

Subject Description Form

Subject Code	APSS 5067														
Subject Title	Special Seminars in Community and School Psychology														
Credit Value	3														
Level	5														
Pre-requisite/ Co-requisite/ Exclusion	Nil														
Assessment Methods	<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. Participation</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">-</td> </tr> <tr> <td>2. Group Project Presentation</td> <td style="text-align: center;">-</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>3. Project Report</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">-</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Participation	20%	-	2. Group Project Presentation	-	30%	3. Project Report	50%	-
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Objectives	<p>This subject aims to keep students abreast with the most updated knowledge, approaches and models addressing the emerging and most important issues in school and community psychology in Hong Kong and other societies. It will increase their awareness of practical application of what they have learned in this programme and readiness for working with diverse school and community settings.</p>														
Intended Learning Outcomes	<p>Upon successful completion of this subject, students will be able to:</p> <ol style="list-style-type: none"> a. gain the current knowledge about social issues related to school and community psychology in Hong Kong and other societies from a global and comparative perspective; b. understand the progress in approaches and strategies in response to these issues and its fulfillment of diverse features and needs of different school, social and community settings; c. use professional perspectives to think about future challenges and opportunities in this field; d. propose solutions to existing or emerging challenges using their knowledge and skills; e. enhance competence in critical thinking, problem solving, effective communication and ethical practice; and f. appreciate and address diverse issues and needs of applying psychology in school, social and community settings. 														

<p>Subject Synopsis/ Indicative Syllabus</p>	<p>As a multi-method subject designed to supplement the School and Community Psychology programme curriculum with further information and in-depth field samples, the lectures will cover following content areas. The sequence and topics of the lectures are not fixed. The topics are subject to adjustments in view of the emerging issues in the field.</p> <ul style="list-style-type: none"> a) frontline knowledge on imperative issues for different applications of psychology in school and community settings in Hong Kong, with a comparison with other societies. Topics may include but not limited to: <ul style="list-style-type: none"> 1. adolescent well-being 2. learning 3. community well-being 4. organizational psychology in school and community settings b) innovative and effective approaches or models addressing and analyzing these issues; c) key issues in work flow to formulate effective and novel interventions / approaches in response to these issues.
<p>Teaching/Learning Methodology</p>	<p>The learning process will be facilitated with blended learning strategies. Students are expected to actively and reflectively participate and prepare for lectures, group presentations, and in-class activities.</p> <ul style="list-style-type: none"> a) Lectures: 13 lectures on diverse topics will be delivered by the lecturer or guest speakers. b) In-class sharing and discussion: sharing and discussion session will be arranged for students to have a dialogue with the lecturer or speaker and peer classmate on relevant issues. c) Group presentation: students in small groups will be required to complete a project related to issues in school and community psychology which involves the collection of empirical data from participants. This project will involve empirical research that requires students individually to demonstrate a range of research skills including planning, considering and resolving ethical issues, analysis and dissemination of findings. Students will undertake their empirical projects as part of a group, but they are required to demonstrate the above skills individually in their individual project report. d) Project report: the project typically involves primary data analysis, including the collection of original empirical data from participants, or equivalent alternatives such as computational modelling of empirical data or secondary data analysis, such as a meta-analysis. <p>This empirical psychology project will include carrying out an extensive piece of empirical research that requires them individually to demonstrate a range of research skills including planning, considering and resolving ethical issues, analysis and dissemination of findings.</p>

	Students may undertake their empirical projects as part of a project or laboratory group, provided they are still required to demonstrate the above skills individually.							
Assessment Methods in Alignment with Intended Learning Outcomes								
	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed					
			a	b	c	d	e	f
	1. Participation (Individual)	20 %	✓	✓	✓	✓	✓	✓
	2. Group Project Presentation (Group)	30 %	✓	✓	✓	✓	✓	✓
	3. Project report (Individual)	50%	✓	✓	✓	✓	✓	✓
Total	100 %							
<p>The followings apply to the overall grade:</p> <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; and • Students must pass all components so as is to pass the subject. 								
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p>								
<p><u>Participation (20%)</u></p>								
<p>Learning artefact engagement via Learn@PolyU and in-class lecture participation (10%): Participation in learning activities including preparation by reading class materials online and in-class engagement through responses via Students' Response System (SRS) will reflect students ongoing progress and engagement in class learning activities.</p>								
<p>Engagement in Flipped Classroom Sessions (10%): To evaluate the effort in flipped classroom sessions, students' preparation on learning materials before class via Learn@PolyU and their subsequent engagement in problem solving and experiential learning activities in physical class sessions will be assessed towards flipped classroom sessions participation.</p>								

	<p>Group project presentation (30%) employs collaborative approach to assess students' performance as a team member, a problem-solver and an active learner.</p> <p>Project report (50%): Students should complete a report on a project on an issue related to community or school psychology. It evaluates their critical thinking, problem solving, analytical, research and writing skills. Students should demonstrate their understanding on the topic, critically reflect on their project findings and link them to what they have learned from the lectures, raise questions and suggest directions for future research.</p>	
<p>Student Study Effort Required</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ Lecture (Including group discussion and in-class activities) 	<p>39 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> ▪ Preparation for group presentation 	<p>20 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Preparation for essay 	<p>56 Hrs.</p>
	<p>Total student study effort</p>	
<p>Reading List and References</p>	<p>Martin, P. R., Cheung, F. M., Knowles, M. C., Kyrios, M., Littlefield, L., Overmier, J. B., & Prieto, J. M. (Eds.). (2011). Wiley-Blackwell IAAP handbooks of applied psychology. IAAP handbook of applied psychology. : Wiley-Blackwell. DOI: http://dx.doi.org/10.1002/9781444395150</p> <p>Jimerson, S. R., Oakland, T. D., & Farrell, P. T. (Eds.). (2007). The Handbook of International School Psychology. Thousand Oaks, CA, US: Sage. DOI: http://dx.doi.org/10.4135/9781412976138.n1</p>	