

## Subject Description Form

<b>Subject Code</b>	APSS5046																	
<b>Subject Title</b>	Parenting and parent development																	
<b>Credit Value</b>	3																	
<b>Level</b>	5																	
<b>Pre-requisite / Co-requisite/ Exclusion</b>	<u>Pre-requisite:</u> Nil																	
<b>Minimum Pass Grade</b>	D																	
<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. Individual paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Group presentation</td> <td></td> <td style="text-align: center;">30%</td> </tr> <tr> <td>3. Quiz</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>Examination</td> <td style="text-align: center;">--</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Individual paper	50%	--	2. Group presentation		30%	3. Quiz	20%	--	Examination	--	--
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The completion and submission of all component assignments are required for passing the subject.																		
<b>Objectives</b>																		
<p>The subject aims to enable students to:</p> <ol style="list-style-type: none"> <li>1. learn the theories and models of parenting and parent-child relationships;</li> <li>2. be familiar with the developmental, contextual, and cultural factors of parenting;</li> <li>3. understand the roles of parenting in the development and functioning of children; and</li> <li>4. develop the awareness of evidence-based strategies in parenting.</li> </ol>																		
<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. identify the theoretical foundations of parenting and parent-child relationships;</li> <li>b. demonstrate knowledge of various factors of parenting;</li> <li>c. explain how specific parenting behaviors, practices, and strategies may affect the development and functioning of children; and</li> <li>d. apply current research on parenting to foster positive parenting practices.</li> </ol>																		

<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. An overview of major theories and models of parenting</li> <li>2. Examining parenting issues in various contexts</li> <li>3. Evaluating the roles of parenting in children’s development and functioning</li> <li>4. Evidence-based strategies of parenting</li> </ol>																																																				
<b>Teaching/Learning Methodology</b>	<p>Theories, concepts and factual knowledge will be delivered through lectures. Discussion, reflection, and exploration of contemporary parenting issues will be discussed through seminar presentations and discussions. Case studies will also be adopted as a component of the teaching and learning process.</p>																																																				
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="443 562 1469 1021"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">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></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Individual paper</td> <td>50 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>2. Group presentation</td> <td>30 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>3. Quizzes</td> <td>20 %</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> <td colspan="6"></td> </tr> </tbody> </table> <p>The grade is calculated according to the percentage assigned.</p> <p>The completion and submission of all component assignments are required for passing the subject.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ul style="list-style-type: none"> <li>• Individual Paper: Students are required to first map a family; incorporate and integrate the family theories to this family. Then write what changes might be beneficial for this family and how; according to theories or research articles.</li> <li>• Group presentation: Students are required present on an assigned topic on parent and parent development. The presentation should be supported by theoretical foundations and/or current research findings in the area.</li> <li>• Quizzes: Students have to sit for quizzes (multiple-choice questions / short questions) about the course material.</li> </ul>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Individual paper	50 %	√	√	√	√			2. Group presentation	30 %	√	√	√	√			3. Quizzes	20 %	√	√	√				<b>Total</b>	<b>100 %</b>						
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<b>Student Study Effort Required</b>	Class contact:																																																				
	▪ Lectures						27 Hrs.																																														
	▪ Seminars						12 Hrs.																																														
	Other student study effort:																																																				
	▪ Term Paper						24 Hrs.																																														

	<ul style="list-style-type: none"> <li>▪ Seminar presentation and participation</li> </ul>	22 Hrs.
	<ul style="list-style-type: none"> <li>▪ Self-directed studies: reading</li> </ul>	37 Hrs.
	Total student study effort	122 Hrs.
<b>Reading List and References</b>	<p><b><u>Essential</u></b></p> <p>Berns, R.M. (2015). <i>Child, family, school, community: Socialization and support</i>. (10<sup>th</sup> ed.). Singapore: Wadsworth Cengage Learning.</p> <p>Cheung, Y. M. &amp; Lam, C. B. (2020). <i>Science Informed Parenting</i>. The Education University of Hong Kong.</p> <p>Coll, C.G., Bearer, E.L., Lerner, R.M. (Eds.). (2004). <i>Nature and nurture: The complex interplay of genetic and environmental influences on human behaviour and development</i>. Mahwah, NJ: Lawrence Erlbaum.</p> <p>Chang, E, C. (Eds.). (2007). <i>Self-criticism and self-enhancement: Theory, research, and clinical implications</i>. Washington, DC: American Psychological Association. ISBN: 1-4338-0115-9, ISBN 13: 978-1-4338-0115-0.</p> <p>Crain, W. C. (2010). <i>Theories of development: Concepts and applications</i>. (6<sup>th</sup> ed.). Upsaddle River, N.J.: Prentice Hall.</p> <p>Damon, W. &amp; Lerner, R. (2006). (Eds.). <i>Handbook of child psychology</i>. V. 1-4. NY: John Wiley &amp; Sons.</p> <p>Ellis, T. E. (Ed.). (2006). <i>Cognition and suicide: Theory, research, and therapy</i>. Washington, DC: American Psychological Association. ISBN: 1-59147-357-8; ISBN 13: 978-1-59147-357-2.</p> <p>Fowers, B.J. (2005). <i>Virtue and psychology: Pursuing excellence in ordinary practices</i>. Washington, DC: American Psychological Association.</p> <p>Frederickson, N., Miller, A., &amp; Cline, T. (Eds.) (2008). <i>Educational psychology: Topics for applied psychology</i>. London: Hodder Arnold.</p> <p>Greenberg, L.S., &amp; Watson, J.C. (2005). <i>Emotion-focused therapy for depression</i>. Washington, DC: American Psychological Association.</p> <p>Gopnik, A. (2016). <i>The gardener and the carpenter: What the new science of child development tells us about the relationship between parents and children</i> (First edition.. ed.): New York: Farrar, Straus and Giroux.</p> <p>Lerner, R.M., Jacobs, F., &amp; Wertlieb, D. (Eds.). (2003). <i>Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies and programs</i>. V. 1-4. Thousand Oaks, CA: Sage Publications, Inc.</p> <p>Lykken, D. T. (2001). Parental licensure. <i>American Psychologist</i>, 56(11), 885-886.</p>	

- Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. Washington, DC: American Psychological Association. ISBN: 0-19-516701-5 ; ISBN 13: 978-0-19-516701-6.
- Powell, L.H. & Cassidy, D. (2007). *Family life education : working with families across the life span*. Long Grove, Ill.: Waveland Press, Inc.
- Rathus, S.A. (2016). *Childhood: Voyages in development*. (6<sup>rd</sup> ed.). Singapore: Wadsworth Cengage Learning.
- Shek, D. T. L., & Sun, R., C, F. (2013). Parenting in Hong Kong: Traditional Chinese cultural roots and contemporary phenomena. In H. Selin (Ed.), *Parenting across cultures: Childrearing, motherhood and fatherhood in non-Western cultures* (pp. 25-38). Dordrecht, The Netherlands: Springer.
- Shonkoff, J.P., & Phillips, D.A. (Eds.). (2000). *From neurons to neighbourhoods: The science of early childhood development*. Washington, DC: Committee on Integrating the Science of Early Childhood Development, National Academy of Sciences Press. [HKPolyU serial no. [HQ767.9 .F76 2000](#)]
- Shriver, M.D. & Allen, K.D. (2008). *Working with parents of noncompliant children: a guide to evidence-based parent training for practitioners and students*. Washington DC: American Psychological Association.
- Squires, G., Farrell, P., Woods, K., Lewis, S., Rooney, S., & O'Connor, M. (2007). Educational psychologists' contribution to the every child matters agenda: The parents' view. *Educational Psychology in Practice*, 23(4), 343-361. [Online Publication at HKPolyU Library]
- Thomas, R. M. (2005). *Comparing theories of child development*. Singapore: Wadsworth Cengage Learning.
- Triple P System (Positive Parenting Programme) for Practitioners. Document retrievable at website: <http://www24.triplep.net>
- Wagner, B. M. & Zimmerman, J. H. (2006). Developmental Influences on Suicidality Among Adolescents: Cognitive, Emotional, and Neuroscience Aspects. In T. E. Ellis (ed.), *Cognition and suicide: Theory, research and therapy*. Washington, DC: American Psychological Association.
- References**
- Barker, P. (2007). *Basic family therapy* (5<sup>th</sup> ed.). Oxford, UK ; Ames, Iowa: Blackwell Pub. [HKPolyU serial no. [RC488.5 .B336 2007](#)]
- Bergman, L.R., Magnusson, D., & El-Khoury, B.M. (2003). *Studying individual development in an interindividual context: A person-oriented approach*. NJ: Lawrence Erlbaum.
- Burman, E. (2017). *Deconstructing developmental psychology* (3<sup>rd</sup> ed.). Washington, DC: American Psychological Association. [ PolyU serial

no. BF713 .B872 20017]

Bronfenbrenner, U. (Ed.). (2005). *Making human beings human: Bioecological perspectives on Human Development*. London: Sage Publications.

Brown, J. A. (2023). *Positive Parenting: Nurturing Strong Bonds and Raising Confident Children*. [Kindle version]. Retrieved from [https://www.amazon.com/Positive-Parenting-Nurturing-Confident-Children-ebook/dp/B0C9XG8LDF/ref=tmm\\_kin\\_swatch\\_0?encoding=UTF8&qid=1688809217&sr=1-52](https://www.amazon.com/Positive-Parenting-Nurturing-Confident-Children-ebook/dp/B0C9XG8LDF/ref=tmm_kin_swatch_0?encoding=UTF8&qid=1688809217&sr=1-52)

Dowdy, E., Hendry, C. N., & Kamphaus, R. W. (2006). Clusters of child adjustment. In R. W. Kamphaus, & J. M. Campbell (Eds.), *Psychodiagnostic assessment of children: Dimensional and categorical approaches*. (pp. 437-462). New York: Wiley.

