

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	APSS3S01																										
Subject Title	Community Psychology																										
Credit Value	3																										
Level	3																										
Pre-requisite / Co-requisite/ Exclusion	APSS 1A07 / 111 Introduction to Psychology OR APSS 298 Applied Psychology																										
Assessment Methods	<table border="1"> <thead> <tr> <th></th><th>100% Continuous Assessment</th><th>Individual Assessment</th><th>Group Assessment</th></tr> </thead> <tbody> <tr> <td>1.</td><td>Community service learning project performance evaluation</td><td>20%</td><td>--</td></tr> <tr> <td>2.</td><td>Service learning reflective report</td><td>30%</td><td>--</td></tr> <tr> <td>3.</td><td>Group project and presentation</td><td>--</td><td>20%</td></tr> <tr> <td>4.</td><td>SLLO E-learning module</td><td>10%</td><td>--</td></tr> <tr> <td>5.</td><td>Class participation</td><td>20%</td><td>--</td></tr> </tbody> </table>				100% Continuous Assessment	Individual Assessment	Group Assessment	1.	Community service learning project performance evaluation	20%	--	2.	Service learning reflective report	30%	--	3.	Group project and presentation	--	20%	4.	SLLO E-learning module	10%	--	5.	Class participation	20%	--
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Objectives	- Understand the role of social, political, and economic factors in the development of community approaches to community health, with a focus on community intervention effectiveness; - Develop a working knowledge of different approaches to prevent problems of psychosocial nature and promote community health and examines how these can be practically implemented, especially in relation to community constraints; - 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 behavioral health of adolescents; and alleviation of intergenerational poverty through mentoring; and caregiving in the community context.																										
Intended Learning Outcomes (Note 1)	Through the service learning module and seminars, students are expected to develop the following behavioral competence upon completion of this course and its complimentary service learning module: Analyze how individual differences shape a person's experiences of and perspectives 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. 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 e. Apply the knowledge and skills on collaboration, communication, research, writing, & leveraging emerging technology to deal with complex issues in the service setting f. Reflect on their role and responsibilities both as a professional in their chosen discipline and as a responsible citizen g. Demonstrate empathy for people in need and a strong sense of civic responsibility
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	Selected community psychology concepts and methods will be examined in the relational context of individuals and their community: 1. Community psychology and community science as an avenue towards system change 2. Definition of community, the sense of community, & human diversity 3. Community participation: Civic Engagement, empowerment, and factors towards community participation 4. Prevention and promotion of health or social care initiatives in a community context 5. Defining the service learner's role: Practising moral and ethical learning at community settings through applying principles in human diversity and empowerment / Code of professional practice at community settings 6. Engagement with community service organization staffs & recipients: Interpersonal skills and teamwork
Teaching/Learning Methodology <i>(Note 3)</i>	1. e-Learning Module in service learning Students are requested to attend the 10 hours e-learning module developed and delivered by the Office of Service Learning at PolyU, introducing the basic concepts and practice of service learning. Students are required to complete the e-learning module within the first four weeks of the semester. 2. Lecturers, seminars and tutorials Lectures, tutorials and/or workshops are designed to equip students with the discipline-specific knowledge, including health promotion and prevention, empowerment, and sense of community and social capital. Furthermore,

formulation and implementation of community interventions targeting community health, individual's wellness, and civic society at a higher level will also be introduced.

Seminars are also provided to equip students with the project-specific skills such as engagement and communication skills with service recipients. When appropriate, guest speakers from the service agencies will be invited to deliver the message.

3. Community Service Learning project

The students can participate in either a health promotion or a child development program. Within the program, the students are expected to work closely with the collaborative agency to deliver a range of tasks and activities to the service recipients.

The students would be divided into teams of around five persons. Each team would participate in specific tasks or duties assigned by the service agency. In the meantime, the students would be encouraged to propose new project ideas and liaise with the organization to try new initiatives, according to the community and service needs. The students may need to work occasionally on weekend or out-of school time, depending on the arrangement with the service agency.

