

Subject Description Form

Subject Code	APSS5046																	
Subject Title	Parenting and parent development																	
Credit Value	3																	
Level	3																	
Pre-requisite / Co-requisite/ Exclusion	<u>Pre-requisite:</u> Nil																	
Minimum Pass Grade	D																	
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Term Paper/report</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;">20%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Quiz</td> <td style="text-align: center;">30%</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. Term Paper/report	50%	--	2. Seminar Presentation	20%	--	3. Quiz	30%	--	0% Examination	--	--
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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																		
<p>The subject aims to enable students:</p> <ol style="list-style-type: none"> 1. To be familiar with the major approaches in parent training, and their evidence base 2. To learn the principles for program development and evaluation in parent training, 3. To understand the evidence-based strategies in parent training 4. To develop awareness of cultural issues in parent training, 5. To become sensitive to the diverse needs of parents with children with special needs 																		
Intended Learning Outcomes																		
<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Recognise that parents have differing needs and desires regarding the type, intensity and mode of assistance they may require; and their implications towards local cultures and education system. b. Apply prominent theories and knowledge of psychology to promote 																		

	<p>development of children and adolescents, and advocate for positive parenting;</p> <p>c. Give a comprehensive description of parenting knowledge, skills and attitudes through proactive participation in parent training programs. Disseminate knowledge and skills of culturally relevant parenting and family support strategy to local and different psycho-educational services, for resolving problems and issues arisen from parenting and child and adolescent development through managing home-school consultation and intervention effectively.</p> <p>d. Contribute to the development and evaluation of parent training programs, its links with the positive development of parents, children and adolescents</p>																																														
<p>Subject Synopsis/ Indicative Syllabus</p>	<ol style="list-style-type: none"> 1. An overview of major approaches in parent training 2. Evidence-based programs and strategies 3. Examining parenting issues in local and global contexts 4. Program development and evaluation 																																														
<p>Teaching/Learning Methodology</p>	<p>Theories, concepts and factual knowledge will be delivered through lectures. Discussion, reflection, and exploration of contemporary parenting issues will be discussed through seminar presentations and discussions. Case studies will also be adopted as a component of the teaching and learning process.</p>																																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="432 1317 1455 1778"> <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>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Term Paper/report</td> <td>50 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>2. Seminar</td> <td>20 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>3. Quiz</td> <td>30 %</td> <td></td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Term Paper: Students are required to develop a parent training program with a particular group of target parents. The rationale for the program content, and strategies for evaluation should also be explained.</p>	Specific assessment methods/tasks	% weightin g	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Term Paper/report	50 %	√	√	√	√			2. Seminar	20 %	√	√	√	√			3. Quiz	30 %		√	√	√			Total	100 %						
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	<p>Seminar presentation and participation: Students will choose a parent training program/approach and present in class. The presentation should include an evaluation of its evidence base and cultural appropriateness.</p> <p>Quiz: The students have to sit for quiz of multiple-choice questions about parent training, program development and evaluation.</p>	
Student Study Effort Required	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Seminars	13 Hrs.
	Other student study effort:	
	▪ Term Paper	24 Hrs.
	▪ Seminar presentation and participation	22 Hrs.
	▪ Self-directed studies: reading	37 Hrs.
	Total student study effort	122 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>Berman, A.L., & Jobes, D.A. (2005). <i>Adolescent suicide: Assessment and intervention</i>. (2nd ed.). Washington, DC: American Psychological Association.</p> <p>Bjorklund, D.F. (2005). <i>Children's thinking: Cognitive development and individual differences</i>. Singapore: Wadsworth Cengage Learning.</p> <p>Berns, R.M. (2007). <i>Child, family, school, community: Socialization and support</i>. (7th ed.). Singapore: Wadsworth Cengage Learning.</p> <p>Coll, C.G., Bearer, E.L., Lerner, R.M. (Eds.). (2004). <i>Nature and nurture: The complex interplay of genetic and environmental influences on human behaviour and development</i>. Mahwah, NJ: Lawrence Erlbaum.</p> <p>Chang, E, C. (Eds.). (2007). <i>Self-criticism and self-enhancement: Theory, research, and clinical implications</i>. Washington, DC: American Psychological Association. ISBN: 1-4338-0115-9, ISBN 13: 978-1-4338-0115-0.</p> <p>Crain, W. C. (2005). <i>Theories of development: Concepts and applications</i>. (5th ed.). Upsaddle River, N.J.: Prentice Hall.</p> <p>Damon, W. & Lerner, R. (2006). (Eds.). <i>Handbook of child psychology</i>. V. 1-4. NY: John Wiley & Sons.</p>	

