The Hong Kong Polytechnic University

Subject Description Form

Subject Code	APSS3S01
Subject Title	Community Psychology
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Pre-requisite: APSS111/APSS1A07 Introduction to Psychology **OR** APSS 298 Applied Psychology

Assessment Methods				
	100% Continuous Assessment		Individual Assessment	Group Assessment
	1.	Community service learning project performance evaluation	20%	--
	2.	Service learning reflective report	30%	--
	3.	Group project and presentation	--	10%
	4.	2 Short Quizzes	20%	--
	5.	E-learning module	10%	--
	6.	Class participation	10%	--
	7.	Bonus point (Voluntary)	5%	--

Objectives	1. Understand the role of social, political, and economic factors in the development of community approaches to community health, with a focus on community intervention effectiveness;
	2. Develop a working knowledge of different approaches to prevent problems of psychosocial nature and promote community health and examines how these can be practically implemented, especially in relation to community constraints;
	3. Understand the application of ecological, developmental, and systems theories and community psychology values to the study of interpersonal adaptation and critical community problems such as behavioral health of adolescents; and alleviation of intergenerational poverty through mentoring; and caregiving in the community context.
Intended Learning Outcomes *(Note 1)*	Through the service learning module and seminars, students are expected to develop the following behavioral competence upon completion of this course and its complimentary service learning module: a. Analyze how individual differences shape a person's experiences of and perspectives one's immediate community, the society, and the world as a whole

	b. Analyze a contemporary issue in one's community from a multidisciplinary perspective
	c. Apply concepts about human and social behavior to particular social issues or community interventions
	d. Analyze and synthesize information and ideas from multiple sources to generate new insights with reference to tenets in community psychology and their applications in community settings
	e. Apply the knowledge and skills acquired to deal with complex issues in the service setting
	f. Reflect on their role and responsibilities both as a professional in their chosen discipline and as a responsible citizen
	g. Demonstrate empathy for people in need and a strong sense of civic responsibility
Subject Synopsis/ Indicative Syllabus *(Note 2)*	Selected community psychology concepts and methods will be examined in the relational context of individuals and their community: 1. Community psychology and community science as an avenue towards system change 2. Definition of community, the sense of community, & human diversity 3. Community participation: Civic Engagement, empowerment, and factors towards community participation 4. Prevention and promotion of health or social care initiatives in a community context 5. Defining the service learner's role: Practising moral and ethical learning at community settings through applying principles in human diversity and empowerment / Code of professional practice at community settings 6. Engagement with community service organization staffs & recipients: Interpersonal skills and teamwork
Teaching/Learning Methodology *(Note 3)*	**1. e-Learning Module in service learning** Students are requested to attend the 10 hours e-learning module developed and delivered by the Office of Service Learning at PolyU, introducing the basic concepts and practice of service learning. Students are required to complete the e-learning module within the first four weeks of the semester. **2. Lecturers, seminars and tutorials** Lectures, tutorials and/or workshops are designed to equip students with the discipline-specific knowledge, including health promotion and prevention, empowerment, and sense of community and social capital. Furthermore, formulation and implementation of community interventions targeting community health, individual's wellness, and civic society at a higher level

will also be introduced.

Seminars are also provided to equip students with the project-specific skills such as engagement and communication skills with service recipients. When appropriate, guest speakers from the service agencies will be invited to deliver the message.

3.   Community Service Learning project

The students can participate in either a health promotion or a child development program. Within the program, the students are expected to work closely with the collaborative agency to deliver a range of tasks and activities to the service recipients.

The students would be divided into teams of around five persons. Each team would participate in specific tasks or duties assigned by the service agency. In the meantime, the students would be encouraged to propose new project ideas and liaise with the organization to try new initiatives, according to the community and service needs. The students may need to work occasionally on weekend or out-of school time, depending on the arrangement with the service agency. The tentative service components and work tasks of each program is listed in the following:

A) In the Health Promotion Program

Partner	Kwai Tsing Safe Community and Healthy City Association Ltd (KTSCHCA)
Projects	Students may participate in a youth or elderly project, respectively QK blog or Home Sweet Home, QK blog is an adolescent health promotion and prevention project, under KTSCHCA. QK blog adopted a tripartite model with strong community support, aiming at connecting education, healthcare and social welfare sectors and aligning them with the best interest of children and adolescents. Under the project, a range of small scale adolescent health promotion initiatives is undergoing, including physical activity promotion, smoking, drug and alcohol addiction and prevention, mental health promotion
	"Home Sweet Home" is a project aimed to provide support to the senior citizens, chronic sickness patients and their carers through the social support network under the South Kwai Chung Service Centre (SKCSS) and KTSCHCA. Under the project, a range of small scale program and/ or activities will be developed to so as to enhance the understanding of senior residents on mental health and illness. Thus, the project will be a good platform to learn about the idea and practice of health prevention, wellness promotion and community building and participation.
Student Engagement	Students will assist in assessment and promotion work for isolated elderly or at risk youth attending the service

setting. Students may involve in, but not limited to, the following activities and tasks:

- Home visits
- Community need assessment or screening task (Direct contact with Clients)
- Health promotion campaign and activities (Direct contact with Clients)
- Initiating ad hoc and exercise activities (Direct contact with Clients)
- Develop general health promoting material for adolescents and parents

Target community participants	Elderly or youths in the Kwai Tsing District

B) In the Child Development and Poverty alleviation Program (pending)