The tentative service components and work tasks of each program is listed in the following:

Partner	South Kwai Chung Social Services (SKCSS) / Kwai Tsing Safe Community and Healthy City Association Ltd (KTSCHCA)
Projects	Students may participate in various health promotion and prevention projects under the SKCSS / KTSCHCA. QK blog adopted a tripartite model with strong community support, aiming at connecting education, healthcare and social welfare sectors and aligning them with the best interest of children and adolescents. Under the project, a range of small scale adolescent health promotion initiatives is undergoing, including physical activity promotion, smoking, drug and alcohol addiction and prevention, mental health promotion "Home Sweet Home" is a project aimed to provide support to the senior citizens, chronic sickness patients and their carers through the social support network under the South Kwai Chung Service Centre (SKCSS) and KTSCHCA. Under the project, a range of small scale program and/ or activities will be developed to so as to enhance the understanding of senior residents on mental health and illness. Thus, the project will be a good platform to learn about the idea and practice of health prevention, wellness promotion and community building and participation.

	Student Engagement	Students will assist in assessment and promotion work for older adults or at-risk families / youth attending the service settings. Students may involve in, but not limited to, the following activities and tasks: ● Home visits ● Community need assessment or screening task (Direct contact with Clients) ● Health promotion campaign and activities (Direct contact with Clients) ● Initiating ad hoc and exercise activities (Direct contact with Clients) ● Develop general health promoting material for adolescents and parents							
	Target community participants	Older adults or youths in the Kwai Tsing District							
	4. Reflective reports/ essay and group presentation Students are required to write reflective journals (Pre-service, During-service, and Post-service) or a reflective report to demonstrate their ability to: a) develop generic skills, including, but not limited to, observation, communication, teamwork, social responsibility and awareness, b) link their service learning experience to the discipline knowledge and concept, c) develop critical thinking and perspective when analyzing social issues and problems, aligning with the community psychology orientation. In the essay students will be asked to demonstrate how the experience they have drawn from the service learning subject could be understood, explained, or predicted with the concepts and theories of community psychology taught in this subjects in a more formal, academic presentation.								
Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	Specific assessment methods/tasks	% Weighting (Individual %/ Group %)	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
			a	b	c	d	e	f	g
	1. Group Project presentation of CSL	20% (0% /20%)			✓	✓	✓	✓	✓
	2. CSL performance evaluation by teaching staffs (preparatory seminar observation)	10% (10% /0%)					✓	✓	✓

3. CSL performance evaluation by organization supervisors	10% (10% /0%)					✓	✓	✓
4. Community Services Reflective Report	30% (30% /0%)	✓	✓	✓	✓	✓		
5. E-learning module	10% (10% /0%)	✓	✓	✓	✓	✓		
6. Class participation	20% (20% /0%)	✓	✓	✓	✓			
Total	100%*							

*The grade is calculated according to the percentage assigned.

1. Assessment of Group Project Presentation: Presentation of group's projects at service learning settings will assess students' ability to incorporate their experiential learning as well as core subject matter knowledge into an ecologically relevant application. Students will demonstrate their competence in blending those two core features in this course.
2. Assessment of Individual's CSL performance: With the aid of a structured report, coordinators and supervisors at the CSL settings will be requested to evaluate students' involvement and competence during their placement.
3. Assessment of Individual's application and reflection of classroom & CSL learning – Written Assignment: Reflective journals and essays will be assessed in terms of how students blend theories learnt in class coverage of subject matter and practice in their community service learning experience. The SOLO taxonomy on capturing students' learning outcome, which categorized students' capacity from simply retaining knowledge to application of concepts in extended abstract form, will form the basis for grading criteria.
4. E-Learning Module in service learning: Students are requested to attend a number sessions of e-learning module developed and delivered by the Service Learning and Leadership Office (SLLO) of PolyU, introducing the basic concepts and practice of service learning.