Joiner, T. E., Conwell, Y., Fitzpatrick, K. K., Witte, T. K., Schmidt, N. B., Berlim, M. T., et al. (2005). Four studies on how past and current suicidality relate even when “everything but the kitchen sink” is covaried. *Journal of Abnormal Psychology*, 114, 291-303.

Kelly, B., Woolfson, L. & Boyle, J. (2017). *Frameworks for practice in educational psychology: A textbook for trainees and practitioners* (2<sup>nd</sup> ed.). London: Jessica Kingsley.

Lerner, R.M., Jacobs, F., & Wertlieb, D. (Eds.). (2005). *Applied developmental science: An advanced textbook*. Thousand Oaks, CA: Sage Publications Ltd.

McWhirter, J. J., McWhirter, B.T., McWhirter, E.H., & McWhirter, R.J. (2007). *At-risk youth: A comprehensive response*. Singapore: Wadsworth Cengage Learning. (with on-line ABC video clips).

Merrell, K. W. (2018). *Behavioral, social, and emotional assessment of children and Adolescents*. (5<sup>st</sup> Ed). Mahwah, N.J.: Erlbaum.

Presley, G. (2022). *Positive Parenting and Discipline Tools to Raise Good Kids: A Mindful, Practical, and Loving Approach to Raising Emotionally Intelligent, Kind, Compassionate, Confident, and Responsible Kids*. Kindle Edition. [Kindle version]. Retrieved from [https://www.amazon.com/POSITIVE-PARENTING-DISCIPLINE-TOOLS-RAISE/dp/B0B2V25KW7/ref=sr\\_1\\_1?qid=1688967049&refinements=p\\_27%3AGrace+Presley&s=books&sr=1-1&text=Grace+Presley](https://www.amazon.com/POSITIVE-PARENTING-DISCIPLINE-TOOLS-RAISE/dp/B0B2V25KW7/ref=sr_1_1?qid=1688967049&refinements=p_27%3AGrace+Presley&s=books&sr=1-1&text=Grace+Presley)

Rathus, S.A. (2016). *Childhood: Voyages in development*. (6<sup>rd</sup> ed.). Singapore: Wadsworth Cengage Learning.

Rowe, D. (2007). *Beyond fear*. [ PolyU serial no. BF575.F2 R68 2007 ]

Thompson, C.L., Henderson, L.B.R., & Henderson, D.A.A. (2007). *Counseling children: A developmental approach*. Singapore:

Wadsworth Cengage Learning.

### **Recommended Academic and Professional Journals**

Selected papers, journals and special series relevant to Positive Psychology, Development of Children and Adolescence, and Positive Parenting are, as follows:

1. *American Educational Research Journal*
2. *American Psychologist*
3. *Applied Developmental Science*
4. *British Journal of Educational Psychology*
5. *Child Development*
6. *Developmental Psychology*
7. *Infants and Young Children*
8. *Journal of Adolescent Health*
9. *Journal of Applied Developmental Psychology*
10. *Journal of Child Psychology and Psychiatry*
11. *Journal of Clinical Child and Adolescent Psychology*
12. *Journal of Educational and Child Psychology, and DCEP Newsletter*, published by Division of Educational and Child Psychology, British Psychological Society
13. *Journal of Psychology in Chinese Societies*
14. *Journal of Paediatric Psychology*
15. *Journal of Psychology in Chinese Societies*
16. *Journal of Research on Adolescent*
17. *School Psychology Review*
18. *The Psychologist*, a monthly magazine published by British Psychological Society

### **Recommended Audio-visual Materials / Websites**

1. 香港無線電視有限公司 (HK-TVB) “星期二檔案”之〈活著就是精彩〉(香港理工大學圖書館三樓視聽教材編號 A-V Serial No. 13954), 2000.
2. 香港電台電視部 (R-THK) 之”E.Q.與你”, (香港理工大學圖書館三樓視聽教材編號 A-V Serial No. 12570)
3. 香港電台電視部 (R-THK) 《鏗鏘集》之〈快樂: 正向心理學〉(香港理工大學圖書館三樓視聽教材編號 A-V Serial No. ), 29 Dec., 2008.
4. 香港電台電視部 (R-THK) 之”父母學堂”, (香港理工大學圖書館三樓視聽教材編號 A-V Serial No. 23316)
5. [https://www.fhs.gov.hk/tc\\_chi/health\\_info/health\\_info.html](https://www.fhs.gov.hk/tc_chi/health_info/health_info.html)
6. [家長童學 - 教養培育 - 生理發展 \(hkedcity.net\)](http://www.hkedcity.net)
7. [http://www.hkedcity.net/parent/page\\_52859a59e34399806e090000](http://www.hkedcity.net/parent/page_52859a59e34399806e090000)
8. [Parenting Styles and their Effects on Children – YouTube](https://www.youtube.com/watch?v=52859a59e34399806e090000)
9. <https://youtu.be/Xf5na6LVSF0>