Partner	Christian Action (CA)
Projects	Child Development Fund is a $300-million government-led territory- wide mentoring initiative, which targets intergenerational poverty alleviation in Hong Kong. The first batch of the scheme (the Pioneer Project) rolled out in December 2008, and at the time of this writing three batches, totally 40 projects have rolled out, which have benefited more than 4000 children in Hong Kong. CA is one of the key operators in the CDF initiative since 2008. This territory-wide program comprises of 3 major components: target saving, mentoring and goal planning. The program is not only a kind of nurturing and education of the underprivileged children and family about financial literacy and goal planning, but it also helps develop their financial and non-financial asset through mentorship. Thus, this project will be a good platform to learn about community building, empowerment, poverty alleviation and social capital.
Student Engagement	Students will assist in planning and delivering services and activities for adolescents from underprivileged background. Students may involve in, but not limited to, the following activities and tasks: • Planning and delivery of training and workshops related to financial literacy and goal planning (Direct contact with Clients) • Assist in organizing large scale community events (such as carnival or year-end ceremony) (Direct contact with Clients) • Providing support to the underprivileged children and family through visit or other individual/ small group support(Direct contact with Clients). • Develop educational or promoting material for the project
Target community	360 adolescents and their family participating in three 3rd batch CDF organized by CA, respectively in the

	participants	district of Kwun Tong, Tseung Kwan O, and Yuen Long							

4. Reflective reports/ essay and group presentation

Students are required to write reflective journals (Pre-service, During-service, and Post-service) or a reflective report to demonstrate their ability to: a) develop generic skills, including, but not limited to, observation, communication, teamwork, social responsibility and awareness, b) link their service learning experience to the discipline knowledge and concept, c) develop critical thinking and perspective when analyzing social issues and problems, aligning with the community psychology orientation.
In the essay students will be asked to demonstrate how the experience they have drawn from the service learning subject could be understood, explained, or predicted with the concepts and theories of community psychology taught in this subjects in a more formal, academic presentation.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
		a	b	c	d	e	f	g
1. Group Project presentation of CSL	10%			✓	✓	✓	✓	✓
2. CSL performance evaluation by teaching staffs (preparatory seminar observation)	10%					✓	✓	✓
3. CSL performance evaluation by organization supervisors	10%					✓	✓	✓
4. Reflective Journals and/ or **1** short essay	30%	✓	✓	✓	✓	✓		
5. Quiz	20%	✓	✓	✓	✓	✓		
6. E-learning module	10%	✓	✓	✓	✓	✓		
7. Class participation	10%							
Total	100%*							

*The grade is calculated according to the percentage assigned.

1. <u>Assessment of Group Project Presentation</u>:
   Presentation of group's projects at service learning settings will assess students' ability to incorporate their experiential learning as well as core subject matter knowledge into an ecologically relevant application. Students will demonstrate their competence in blending those two core features in this course.

2. <u>Assessment of Individual's CSL performance</u>:
   With the aid of a structured report, coordinators and supervisors at the CSL settings will be requested to evaluate students' involvement and competence during their placement.

3. <u>Assessment of Individual's application and reflection of classroom & CSL learning – Written Assignment</u>:
   Reflective journals and essays will be assessed in terms of how students blend theories learnt in class coverage of subject matter and practice in their community service learning experience. 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 grading criteria.

4. <u>Quiz</u>:
   Quiz (es) will be part of the coursework, aims at consolidating students' comprehension of the essential and content knowledge blocks in the respective units. The questions are based on the weekly required reading and the lecture.

5. <u>E-Learning Module in service learning</u>:
   Students are requested to attend a number sessions of e-learning module developed and delivered by the Office of Service Learning PolyU, introducing the basic concepts and practice of service learning.

Student Study Effort Expected	Class contact:	Hours
	Lecture and class discussion	24
	E-learning module	10
	Preparatory seminar (Service learning planning and preparation with supervision)	9
	Onsite supervision and service learning preparation	9
	Private reading, self-reflection and writing task	40
	Credit-Bearing Community Service Learning	40
	Total Student Study Effort	**132**

Medium of Instruction	English
Medium of Assessment	English
Reading List and References	**Textbook** Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). *Community psychology: Linking individuals and communities* (3rd ed.). Belmont, CA: Wadsworth / Cengage Learning. **Recommended Readings** 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. (2006). Process evaluation for community participation. *Annual Review of Public Health, 27*(1), 323-340. 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. Kreuter, M. W., Lezin, N. A., & Young, L. A. (2000). Evaluating Community-Based Collaborative Mechanisms: Implications for Practitioners. *Health Promotion Practice, 1*(1), 49-63. Luke, D. A. (2005). Getting the Big Picture in Community Science: Methods That Capture Context. *American Journal of Community Psychology, 35*(3-4), 185-200. Tebes, J. K. (2005). Community Science, Philosophy of Science, and the Practice of Research. [10.1007/s10464-005-3399-x]. *American Journal of Community Psychology, 35*(3), 213-230. Wandersman, A. (2003). Community Science: Bridging the Gap between Science and Practice with Community-Centered Models. American Journal of Community Psychology, 31(3), 227-242. Prilletensky, I. (1989). Psychology and the status quo. American Psychologist, 44, 795-802. Prilleltensky, I., & Nelson, G. (1997). Community psychology: Reclaiming social justice. In Fox, D. & Prilletensky, I. (Eds.). Critical Psychology: An Introduction. Sage, London. Trickett, E. J. (1996). A future for community psychology: The contexts of diversity and the diversity of contexts. American Journal of

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