- Ellis, T. E. (Ed.). (2006). *Cognition and suicide: Theory, research, and therapy*. Washington, DC: American Psychological Association. ISBN: 1-59147-357-8; ISBN 13: 978-1-59147-357-2.
- Fowers, B.J. (2005). *Virtue and psychology: Pursuing excellence in ordinary practices*. Washington, DC: American Psychological Association.
- Frederickson, N., Miller, A., & Cline, T. (Eds.) (2008). *Educational psychology: Topics for applied psychology*. London: Hodder Arnold.
- Greenberg, L.S., & Watson, J.C. (2005). *Emotion-focused therapy for depression*. Washington, DC: American Psychological Association.
- 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.
- Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. Washington, DC: American Psychological Association. ISBN: 0-19-516701-5 ; ISBN 13: 978-0-19-516701-6.
- Rathus, S.A. (2008). *Childhood and adolescence: Voyages in development*. (3rd ed.). Singapore: Wadsworth Cengage Learning.
- Shonkoff, J.P., & Phillips, D.A. (Eds.). (2000). *From neurons to neighbourhoods: The science of early childhood development*. Washington, DC: Committee on Integrating the Science of Early Childhood Development, National Academy of Sciences Press. [HKPolyU serial no. [HQ767.9.F76 2000](#)]
- Shriver, M.D. & Allen, K.D. (2008). *Working with parents of noncompliant children: a guide to evidence-based parent training for practitioners and students*. Washington DC: American Psychological Association.
- Squires, G., Farrell, P., Woods, K., Lewis, S., Rooney, S., & O'Connor, M. (2007). Educational psychologists' contribution to the every child matters agenda: The parents' view. *Educational Psychology in Practice*, 23(4), 343-361. [Online Publication at HKPolyU Library]
- Thomas, R. M. (2005). *Comparing theories of child development*. Singapore: Wadsworth Cengage Learning.
- Triple P System (Positive Parenting Programme) for Practitioners. Document retrievable at website: <http://www24.triplep.net>
- Wagner, B. M. & Zimmerman, J. H. (2006). Developmental Influences on Suicidality Among Adolescents: Cognitive, Emotional, and Neuroscience Aspects. In T. E. Ellis (ed.), *Cognition and suicide: Theory, research and therapy*. Washington, DC: American Psychological Association.

References

- Barker, P. (2007). *Basic family therapy* (5th ed.). Oxford, UK ; Ames, Iowa: Blackwell Pub. [HKPolyU serial no. [RC488.5 .B336 2007](#)]
- Bergman, L.R., Magnusson, D., & El-Khoury, B.M. (2003). *Studying individual development in an interindividual context: A person-oriented approach*. NJ: Lawrence Erlbaum.
- Burman, E. (2008). *Deconstructing developmental psychology*. Washington, DC: American Psychological Association. [PolyU serial no. [BF713 .B872 2008](#)]
- Bronfenbrenner, U. (Ed.). (2005). *Making human beings human: Bioecological perspectives on Human Development*. London: Sage Publications.
- Dowdy, E., Hendry, C. N., & Kamphaus, R. W. (2006). Clusters of child adjustment. In R. W. Kamphaus, & J. M. Campbell (Eds.), *Psychodiagnostic assessment of children: Dimensional and categorical approaches*. (pp. 437-462). New York: Wiley.
- Joiner, T. E., Conwell, Y., Fitzpatrick, K. K., Witte, T. K., Schmidt, N. B., Berlim, M. T., et al. (2005). Four studies on how past and current suicidality relate even when “everything but the kitchen sink” is covaried. *Journal of Abnormal Psychology*, 114, 291-303.
- Kelly, B., Woolfson, L. & Boyle, J. (2008). *Frameworks for practice in educational psychology: A textbook for trainees and practitioners*. London: Jessica Kingsley.
- Lerner, R.M., Jacobs, F., & Wertlieb, D. (Eds.). (2005). *Applied developmental science: An advanced textbook*. Thousand Oaks, CA: Sage Publications Ltd.
- McWhirter, J. J., McWhirter, B.T., McWhirter, E.H., & McWhirter, R.J. (2007). *At-risk youth: A comprehensive response*. Singapore: Wadsworth Cengage Learning. (with on-line ABC video clips).
- Merrell, K. W. (2003). *Behavioral, social, and emotional assessment of children and Adolescents*. (2nd Ed). Mahwah, N.J.: Erlbaum.
- Rathus, S.A. (2008). *Childhood: Voyages in development*. (3rd ed.). Singapore: Wadsworth Cengage Learning.
- Rowe, D. (2007). *Beyond fear*. [PolyU serial no. [BF575.F2 R68 2007](#)]
- Thompson, C.L., Henderson, L.B.R., & Henderson, D.A.A. (2007). *Counseling children: A developmental approach*. Singapore: Wadsworth Cengage Learning.

Recommended Academic and Professional Journals

Selected papers, journals and special series relevant to Positive Psychology, Development of Children and Adolescence, and Positive Parenting are, as follows:

1. *American Educational Research Journal*
2. *American Psychologist*
3. *Applied Developmental Science*
4. *British Journal of Educational Psychology*
5. *Child Development*
6. *Developmental Psychology*
7. *Infants and Young Children*
8. *Journal of Adolescent Health*
9. *Journal of Applied Developmental Psychology*
10. *Journal of Child Psychology and Psychiatry*
11. *Journal of Clinical Child and Adolescent Psychology*
12. *Journal of Educational and Child Psychology, and DCEP Newsletter*, published by Division of Educational and Child Psychology, British Psychological Society
13. *Journal of Psychology in Chinese Societies*
14. *Journal of Paediatric Psychology*
15. *Journal of Psychology in Chinese Societies*
16. *Journal of Research on Adolescent*
17. *School Psychology Review*
18. *The Psychologist*, a monthly magazine published by British Psychological Society

Recommended Audio-visual Materials

1. 香港無線電視有限公司 (HK-TVB) “星期二檔案” 之 〈活著就是精彩〉 (香港理工大學圖書館三樓視聽教材編號 A-V Serial No. 13954), 2000.
2. 香港電台電視部 (R-THK) 之”E.Q.與你”, (香港理工大學圖書館三樓視聽教材編號 A-V Serial No. 12570)
3. 香港電台電視部 (R-THK) 《鏗鏘集》 之 〈快樂: 正向心理學〉 (香港理工大學圖書館三樓視聽教材編號 A-V Serial No.), 29 Dec., 2008.
4. 香港電台電視部 (R-THK) 之”父母學堂”, (香港理工大學圖書館三樓視聽教材編號 A-V Serial No. 23316)