

Subject Description Form

Subject Code	APSS 5015														
Subject Title	Applied Developmental Science														
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. An individual paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Seminar presentation</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>0% Examination</td> <td style="text-align: center;">--</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. An individual paper	50%	--	2. Seminar presentation	50%	--	0% Examination	--	--
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<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 Student must pass the all components (25% or above) if he/she is to pass the subject. 															
<p>Objectives</p> <p>Applied Developmental Science (ADS) concerns mainly with applied, practical, or societal oriented issues in human development. Hetherington (1998) interprets and extends Sears’s (1975) classic analysis of ADS, reframing that “unlike many areas in psychology, developmental science originated from the need to solve practice problems and evolved from pressure to improve the education, health, welfare and legal status of children and their families” (p.93).</p> <p>In 1991, the National Task Forces on Applied Developmental Science in the US convened and through a consensus process produced a complex four-point definition of ADS, as follows:</p> <ol style="list-style-type: none"> 1. Involves the programmatic synthesis of research and applications to describe, explain, intervene and provide preventive and enhancing uses of knowledge about human development which emphasizes the nature of reciprocal person-environment interactions; 2. Recognizes the valid applications of such knowledge depend on scientifically based understanding of multilevel normative and atypical processes that continually change and emerge over the life cycle; 3. Reflects an integration of perspectives from biological, social and behavioral science disciplines in the service of promoting development and 															

	<p>4. Emphasize the bidirectional relationship between those who generate empirically-based knowledge about developmental phenomena and those who pursue professional practices, services, and policies that affect the well-being of members of society.</p> <p>Accordingly, research and theory guide intervention strategies, and evaluations of outcomes of developmental interventions provide the basis for the reformulation of theory and for modification of future interventions (Fisher et. al., 1993, pp. 4-5).</p> <p>Based on the above understanding of the ADS, the subject has the following educational objectives:</p> <ol style="list-style-type: none"> 1. To acquire understanding of the theoretical and research bases of Applied Developmental Science; 2. To examine selected core dimensions of individual and family diversities, development and functioning from public-funded and successfully implemented community intervention projects in Hong Kong; 3. To engage in a project on community-based human development as a response to the asset building approach to promote the service and policies that affect the well-being of members of the society.
<p>Intended Learning Outcomes</p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Acquire essential theoretical and research knowledge and skills in applied development science (ADS); b. Assess and evaluate relevant empirical evidence critically in the formulation of multi-level framework of human development using mixed-method analyses; c. Review local human development programs with relevance to ADS and make recommendations based on findings from evaluation studies and developmental theories; and d. Make effective use of different types of information about a local program of human development and other relevant evaluation and empirical studies and theories for writing up an evaluation paper on the program independently.
<p>Subject Synopsis/ Indicative Syllabus</p>	<ol style="list-style-type: none"> 1. Theoretical and research bases of Applied Developmental Science <ol style="list-style-type: none"> 1.1 Changing of foci of inquiry: Theoretical and research bases 1.2 Individual-context relations and interactions 1.3 Positive development and assets 1.4 Academic and professional outreach, engaged university 2. How children and contexts shape each other: a transactional model of development <ol style="list-style-type: none"> 2.1 Are peers more important than parents during the process of development? 2.2 School climate and developmental assets

	<p>2.3 Reciprocity between youth and non-familial adults in mentorship programs</p> <p>2.4 Transactions in the contexts</p> <p>3. Community-based human development: public investment and community response</p> <p>3.1 Strengthening the linkages between community programs and social policies on human development(UAP, PATHS, Family 3H)</p> <p>3.2 Enhancing service systems in the community: Asset-based community engagement in children & youth development (CCDS, CDF)</p> <p>3.3 Building university - community collaboration models: contributions to sustainable policy and program implementation (local territory-wide efforts including CDMF, QMN, LaDA)</p>																												
<p>Teaching/Learning Methodology</p>	<p>Lecture will focus on the theoretical and research bases of Applied Developmental Science. Latest advances in multi-level approach and mixed methods that contributed to the evolutions of such models will be introduced systematically illustrated by successful overseas and local programs.</p> <p>Students will be guided to examine on selected large-scale overseas and local programs (UAP, PATHS, CCDS, CDF, etc.) and to prepare group seminar on issues related to the local programs as a group project, recommending advanced tools and skills which promised to overcome limitations acknowledged by the extant literature on those programs.</p>																												
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="462 1119 1461 1522"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. An individual paper</td> <td>50%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Seminar presentation</td> <td>50%</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> </tr> </tbody> </table> <p>This being the first subject in ADS, it is best taught as an advanced theoretical subject augmenting previous knowledge in developmental psychology. Local policy, service and community programs are brought in wherever appropriate to enhance “bottom-up” learning of theories. The equal weight assigned to the assessment of an individual paper and seminar presentation aims to reflect equal importance accorded to learning at the conceptual and application level which is at the core of ADS.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. An individual paper	50%	√	√	√	√	2. Seminar presentation	50%	√	√	√	√	Total	100 %				
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<p>Student Study</p>	<p>Class contact:</p>																												

