

Subject Description Form

Subject Code	APSS 5057		
Subject Title	Attentional Control and Social Adaptation		
Credit Value	3		
Level	5		
Pre-requisite / Co-requisite/ Exclusion	NIL		
Assessment Methods	100% Continuous Assessment	Individual Assessment	Group Assessment
	1. Seminar Presentation		40%
	2. Individual Paper	50%	--
	3. Attendance and Participation	10%	--
	<ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject 		
Objectives	<p>The subject aims to enable students:</p> <ol style="list-style-type: none"> 1. To enhance awareness of the significance of attention and social adaptation problems and their impacts in learning and educational settings. 2. To develop understanding of the identifying features of Attention Deficit Hyperactivity Disorder (ADHD) and Autistic Spectrum Disorder (ASD). 3. To understand the underlying neurobiological as well as socio-environmental factors that contribute to the manifestations ADHD and ASD. 4. To learn the various major intervention approaches including classroom management and parent training. 5. To develop skills in the formulation of multi-level intervention/ management programs to facilitate the educational and behavioral goals of these children in school settings together with ways to work with families and mental health providers. 6. To develop skills to evaluate interventions through problem-based learning. 		

Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> Be aware of the significance of the impact of attention and social adaptation problems on learning and education Have a thorough understanding of the identifying features of ADHD and ASD and related problems Appreciate the complexities of the interaction of personal and contextual characteristics in the manifestations of these problems Have knowledge of the major current research-based intervention approaches Be able to design and formulate intervention programs in classroom management and/ or parent training Possess skills to evaluate these interventions and make improvement on existing practices 																												
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> Identification for major attention and social adaptation problems and possible related conditions Knowledge of the organization and experience of care for these conditions Knowledge of the multi-dimensional models and the interactions among possible etiological factors Knowledge of current research-based treatment options including ecological treatment options, pharmacological options, educational management, psychological interventions and parent training Implementation of intervention skills in multi-level contexts of collaborating with schools and families Program evaluation skills 																												
Teaching/Learning Methodology	<p>Theories, concepts and factual knowledge will be delivered through lectures. Discussion, reflection, and exploration of contemporary human capital development 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>																												
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="443 1731 1469 2022"> <thead> <tr> <th data-bbox="443 1731 772 1910" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="772 1731 932 1910" rowspan="2">% weighting</th> <th colspan="6" data-bbox="932 1731 1469 1843">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="932 1843 1019 1910">a</th> <th data-bbox="1019 1843 1107 1910">b</th> <th data-bbox="1107 1843 1195 1910">c</th> <th data-bbox="1195 1843 1283 1910">d</th> <th data-bbox="1283 1843 1370 1910">e</th> <th data-bbox="1370 1843 1469 1910">f</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 1910 772 2022">1. Seminar Presentation</td> <td data-bbox="772 1910 932 2022">40 %</td> <td data-bbox="932 1910 1019 2022">√</td> <td data-bbox="1019 1910 1107 2022">√</td> <td data-bbox="1107 1910 1195 2022">√</td> <td data-bbox="1195 1910 1283 2022">√</td> <td data-bbox="1283 1910 1370 2022">√</td> <td data-bbox="1370 1910 1469 2022">√</td> </tr> </tbody> </table>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Seminar Presentation	40 %	√	√	√	√	√	√
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1. Seminar Presentation	40 %	√	√	√	√	√	√																						

	2. Individual Paper	50 %	√	√	√	√		√
	3. Attendance and Participation	10 %		√	√	√		√
	Total	100 %						
	<p>Seminar presentation: Students will be divided into groups to look into specific issues. They have to present their views or/and organize debates/role play in the class. After the presentation, they have to summarize their views and write an individual reflection summary.</p> <p>Individual Paper: Each student will be required to critically review (of around 2000 words in English) about <u>one recent practice or model of practice</u> on supporting individuals with Attention Deficit Hyperactivity Disorder (ADHD) and/or Autistic Spectrum Disorder (ASD).</p> <p>Attendance and Participation Students are expected to attend the classes and participate actively e.g., Q&A sessions during the seminars.</p>							
Student Study Effort Expected	Class contact:							
	▪ Lectures	27 Hrs.						
	▪ Seminars	12 Hrs.						
	Other student study effort:							
	▪ Seminar preparation	48 Hrs.						
	▪ Preparation for the final quiz	42 Hrs.						
	Total student study effort		129 Hrs.					
Reading List and References	<p>MAIN REFERENCE</p> <p>Eric J. Mash; David A. Wolfe (2019). <i>Abnormal Child Psychology</i> (7th ed.). Belmont, CA: Wadsworth Cengage Learning. Barkley, R. A. (2019). <i>ADHD in adolescents: Development, assessment, and treatment</i>. Guilford Publications.</p> <p>Forgan, J. W., & Richey, M. A. (2021). <i>The ADHD Empowerment Guide: Identifying Your Child's Strengths and Unlocking Potential</i>. Routledge.</p> <p>Kira, C. S. (2014). <i>Autism Spectrum Disorder: The Complete Guide To Understanding Autism</i>. Perigee. New York City.</p> <p>Boucher, J. (2017). Autism Spectrum Disorder: characteristics, causes and practical issues. <i>Autism Spectrum Disorder</i>, 1-368.</p>							

[Add References]

SUPPLEMENTARY

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