Academic Integrity

<https://www.polyu.edu.hk/ar/academic-integrity/introduction/>

We expect students to honor and practice academic integrity on their academic work in an honest and ethical manner, following the conventions and code of practice of their chosen discipline or profession.

	Use of Generative Artificial Intelligence (GenAI) in learning and assessments https://www.polyu.edu.hk/edc/explore-a-topic/generative-ai/ PolyU takes an open and forward-looking stance on the use of generative artificial intelligence (GenAI) tools as a positive and creative force in education, and the incorporation of such use in innovative learning, teaching, and assessment practices. While embracing the use of new technology in education, PolyU upholds the principle that students must adhere to high standards of academic integrity in all forms of assessments. The Student Code of Conduct and the policy on academic integrity apply to the use of GenAI in student work.	
Student Study Effort Expected	Class contact:	Hours
	Lecture and class discussion	24
	E-learning module	10
	Preparatory seminar (Service learning planning and preparation with supervision)	9
	Onsite supervision and service learning preparation	9
	Private reading, self-reflection and writing task	40
	Credit-Bearing Community Service Learning	40
	Total Student Study Effort	132
Reading List and References	<u>Textbook</u> Jason, L. A., Glantsman, O., O'Brien, J. F., & Ramian, K. N. (2019). Introduction to Community Psychology: Becoming an Agent of Change. (L. A. Jason, O. Glantsman, J. F. O'Brien, & K. N. Ramian, Eds.). Chicago, IL: Depaul University. Available at https://press.rebus.community/introductiontocommunitypsychology/ <u>Recommended Readings</u> Orford, J.. (2008). Community Psychology: Challenges, Controversies and Emerging Consensus. Hoboken, NJ: Wiley. ISBN: 9780470773154. DOI:10.1002/9780470773154 Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). <i>Community psychology: Linking individuals and communities</i> (3rd ed.). Belmont, CA: Wadsworth / Cengage Learning. 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. <i>American Journal of Health Promotion</i>, 18(2), 168-176. Butterfoss, F. D. (2006). Process evaluation for community participation. <i>Annual Review of Public Health</i>, 27(1), 323-340.	

	Butterfoss, F. D. (2007). <i>Coalitions and partnerships in community health</i>. San Francisco, CA: Jossey-Bass. Chan, C.C. (2010). Community Psychology in Chinese Societies. In Michael H. Bond (Ed.). <i>The Oxford Handbook of Chinese Psychology</i>. Oxford: Oxford University Press. pp.441-456. Kreuter, M. W., Lezin, N. A., & Young, L. A. (2000). Evaluating Community-Based Collaborative Mechanisms: Implications for Practitioners. <i>Health Promotion Practice</i>, 1(1), 49-63. Luke, D. A. (2005). Getting the Big Picture in Community Science: Methods That Capture Context. <i>American Journal of Community Psychology</i>, 35(3-4), 185-200. Tebes, J. K. (2005). Community Science, Philosophy of Science, and the Practice of Research. [10.1007/s10464-005-3399-x]. <i>American Journal of Community Psychology</i>, 35(3), 213-230. Wandersman, A. (2003). Community Science: Bridging the Gap between Science and Practice with Community-Centered Models. <i>American Journal of Community Psychology</i>, 31(3), 227-242. Trickett, E. J. (1996). A future for community psychology: The contexts of diversity and the diversity of contexts. <i>American Journal of Community Psychology</i>, 24(2), 209-234. Minkler, Meredith. (2005). <i>Community organizing and community building for health</i> (2nd ed.). New Brunswick, N.J.: Rutgers University Press. McMillan, D.W. & Chavis, D.M. (1986). Sense of community: A definition and theory. <i>Journal of Community Psychology</i>, 14, 6-23. Sarason, S.B. (1974). <i>The psychological sense of community: Prospects for a community psychology</i>. San Francisco: Jossey Bass. Wandersman, A., & Florin, P. (2003). Community Interventions and effective prevention. <i>American Psychologist</i>, 58, 441-448.
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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.