Effort Required	▪ Lecture	27 Hrs.
	▪ Seminar Presentation	12 Hrs.
	Other student study effort:	
	▪ Tutorial and seminar preparation	30 Hrs.
	▪ Private reading and writing tasks	36 Hrs.
	Total student study effort	105 Hrs.
Medium of Instruction	English	
Medium of Assessment	English	
Reading List and References	<p><u>Recommended (may be used interchangeably)</u></p> <p>Lerner, R.M., Jacobs, F., & Wertlieb, D. (Eds.). (2005). <i>Applied developmental science: An advanced textbook</i>. Thousand Oaks, CA: Sage Publications Ltd.</p> <p>Lerner, R.M., & Steinberg, L. (Eds.). (2009). <i>Handbook of adolescent psychology</i>, 3rd Ed., NJ: John Wiley & Sons, Inc.</p> <p>Bergman, L.R., Magnusson, D., & El-Khoury, B.M. (2003). <i>Studying individual development in an interindividual context: A person-oriented approach</i>. NJ: Lawrence Erlbaum.</p> <p><u>References</u></p> <p>Bronfenbrenner, U. (Ed.). (2005). <i>Making human beings human: Bioecological perspectives on Human Development</i>. London: Sage Publications.</p> <p>Damon, W., & Lerner, R. (2006). (Eds.). <i>Handbook of child psychology</i>. V. 1-4. NY: John Wiley & Sons.</p> <p>DelCampo, D.S., & DelCampo, R.L. (2008). (Eds.). <i>Taking Sides: Clashing views on controversial issues in childhood and society</i>. (7th Ed.). Connecticut: McGraw-Hill / Dushkin.</p> <p>Fisher, C. B., Murray, J. P., Dill, J. R., Hagen, J. W., Hogan, J., Lerner, R. M., ..., Wilcox, B. (1993). The national conference on graduate education in the applications of developmental science across the life span. <i>Journal of Applied Developmental Psychology</i>, 14, 1-10.</p> <p>Guest, A.M. (2008). (Eds.). <i>Taking Sides: Clashing views in lifespan development</i>. Dubuque, Iowa: McGraw-Hill / Dushkin.</p> <p>Hetherington, E. M. (1998). Relevant issues in developmental science: introduction to the special issue. <i>American Psychologist</i>, 53(2), 93-94.</p>	

Lerner, R.M., Jacobs, F., & Wertlieb, D. (Eds.). (2003). *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies and programs*. V. 1-4. Thousand Oaks, CA: Sage Publications, Inc.

Noll, J. W. (2009). (Eds). *Taking sides: Clashing views on educational issues*. Guilford, CT: McGraw Hill/Dushkin.

National Research Council / Institute of Medicine (2002). *Community programs to promote youth development*. Washington, DC: National Academy of Sciences Press.

Phelps, E., Furstenberg, F.F., & Colby, A. (2002). *Looking at lives: American longitudinal studies of the twentieth century*. NY: Russell Sage Foundation.

Sameroff, A. (Ed.).(2009). *The transactional model of development*. Washington, DC: American Psychological Association.

Shonkoff, J.P., & Phillips, D.A. (2000). *From neurons to neighbourhoods: The science of early childhood development*. Washington, DC: National Academy of Sciences Press.

Zigler, E.F., & Finn-Stevenson, M. (1999). Applied developmental psychology. In M.H. Bornstein & M.E. Lamb (Eds.), *Developmental psychology: An advanced textbook (4thed.)*. Mahwah, NJ: Lawrence Erlbaum.

Recommended Academic Journals

Selected articles and special series relevant to applied psychological research in the following journals:

1. *Child Development*
2. *Journal of Research on Adolescent*
3. *Journal of Adolescent Health*
4. *Developmental psychology*
5. *Journal of Applied Developmental Psychology*
6. *Journal of Psychology in Chinese Societies*
7. *Applied Developmental Science*
8. *American Psychologist*
9. *Journal of Consulting and Clinical Psychology*
10. *Journal of Paediatric Psychology*
11. *Journal of Clinical Child and Adolescent Psychology*