Subject Description Form

Subject Code	APSS 5068
Subject Title	Community Intervention
Credit Value	3
Level	5
Pre-requisite/ Co-requisite/ Exclusion	APSS5066 Theoretical Perspectives in Community Psychology

Assessment Methods			

100% Continuous Assessment	Individual Assessment	Group Assessment
Virtual Tutorials with Learning Artefact Review & Discussion In-Class Participation	30%	--
Group Presentation	--	20%
Essay	50%	--

Objectives	This subject examines designs and implementation of community psychology interventions nested in multiple ecological spheres, from family, small social groups, organizational contexts in schools and communities, to broader societal settings. Promotion and prevention strategies are critically explored, including primary prevention programs, secondary prevention strategies, tertiary prevention strategies and the notion of health promoting factors and at-risk populations. In this subject, learners will acquaint themselves with the logic and how-to on evidence-based interventions, and develop capacity to critically evaluate existing community-based interventions.
Intended Learning Outcomes	Upon completion of the subject, learners will be able to: a. Demonstrate an understanding of multi-level analysis at individual and system levels for community problem-solving from individual to broader socio-ecological spheres and contexts b. Explain and apply the philosophy and principles for effective and sustainable community interventions c. Examine the range of promotion and prevention strategies, including individual and larger scale interventions in community settings

	d. Critically analyse a current community problem, with a view to developing an intervention towards community enhancement e. Design an evidence-based community intervention with evidence-based background, an implementation plan and an evaluation plan
Subject Synopsis/ Indicative Syllabus	• Theoretical models for community interventions, including inclusionary models. • Practical framework for implementation and evaluation of community interventions • Evaluation and research methods for evaluation of process and impact assessment community interventions
Teaching/Learning Methodology	Theoretical foundation for the subject will be delivered in lectures, while the students' experiential and practice knowledge will be acquired through the project-based learning. It is expected students actively participate in their learning process through participating in the class discussion and the project-based learning. Teaching and learning activities of the subject are further empowered by the various blended learning initiatives incorporated in this subject as well as the students' teamwork in project-based learning. Further information will be provided through Learn@PolyU learning management system. Students are advised to read the suggested readings as well as to search relevant information from the library and the internet in preparing their assignments and in their private study. The subject teacher will be available for consultation (by appointment) on students' problems in the study if such request arises. Feedback to students' progress in the subject will be provided from the results of the continuous assessment.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% Weighting (Individual % / Group %)	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
		a	b	c	d	e
1. Virtual Tutorials with Learning Artefact Review & Discussion / In-Class Participation	30% (30% / 0%)	✓	✓	✓		
2. Group Presentation	20% (0% / 20%)	✓	✓	✓	✓	✓
3. Essay	50% (50% / 0%)	✓	✓	✓	✓	✓
Total	100 %					

The followings apply to the overall grade:

- 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 to pass the subject.

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Virtual Tutorials with Learning Artefact Review & Discussion / In-Class Participation (30%)

Students will prepare for lectures and extend their learning out-of-class via virtual tutorials with open-source readings / learning artefacts for off-class review & discussion via collaborative annotation tools. Based on the quality of annotations and discussion from reviewing and engaging learning artefact via Learn@PolyU, students will be assessed with 20% of the overall assessment from engagement and performance in these virtual tutorials.

In-class engagement through responses via Students' Response System (SRS) (10%) will reflect students ongoing progress and engagement in class learning activities during lectures.

Group project presentation (20%) employs collaborative approach to assess students' performance as a team member, a problem-solver and an active learner.

Essay (50%)

Assessment of individual's application and reflection of subject matter mastery – Essays will assess learning in designing and evaluating community intervention in terms of how students blend theories learnt in subject coverage of subject matter and practice in their community psychology interventions. 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 the grading criteria.

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:	
	▪ Lecture & Tutorial	36 Hrs.
	Other student study effort:	
	▪ Reading & review of learning artefacts	48 Hrs.
	▪ Essay preparation and writing	36 Hrs.
	Total student study effort	120 Hrs.

