The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

<table>
<tr><td>Subject Code</td><td>APSS2A26</td></tr>
<tr><td>Subject Title</td><td>Personal Development and Life Planning in the Contemporary World</td></tr>
<tr><td>Credit Value</td><td>3</td></tr>
<tr><td>Level</td><td>2</td></tr>
<tr><td>GUR Requirements Intended to Fulfill</td><td>This subject intends to fulfill the following requirement(s) :

☐ Healthy Lifestyle
☐ AI and Data Analytics (AIDA)
☐ Innovation and Entrepreneurship (IE)
☐ Languages and Communication Requirement (LCR)
☐ Leadership Education and Development (LEAD)
☐ Service-Learning
☒ Cluster-Area Requirement (CAR)
☒ Human Nature, Relations and Development [CAR A]
☐ Science, Technology and Environment [CAR D]
☐ Chinese History and Culture [CAR M]
☐ Cultures, Organizations, Societies and Globalization [CAR N]
☒ China-Study Requirement
☐ Yes or ☒ No
☒ Writing and Reading Requirements
☒ English or ☐ Chinese</td></tr>
<tr><td>Pre-requisite / Co-requisite/ Exclusion</td><td>Nil

Remarks: APSS students are allowed to take this CAR subject.</td></tr>
<tr><td>Assessment Methods</td><td>
<table>
<tr><td>100% Continuous Assessment</td><td>Individual Assessment</td><td>Group Assessment</td></tr>
<tr><td>Quizzes</td><td>30%</td><td>--</td></tr>
<tr><td>Participation</td><td></td><td>30%</td></tr>
<tr><td>Individual term paper</td><td>40%</td><td>--</td></tr>
</table>

The grade is calculated according to the percentage assigned;
The completion and submission of all component assignments are required for passing the subject; and

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	• Student must pass all component(s) if he/she is to pass the subject.
Objectives	1. To provide systematic exposure to theories and approaches to help students understand themselves and how certain personality traits, values, attitudes and behaviors are developed. 2. To help students apply psychological principles to examine how a multitude of opportunities and risks that may influence their life-long personal development, interpersonal relationships, goal setting, and career planning in the contemporary world. 3. To help students develop a critical perspective for understanding and appreciating how personal attributes may interact with the ever-changing social context, larger communities and societies.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: a. Identify several major classical, modern and post-modern theories on how people psychologically and behaviorally respond to the challenges posed by the contemporary world. b. Understand the data derived from assessments used by psychologists in studying human personal development and exploring life decisions and planning (e.g., career directions). c. Apply acquired knowledge and skills to enhance their well-being and development with reference to their perceived living environment. d. Develop capacity to reflect on their own strengths and weaknesses, and to handle developmental challenges that are significant to young people. e. Refine their English reading and writing skills through extensively reading some required texts and making critical written responses to an assigned topic with reference to their existing knowledge and newly acquired knowledge from the readings.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	The subject content includes a selective mix of theoretical elements from several major areas of contemporary psychology, such as social and personality psychology, environmental psychology, psychology of interpersonal relationship, positive psychology, and organizational and industrial psychology. Theories and principles will be taught before introducing skill-based learning activities. Major topics: 1. Adjusting to Modern Life 2. Managing transitions from Adolescence to Adulthood 3. Theories of Personality & Career Development and Planning 4. Testing and Assessments in Personality & Career Development 5. Developing Personal Generic Competencies 6. Decision Making and Goal Setting 7. Building Interpersonal Relationships 8. Psychological Perspectives in Understanding the Contemporary World Challenges 9. Developing Capacity to Meet Challenges in the Contemporary World

Teaching/Learning Methodology *(Note 3)*	Students will learn with a blended learning approach featuring both face-to-face lectures / discussions and online learning artefacts, to be hosted on Learn@PolyU and other relevant learning management system (LMS). Multimedia & interactive materials will be adopted where appropriate to facilitate students' learning. For examples, the students will be invited to complete some sample psychological inventories online and discuss their results with the instructors and classmates in face-to-face sessions or online forum; also learning processes in this subject will encompass interactive activities through physical and online student-instructors' interactions, demonstrations, and discussion on LMS. Students are also required to take part in some specially designed problem-based learning activities, so as to facilitate their critical and reflective processing of newly acquired knowledge. To facilitate students' completion of the English reading and writing requirements, students will be required to participate in instructional activities which assist them to acquire the appropriate reading skills and in-depth training/assistance in the written assignment. Some of these activities will be organized and conducted by ELC/CBS staff, and in consultation with the course instructors.
Assessment Methods in Alignment with Intended Learning Outcomes *(Note 4)*	

