

Subject Description Form

Subject Code	APSS298														
Subject Title	Applied Psychology														
Credit Value	3														
Level	2														
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. Assignments on personal applications</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Online Learning Participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Quizzes</td> <td style="text-align: center;">55%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Assignments on personal applications	35%	--	2. Online Learning Participation	10%	--	3. Quizzes	55%	--
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Objectives	<p>This subject will provide students with an overview of the current body of knowledge and methods of the science of psychology. Topics will include psychological development and maturation; basic concepts of psychosocial needs and potentialities of people throughout the life span; gender and sex-typing; introduction to the psychology of health; introduction to learning theories; perception; motivation and emotions; stress, coping, personality and social psychology. <i>(PILO 3, 4, 7)</i></p>														
Subject Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the different conceptual approaches to human behaviour. <i>(PILO 5)</i> 2. State the major development stages of the life span and recognize the specific issues associated with the different stages. <i>(PILO 4, 7)</i> 3. Communicate their comprehension of the major psychological phenomena and relate how these take place within themselves and others; particularly perception, learning, motivation, stress and coping, emotions and personality, health and social psychology. <i>(PILO 3, 4, 7)</i> 4. Recognize the specific management needs and problems that are relevant to nursing profession. <i>(PILO 3, 7)</i> 5. Apply communication and interpersonal skills. <i>(PILO 7)</i> 														

	6. Recognize the dynamics associated with health settings and fostering greater efficiency in psychology and nursing care. (<i>PILO 3, 7</i>)
Indicative Syllabus	<ol style="list-style-type: none"> 1. Psychological development and maturation <ul style="list-style-type: none"> Prenatal development, infants and the wondrous years of childhood Puberty and adolescence Adulthood & Old Age 2. Gender and sex-typing <ul style="list-style-type: none"> The development of sex typing Current conceptions of sex roles and sex typing Gender, sex and sexuality: Contemporary Psychological Perspectives 3. Introduction to the psychology of health <ul style="list-style-type: none"> Foundations of health psychology Behaviour and chronic disease Behavioural health 4. Introduction to learning theories <ul style="list-style-type: none"> Classical and operant conditioning and their applications in daily life New directions in the study of learning and conditioning Learning difficulties and specific learning disabilities 5. Perception <ul style="list-style-type: none"> The visual system: essentials of sight The auditory system: hearing Taste, smell and the sense of touch 6. Motivation and emotion <ul style="list-style-type: none"> Motivational theories and concepts Theories of emotions Personal and thinking application of motivation and emotion 7. Stress and Coping <ul style="list-style-type: none"> The nature and responding to stress Factors moderating the impact of stress Health-impairing behaviour and coping to stress 8. Personality <ul style="list-style-type: none"> The nature of personality Psychodynamic, behavioural, humanistic, biological & empirical perspectives Culture and personality 9. Social Psychology <ul style="list-style-type: none"> Chinese social influences and social relationships The role of beliefs and health care in Chinese culture Abnormal behaviour and psychotherapy with the Chinese

Teaching & Learning Methodology	<p><u>Lecture</u> The learning approach will be based on experiential and discovery learning in order to help students acquire a more personal understanding of the subject and related topics. Experiential learning demands more of students' reflective thinking, such as on their own experienced issues and social upbringing processes, which are indeed a resource base for analysis of indigenous theoretical constructs. Lectures will be designed to maximize students' participatory and discovery learning, students are required to discuss on assigned materials, are aimed to develop self-discovery attitudes, and to generate intellectual discovery on some fundamental concepts and principles of psychology and their application in the clinical practices.</p>																																																					
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="411 633 1449 1189"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weightin g</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>1. Assignments on personal applications</td> <td>35</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Online Learning Participation</td> <td>10</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Quizzes</td> <td>55</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Assignments on personal applications Continuous assessment is adopted, and methods include in-class or online discussion assignments which involve personal applications of the materials or practice items covered. The assignments are designed to encourage class participation and reflection on taught materials. <i>(PILO 1.1, 2.1 & 3)</i></p> <p>Quizzes It is used to assess students' learning at the (recall / comprehension / application / analysis) level(s), making them adaptable for a wide range of content and learning outcome. <i>(PILO 1.11 & 3)</i></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 								Specific assessment methods/tasks	% weightin g	Intended subject learning outcomes to be assessed (Please tick as appropriate)						1	2	3	4	5	6	1. Assignments on personal applications	35			✓	✓	✓	✓	2. Online Learning Participation	10	✓	✓	✓	✓	✓	✓	3. Quizzes	55	✓	✓	✓	✓	✓	✓	Total	100 %						
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Student Study Effort Expected	Class contact:	
	▪ Lecture	39 Hrs.
	Other student study effort:	
	▪ Self-reading & instructional videos viewing for class preparation	13 Hrs.
	▪ Assignments (Reflective journals, forum discussion)	48 Hrs.
	▪ Preparation for quizzes	20 Hrs.
	Total student study effort	120 Hrs.
Medium of Instruction	English	
Medium of Assessment	English	
Reading List and References	<p>Textbooks:</p> <p>Ciccarelli, S. K., & White, J. N. (2014). <i>Psychology, Global Edition</i> (4th ed.): Pearson. (ISBN: 9781292059853)</p> <p>References:</p> <p>Bond, M. H. (Ed.). (1996). <i>The handbook of Chinese psychology</i>. Hong Kong: Oxford University Press.</p> <p>Bond, M. H. (Ed.). (2010). <i>The Oxford handbook of Chinese psychology</i>. London: Oxford University Press.</p> <p>Lyons, A. C., & Chamberlain, K. (2006). <i>Health psychology: A critical introduction</i>. London: Cambridge University Press. Available at http://ezproxy.lb.polyu.edu.hk/login?url=http://site.ebrary.com/lib/polyu/Doc?id=10129190</p> <p>Weiner, I. B. (Ed.). (2003). <i>Handbook of Psychology</i>. New York: Wiley. Available at http://ezproxy.lb.polyu.edu.hk/login?url=http://onlinelibrary.wiley.com/book/10.1002/0471264385</p> <p>陳烜之、梁覺 (編) (2000)。邁進中的華人心理學。香港：中文大學出版社。(HKPolyU call no. BF108.C48 M34 2000)。</p> <p>Brannon, L., & Feist, J. (2008). <i>Health psychology</i> (6th ed.). London: Thomson Wadsworth.</p>	

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