

## Subject Description Form

<b>Subject Code</b>	APSS386																	
<b>Subject Title</b>	Psychology in Health Care																	
<b>Credit Value</b>	3																	
<b>Level</b>	3																	
<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. Group presentation</td> <td></td> <td style="text-align: center;">25%</td> </tr> <tr> <td>2. Group Report</td> <td></td> <td style="text-align: center;">25%</td> </tr> <tr> <td>3. Quiz 1</td> <td style="text-align: center;">25%</td> <td></td> </tr> <tr> <td>4. Quiz 2</td> <td style="text-align: center;">25%</td> <td></td> </tr> </tbody> </table> <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; and</li> <li>Students must receive an overall pass grade when all components are combined in order to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Group presentation		25%	2. Group Report		25%	3. Quiz 1	25%		4. Quiz 2	25%	
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<b>Objectives</b>	<p>To enable students to:</p> <ol style="list-style-type: none"> <li>1. <del>acquire basic knowledge of psychological theories for greater understanding of self and others; and</del></li> <li>2. <del>develop a greater understanding of specific psychological issues present in health care</del></li> </ol> <p style="background-color: yellow;">This subject aims to introduce basic knowledge of psychological theories for greater understanding of self and others. This course will cover theoretical knowledge across different topics of psychology and how these concepts are closely related to daily lives as well as in health care settings.</p>																	
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. apply their views in understanding human thought and behavior</li> </ol>																	

	<ul style="list-style-type: none"> <li>b. identify the different conceptual approaches to health-related behavior</li> <li>c. identify the major developmental stages of the life span and recognize the specific issues associated with the different stages</li> <li>d. describe the major psychological phenomena and have more awareness as to how they take place within themselves and others; particularly personality, learning, stress, motivation and emotion</li> <li>e. <del>apply communication and interpersonal skills</del></li> <li>f. explain the dynamics associated with group settings and group efficiency</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p><del><i>Conceptual approaches to behavioral studies</i></del>  <del>The major conceptual approaches to investigating human behavior will be presented. These include the behavioral, psychoanalytical, humanistic, cognitive and biological paradigms.</del></p> <p><del>2. <i>Developmental issues across the life span</i></del>  <del>This section will cover the major stages in human development and particular issues that are encountered within these stages.</del></p> <p><del>3. <i>Psychological functioning</i></del>  <del>The major psychological phenomena will be presented. These include: perception, learning, motivation, emotions, stress and coping, as well as health and illness behaviors.</del></p> <p><del>4. <i>Communication and interpersonal skills</i></del>  <del>This section will deal with the development of communication and interpersonal skills.</del></p> <p><del>5. <i>Fundamentals of group dynamics</i></del>  <del>An introduction to the dynamics of group interactions will be given with an emphasis on issues that hinder or enhance the effectiveness of group work.</del></p> <p><del>6. <i>Patients needs and management</i></del>  <del>Terminally ill patients: pain, dying and death, grief and managing potentially stigmatized patients.</del></p> <p>Different topics of psychology and how these concepts are related to daily lives as well as in health care settings will be discussed in the following areas:</p> <ul style="list-style-type: none"> <li>1. human developmental across the life span</li> <li>2. learning and behavior</li> <li>3. motivation and emotion</li> <li>4. social groups dynamic</li> <li>5. interpersonal relationships</li> </ul>

	<p>6. stress and coping</p> <p>7. physical and mental health</p>																																												
<b>Teaching/Learning Methodology</b>	<p>The teaching and learning approach is characterized by active experiential learning which encourages students to integrate psychological concepts and theories through interactive lectures, small group discussions, self-assessment tools and other learning activities. Students are engaged through active class participation, seminar discussions around a group project and quizzes.</p>																																												
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="427 645 1455 1149"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">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>e</th> </tr> </thead> <tbody> <tr> <td>1. Group presentation &amp; group report</td> <td>50</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Quiz 1</td> <td>25</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3 Quiz 2</td> <td>25</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> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> <li>1. Class Quiz <ul style="list-style-type: none"> <li>- assesses knowledge and theoretical orientation, and application of knowledge in the field of psychology relevant to the practice as an optometrist</li> </ul> </li> <li>2. Group Presentation and Group Report <ul style="list-style-type: none"> <li>- assess group dynamics and integration as conditions for producing new knowledge and assess skills in application of knowledge and theoretical orientation into relevant daily life issues and health care contexts</li> </ul> </li> </ol> <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> <li>• Students must receive an overall pass grade when all components are combined in order to pass the subject.</li> </ul>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Group presentation & group report	50	✓	✓	✓	✓	✓	2. Quiz 1	25	✓	✓	✓			3 Quiz 2	25	✓			✓	✓	Total	100 %					
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<b>Student Study Effort Required</b>	Class contact:																																												
	<ul style="list-style-type: none"> <li>▪ Lecture</li> </ul>		26 Hrs.																																										

	<ul style="list-style-type: none"> <li>▪ Seminar</li> </ul>	13	Hrs.
	Other student study effort:		
	<ul style="list-style-type: none"> <li>▪ Group project (presentation and report)</li> </ul>	35	Hrs.
	<ul style="list-style-type: none"> <li>▪ Quiz 1, 2</li> </ul>	30	Hrs.
	Total student study effort	104	Hrs.
<b>Medium of Instruction</b>	English		
<b>Medium of Assessment</b>	English		
<b>Reading List and References</b>	<p><b>Reading List and References</b></p> <p><u>Essential</u>  Weiten, W. (2021). <i>Psychology: Themes and variations</i> (11th ed.). Cengage Learning.</p> <p>Weiten, W. (2017). <i>Psychology: Themes and variations</i> (10th ed.). California: Brooks and Cole.</p> <p><u>Supplementary</u>  Akinson, R. L., &amp; Hilgard, E. P. (2009). <i>Introduction to psychology</i> (15th ed.). Wadsworth: Cengage Learning.</p> <p>Lyons, A. C., &amp; Chamberlain, K. (2006). <i>Health psychology: A critical introduction</i>. Cambridge University Press.</p> <p>Niven, N. (2006). <i>The psychology of nursing care (Psychology applied to nursing)</i>. Basingstoke: Palgrave Macmillan</p> <p><u>Useful websites</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.psych.org/">http://www.psych.org/</a></li> <li>• <a href="http://www.apa.org/">http://www.apa.org/</a></li> </ul> <p>Also  PsycINFO (1887+) in HKPU library, electronic resources, then data bases, then indexes &amp; abstracts</p> <p><u>Recommended Academic Journals</u>  You can search articles and special series in the following journals:</p> <p><i>British Journal of Health Psychology</i>  <i>Health Psychology</i>  <i>Journal of Applied Psychology</i>  <i>Journal of Applied Developmental Psychology</i>  <i>Journal of Behavioral Medicine</i>  <i>Rehabilitation Psychology</i>  <i>Psychology Today</i></p>		

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