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
		a	b	c	d	e
1. Quizzes [10% "ER" requirement to be assessed by Subject Teacher]	30%	✓	✓	✓		✓
2. Participation in blended learning activities/ other online learning activities	30%	✓	✓	✓	✓	
3. Individual term paper [40% "EW" requirement including 30% to be assessed by Subject Teacher & 10% to	40%	✓	✓	✓	✓	✓

be assessed by ELC]							
Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Quizzes – They are designed to enhance students' understanding of the concepts acquired from the lectures, online learning artefacts, and assigned readings. These quizzes serve as both a supplement to the lectures and a self-learning tool for facilitating students' integration and internalization of knowledge. Information from these quizzes will facilitate formative assessment of students' learning.

Participation in blended learning activities – In-class & off-class activities, such as completion of online inventories, SRS enabled in-class discussion and off-class forum discussion, allow interpersonal interactions among students to facilitate assimilation and synthesis of new knowledge through active and peer learning. They are designed to facilitate students' learning and engagement on the relevant issues discussed in this subject in a collaborative and constructive approach.

Individual term paper –Students are required to write an individual term paper of around 2500 words. Students should report their experiences of applying of theories and assessments to develop a plan for personal and career development, an in-depth reflection of their learning in the subject, and a brief review of an assessment taught in the subject.

University's English writing (EW) and reading (ER) requirements
The online quizzes and the term paper mentioned above serve to enhance students' literacy skills and facilitate students to meet the University's English Writing (EW) and Reading (ER) requirements.

For "ER" requirements, the subject syllabus should include no less than 10% of the total assessment that can only be answered successfully upon completion of the reading, without relying on exposition by the instructors before the assessments. To enable students to meet the "ER" requirement, students are required to read the prescribed readings (100,000 words or 200 pages), that include several chapters of the recommended textbook. Online quizzes will be used to assess students' mastery of the reading materials and grade the extent the students fulfil the "ER" requirement.

For "EW" requirements, the students should submit online two online submission of the same piece of extensive writing in order for ELC staff to provide feedback and assess the progress made by the student in the writing process and the quality of their work. The first submission should be an essay plan supported by academic sources, and the second submission should be a draft of around 1,500 words. Students must obtain a D or above on the Writing Requirement assignment to pass the subject. This includes the 10% from the ELC and 30% or more from the CAR teacher on content.

Notes:

	The final grade is calculated according to the percentage assigned. The completion and submission of all component assignments are required for passing the subject.	
Student Study Effort Expected	Class contact:	
	▪ Lectures	39 Hrs.
	Other student study effort:	
	▪ Review of learning artefacts (e.g. readings, videos)	36 Hrs.
	▪ Preparation for quizzes / other online learning activities	18 Hrs.
	▪ Individual Term Papers Write-Up: Drafts & Revisions	40 Hrs.
	Total student study effort	133 Hrs.
Reading List and References	<u>Required Text to Fulfil "ER" Requirement:</u> Weiten, W. (2018). Psychology applied to modern life: Adjustment in the 21st century (12th ed.). Stamford, CT : Cengage Learning *(Chapter 1. Adjusting to Modern Life) [31 pages]* *(Chapter 2. Theories of Personality) [37 page]* *(Chapter 8. Interpersonal Communication) [31 pages]* *(Chapter 13. Careers and work) [33 pages]* *(Chapter 16. Positive Psychology) [30 pages]* Brown, D. (2016). Career information, career counseling, and career development (10th ed.). Boston, MA : Pearson/Allyn and Bacon. *(Chapter 2. Trait-And-Factor and Developmental Theories of Career Choice And Development And Their Applications) [35 Page]* *(Chapter 3. Learning Theory-Based, Postmodern, Socioeconomic, And Decision-Making Theories and Their Applications) [21 Pages]* <u>Supplementary</u> Bond, M. H. (2010). *The Oxford handbook of Chinese psychology*. Oxford: Oxford University Press. Rathus, S, A., & Nevid, J. S. (2012). *Psychology and the challenges of life: Adjustment and growth*. New York: John Wiley & Sons, Inc. Sampson, J. P. (2009). Modern and postmodern career theories: The unnecessary divorce. *The Career Development Quarterly, 58*, 91-96. Shogren, K. A. (2013). *Self-determination and transition planning*. Baltimore, MD: Brookes. Nota, L. & Rossier, J. (Eds). (2014). *Handbook of the life design paradigm: From practice to theory, from theory to practice.* Göttingen: Hogrefe.	

Note 1: Intended Learning Outcomes
Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus
The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology
This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method
This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.