### Subject Description Form

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>APSS 5057</th>
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</thead>
<tbody>
<tr>
<td>Subject Title</td>
<td>Attentional Control and Social Adaptation</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td>5</td>
</tr>
<tr>
<td>Pre-requisite / Co-requisite/ Exclusion</td>
<td>NIL</td>
</tr>
</tbody>
</table>

#### Assessment Methods

<table>
<thead>
<tr>
<th>100% Continuous Assessment</th>
<th>Individual Assessment</th>
<th>Group Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Seminar Presentation</td>
<td></td>
<td>40%</td>
</tr>
<tr>
<td>2. Multiple Choice Quiz</td>
<td>40%</td>
<td>--</td>
</tr>
<tr>
<td>3. Seminar and Workshop Participation</td>
<td>20%</td>
<td>--</td>
</tr>
<tr>
<td>0% Examination</td>
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- The grade is calculated according to the percentage assigned;
- The completion and submission of all component assignments are required for passing the subject

#### Objectives

The subject aims to enable students:

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

Upon completion of the subject, students will be able to:

- a. Be aware of the significance of the impact of attention and social adaptation problems on learning and education
- b. Have a thorough understanding of the identifying features of ADHD and ASD and related problems
- c. Appreciate the complexities of the interaction of personal and contextual characteristics in the manifestations of these problems
- d. Have knowledge of the major current research-based intervention approaches
- e. Be able to design and formulate intervention programs in classroom management and/or parent training
- f. Possess skills to evaluate these interventions and make improvement on existing practices

### Subject Synopsis/Indicative Syllabus

1. Identification for major attention and social adaptation problems and possible related conditions
2. Knowledge of the organization and experience of care for these conditions
3. Knowledge of the multi-dimensional models and the interactions among possible etiological factors
4. Knowledge of current research-based treatment options including ecological treatment options, pharmacological options, educational management, psychological interventions and parent training
5. Implementation of intervention skills in multi-level contexts of collaborating with schools and families
6. Program evaluation skills

### Teaching/Learning Methodology

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.

### Assessment Methods in Alignment with Intended Learning Outcomes

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quiz</td>
<td>40 %</td>
<td>a ✓ b ✓ c ✓ d ✓ e ✓ f ✓</td>
</tr>
</tbody>
</table>

Last Updated in August 2017
Seminar presentation and participation:
Students will be divided into sub-groups to look into specific issues. They have to present their views and organize debates/role play in the class. After the discussion, they have to summarize the views of their classmates and write an individual reflection summary.

Quiz:
The students have to sit for quiz of multiple-choice questions about the content area covered in class.

<table>
<thead>
<tr>
<th>Student Study Effort Expected</th>
<th>Class contact:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>▪ Lectures</td>
</tr>
<tr>
<td></td>
<td>▪ Seminars</td>
</tr>
<tr>
<td>Other student study effort:</td>
<td></td>
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<td></td>
<td>▪ Term Paper</td>
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<tr>
<td></td>
<td>▪ Seminar presentation and participation</td>
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<tr>
<td></td>
<td>▪ Self-directed studies: reading</td>
</tr>
<tr>
<td>Total student study effort</td>
<td></td>
</tr>
</tbody>
</table>

Reading List and References

**MAIN REFERENCES**

**Abnormal child psychology / Eric J. Mash, David A. Wolfe (2010)**
Belmont, Calif.: Wadsworth Cengage Learning, c2010.
RJ499 .M296 2010

*(UPDATED E-VERSION AVAILABLE FOR PURCHASE)*

**Abnormal child psychology: a developmental perspective / Linda Wilmshurst (2009)**
RJ499 .W459 2009

**Introduction to abnormal child and adolescent psychology Robert**


