural approach)</li> <li>- Critical and scientific thinking in psychology</li> <li>- Research methods in psychology</li> <li>- From the laboratory to the real world</li> </ul> </li>   <li>2. The biological perspective  Stimulating your brain: A tour of the brain and the nervous system. <ul style="list-style-type: none"> <li>- The Nervous system</li> <li>- Communication in the Nervous system</li> <li>- Mapping the brain</li> <li>- A tour through the brain</li> <li>- Brain and behavior</li> <li>- Contemporary issues in brain research</li> </ul> </li>   <li>3. Psychological disorders/psychological therapies  Improving your mental health: How do you distinguish between normal and abnormal behaviour. <ul style="list-style-type: none"> <li>- Classification of psychological disorders</li> <li>- Major psychological disorders</li> <li>- Biomedical and psychological approaches to therapy for mental disorders</li> <li>- Treatment evaluation and prevention strategies</li> </ul> </li>   <li>4. Cognition: thinking, intelligence and language  Shaping your thoughts: is human thinking unique? <ul style="list-style-type: none"> <li>- Thought: Using what we know</li> <li>- Reasoning rationally</li> <li>- Barriers to reasoning rationally</li> <li>- Intelligence</li> <li>- The origins of intelligence &amp; modern intelligence</li> </ul> </li>   <li>5. Memory  Sharpening your mind: Do you want to improve your memory? <ul style="list-style-type: none"> <li>- Reconstructing the past</li> <li>- Memory and the power of suggestion</li> <li>- In pursuit of memory</li> <li>- The three-box model of memory</li> <li>- How we remember</li> <li>- How we forget</li> <li>- Autobiographical memories</li> </ul> </li>   <li>6. Development across a lifespan  Are adults prisoners of childhood?  From conception through the first year <ul style="list-style-type: none"> <li>- Cognitive development</li> <li>- Moral development</li> <li>- Transition into adolescence, adulthood &amp; the third age</li> </ul> </li>   <li>7. Learning  Learning your environment: <i>What can you do to modify your own and other's behavior?</i> <ul style="list-style-type: none"> <li>- Classical conditioning in the lab: Pavlov's dog</li> <li>- Classical conditioning in real life</li> <li>- Operant conditioning in the lab: The Skinner box</li> <li>- Operant conditioning in real life</li> <li>- Learning and the mind</li> </ul> </li> </ol>
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	<p>8. Emotional, stress and health (combined 11,12 &amp;13)  Managing your emotions: <i>Can revealing your unresolved emotions help your health?</i></p> <ul style="list-style-type: none"> <li>- The nature of emotion</li> <li>- Emotion and culture</li> <li>- The nature of stress</li> <li>- Stress and emotion</li> <li>- Emotions, stress, and health: How to cope</li> </ul> <p>9. Personality  Understanding yourself: <i>Is personality a convenient myth?</i></p> <ul style="list-style-type: none"> <li>- Freud and psychodynamic theories</li> <li>- The neo-Freudians theories of personality</li> <li>- Behavioral and social cognitive approach to personality</li> <li>- Traits and the empirical approach to personality</li> <li>- Humanistic perspective</li> <li>- The genetic contribution</li> <li>- Objective and subject assessment of personality</li> </ul> <p>10. Social psychology  Looking around the world: Is it the person or the situation?  Social thought: Thinking about others</p> <ul style="list-style-type: none"> <li>- Social influence: Conformity, compliance, and obedience</li> <li>- Social relations: Interacting with others</li> <li>- The anonymous crowd</li> <li>- Us versus them: Group identity</li> <li>- Stereotyping, prejudice, and discrimination</li> </ul> <p>11. Motivation and emotion  (Combined 11, 12 &amp; 13 into 8: Emotional, Stress and Health)  Motivational theories and concepts  Theories of emotions  Personal and thinking application of motivation and emotion</p> <p>12. Stress and Coping  The nature and responding to stress  Factors moderating the impact of stress  Health-impairing behaviour and coping to stress</p> <p>13. Introduction to the psychology of health  Foundations of health psychology  Behaviour and chronic disease  Behavioural health</p>