Reading List and References	Orford, J.. (2008). Community Psychology: Challenges, Controversies and Emerging Consensus. Hoboken, NJ: Wiley. ISBN: 9780470773154. DOI:10.1002/9780470773154
	This textbook is available online in full text from the PolyU library:
	https://onlinelibrary.wiley.com/doi/book/10.1002/9780470773154
	Maya-Jariego, I., & Holgado, D. (2019). Community Interventions. In L. A. Jason, O. Glantsman, J. F. O'Brien, & K. N. Ramian (Eds.), *Introduction to Community Psychology: Becoming an Agent of Change* (pp. 203–220). Chicago, IL: Depaul University. Retrieved from
	http://press.rebus.community/introductiontocommunitypsychology/chapter/communityinterventions/
	Comprehensive List of Related Readings
	Greenhalgh, T., Jackson, C., Shaw, S., & Janamian, T. (2016). Achieving Research Impact Through Co-creation in Community-Based Health Services: Literature Review and Case Study. *The Milbank Quarterly*, *94*(2), 392–429. https://doi.org/10.1111/1468-0009.12197
	Audrey, S., & Batista-Ferrer, H. (2015). Healthy urban environments for children and young people: A systematic review of intervention studies. *Health & Place*, *36*, 97–117. https://doi.org/10.1016/j.healthplace.2015.09.004
	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. *American Journal of Health Promotion, 18*(2), 168-176.

Butterfoss, F. D. (2007). *Coalitions and partnerships in community health*. San Francisco, CA: Jossey-Bass.

Chan, C.C. (2010). Community Psychology in Chinese Societies. In Michael H. Bond (Ed.). *The Oxford Handbook of Chinese Psychology.* Oxford: Oxford University Press. pp.441-456.

Chan, C. C., & Chan, K. (2006). Programs Effectiveness, Process Outcomes, and Sustainability of Health Promotion Interventions in Hong Kong: Applying the RE-AIM Framework. *Journal of Psychology in Chinese Societies, 7*(1), 5-28.

Chinman, M., Hannah, G., Wandersman, A., Ebener, P., Hunter, S., Imm, P., et al. (2005). Developing a Community Science Research Agenda for Building Community Capacity for Effective Preventive Interventions. *American Journal of Community Psychology, 35*(3), 143-157.

El Ansari, W., & Weiss, E. S. (2005). Quality of research on community partnerships: developing the evidence base. *Health Education Research, Advance Access*, cyh051.

Feinberg, M. E., Greenberg, M. T., & Osgood, D. W. (2004). Readiness, Functioning, and Perceived Effectiveness in Community Prevention Coalitions: A Study of Communities That Care. *American Journal of Community Psychology, 33*(3-4), 163-176.

Foster-Fishman, P., Berkowitz, S., Lounsbury, D., Jacobson, S., & Allen, N. (2001). Building Collaborative Capacity in Community Coalitions: A Review and Integrative Framework. *American Journal of Community Psychology, 29*(2), 241-261.

Glasgow, R. E., Vogt, T. M., & Boles, S. M. (1999). Evaluating the Public Health Impact of Health Promotion Interventions: The RE-AIM Framework. *American Journal of Public Health, 89*(9), 1322-1327.

Kegler, M. C., Norton, B. L., & Aronson, R. E. (2008). Strengthening Community Leadership: Evaluation Findings From the California Healthy Cities and Communities Program. *Health Promotion Practice, 9*(2), 170-179.

Provan, K. G., Veazie, M. A., Staten, L. K., & Teufel-Shone, N. I. (2005). The Use of Network Analysis to Strengthen Community Partnerships. *Public Administration Review, 65*(5), 603-613.

Stokols, D., Grzywacz, J. G., McMahan, S., & Phillips, K. (2003). Increasing the Health Promotive Capacity of Human Environments. [Article]. *American Journal of Health Promotion, 18*(1), 4-13.