<p><b>Teaching &amp; Learning Methodology</b></p>	<p><u>Lecture</u></p> <p>The learning approach will be based on experiential and discovery learning in order to help students acquire a more personal understanding of the subject and related topics. Experiential learning demands more of students' reflective thinking, such as on their own experienced issues. Both lectures and lecture notes will be designed to maximize students' participatory and discovery learning. Students are required to discuss assigned materials which is aimed to develop self-discovery and to generate intellectual discovery on some fundamental concepts and principles of psychology and their application in clinical practices.</p>

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. Assignments on Personal applications	35			✓	✓	✓	✓
2. Online/in class Learning Participation	15	✓	✓	✓	✓	✓	✓	
3. Quizzes	30	✓	✓	✓	✓	✓	✓	
4. Discussion	20	✓	✓	✓	✓	✓	✓	
Total	100%							
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><u>Assignments on personal applications</u> Students are expected to reflect on their learning and understand its application in their daily lives by writing a reflective journal; bringing together theoretical knowledge learnt in lectures and real-life experiences provides an opportunity to gain clarity of understanding and self-knowledge.</p> <p><u>Online/in class Learning Participation</u> Online learning participation is based on continuous online assessment; which includes: online readings, online contents usage and classroom participation. Online multiple choice practice quizzes are used to assess the topics taught after each lecture. Participation in learning activities including preparation by reading class materials online and in-class engagement through responses via Students' Response System (SRS) will reflect students ongoing progress and engagement in class learning activities.</p> <p><u>Quizzes</u> Multiple choice quizzes are used to assess students' learning at the (recall / comprehension / application / analysis) level(s), making them adaptable for a wide range of content and learning outcome.</p> <ul style="list-style-type: none"> <li>• The grade is calculated according to the percentage assigned;</li> <li>• The completion and submission of all component assignments are required for passing the subject</li> </ul> <p><u>Discussion</u> Students are expected to participate in online discussions, which are similarly reflective in nature. They force students to read other perspectives and carefully consider a response. The use of discussion boards is used as an active method of learning.</p>								
Student Study Effort Expected	Class contact:							
	▪ Lecture						39 Hrs.	
	Other student study effort:							
	▪ Self-reading & instructional videos viewing for class preparation						13 Hrs.	
▪ Assignments (Reflective journals, forum discussion)						48 Hrs.		

	<ul style="list-style-type: none"> <li>▪ Preparation for quizzes</li> </ul>	20 Hrs.
	Total student study effort	120 Hrs.
<b>Reading List and References</b>	<p><b>Textbooks:</b></p> <p><i>Psychology 2/E</i>. Open source textbook provided by OpenStax. Available under a Creative Commons Attribution License v4.0. © 2020. Available at <a href="https://openstax.org/details/books/psychology-2e">https://openstax.org/details/books/psychology-2e</a></p> <p><b>References:</b></p> <p><i>Introduction to Psychology</i>. Open source textbook provided by Lumen Learning. Available under a Creative Commons Attribution-Noncommercial license. © 2017 Available at <a href="https://courses.lumenlearning.com/wmopen-psychology/">https://courses.lumenlearning.com/wmopen-psychology/</a></p> <p>Bond, M. H. (Ed.). (2010). <i>The Oxford handbook of Chinese psychology</i>. London: Oxford University Press. (HKPolyU call no. GN635.C5 O94 2010).</p> <p>陳焯之、梁覺 (編) (2000)。邁進中的華人心理學。香港：中文大學出版社。(HKPolyU call no. BF108.C48 M34 2000)。</p> <p>Niven, N. (2006). <i>The psychology of nursing care</i>. Basingstoke: Palgrave Macmillan.</p>	