

## Subject Description Form

<b>Subject Code</b>	APSS5054																	
<b>Subject Title</b>	Chinese Psychology in Human Services																	
<b>Credit Value</b>	3																	
<b>Level</b>	5																	
<b>Pre-requisite / Co-requisite/ Exclusion</b>	<u>Pre-requisite:</u> APSS5040 Foundational competencies																	
<b>Minimum Pass Grade</b>	D																	
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 40%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Class and seminar participation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">20 %</td> </tr> <tr> <td>2. Group Project and Seminar Presentation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">30 %</td> </tr> <tr> <td>3. An Individual Term Paper</td> <td style="text-align: center;">40 %</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. Class and seminar participation	--	20 %	2. Group Project and Seminar Presentation	10%	30 %	3. An Individual Term Paper	40 %	--	0% Examination	--	--
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<b>Objectives</b>	<p>This subject will cover knowledge of a selected range of major psychological constructs and theories in the understanding of Chinese people and culture with respect to human services. Students can gain experience in analyzing some psychological issues in the Chinese cultural context and its relevance to personality and social behavior, interpersonal relationships, values and beliefs, indigenous concepts, emotion, well-being, mental health, and psychotherapy. In addition, the system and contexts on practice, government and non-government welfare, education, health and mental health settings in Hong Kong will be referenced. The subject is aimed at implanting in students an interest and insight in culture and psychology through developing open-minded attitudes and personal reflective understanding.</p>																	
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, the students will be able to:</p> <ol style="list-style-type: none"> <li>a. acquire essential knowledge of a selected range of major psychological constructs and theories in the understanding of Chinese people and culture;</li> <li>b. identify classical, recent and future issues and trends in Chinese psychological development, such as Chinese personality and social behavior, interpersonal relationships, values and beliefs, indigenous concepts, emotion, well-being, mental health, and psychotherapy;</li> <li>c. recognize the importance of a cultural perspective and the role of culture in understanding human behavior; and</li> <li>d. have advanced understanding of knowledge in Chinese psychology and the</li> </ol>																	

	<p>required competence in working as informed leaders, supervisors, innovators and educators in human service professions.</p>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<p>A selection of thematic psychological processes and research-related topics on the Chinese people focuses on the impact of Chinese culture on human mind and behavior as follows:</p> <ol style="list-style-type: none"> <li>1. Personality, emotion, and the self in Chinese context: Chinese personality assessment, structure of emotion, self-conscious emotion, emotional responding, socialization of emotions, self-esteem, self-efficacy, and self-enhancement</li> <li>2. Values and beliefs in Chinese culture: multiple frames of Chinese values from tradition to modernity, psychological beliefs (locus of control, externality and performance outcome, effort and ability attributions, psychological adjustment and social behavior, self-concept), social beliefs (collectivism, power distance), and environmental beliefs (primary and secondary control, uncertain events, religiosity), and indigenous beliefs (death, health, reciprocity and retribution, morality and social influence)</li> <li>3. The thinking styles of Chinese people: holistic versus analytic thinking (perception, categorization, attribution styles), Chinese <i>zhong yong</i> (midway) thinking (conflict resolution, emotional regulation, subjective well-being), Chinese belief in change (implications, developmental origins, malleability), and Chinese philosophies (Confucianism, Buddhism, Taoism)</li> <li>4. Interpersonal relationships in rapidly changing Chinese societies: friendship (similarities to Western friendships, indigenous studies, emerging issues), romantic relationships (preferences for love styles, experiences and attachment, interpersonal and sexual behaviors, cultural beliefs), marital relationships (new meanings of marriage, increase in later marriage and divorce), and family relationships (intergenerational support, living arrangements, parental roles and parent-child interactions)</li> <li>5. Parenting and child socialization in contemporary China: Chinese parenting under Western frameworks and in indigenous notions, persistent themes in Chinese parenting (authoritarian and authoritative styles, gender equality)</li> <li>6. Approaches to learning and teaching by the Chinese: deep and surface approaches to learning, intermediate approaches, influence of context upon approaches to learning, students' beliefs about teaching, learning, and knowledge, and Chinese teaching methods and outcomes</li> <li>7. Chinese cooperation and competition: the intra-individual level (collectivism, social axioms, risk preferences, regulatory focus, conflict-management style), and the inter-individual level (cooperative conflict, conversational style, power, fairness, interactional justice, trust, multiple views of competition, uniform views of cooperation)</li> <li>8. Illness behaviors among the Chinese: levels of psychological distress among the Chinese, cultural expression of distress, cultural values and distress, cultural influences on help seeking, cultural lay beliefs and help seeking, stigma surrounding Chinese illness behaviors, and structural issues shaping Chinese illness behavior</li> <li>9. Psychiatric disorders in the Chinese: diagnostic frameworks, prevalence of mental disorders among Chinese people, and diagnostic groupings and phenomena with</li> </ol>

	<p>culture-specific manifestations (e.g., depression, eating disorders, and suicide), and treatment and outcomes</p> <p>10. Psychotherapy with the Chinese: psychotherapy by Chinese medical practitioners, supernaturally oriented folk psychotherapy, the applicability and outcomes of Western psychotherapy with the Chinese, and psychopathological processes</p>																																		
<p><b>Teaching &amp; Learning Methodology</b></p>	<p><u>Lecture</u> Lectures are used to provide a guided study and stimulate students' interest in Chinese psychology. Students will acquire knowledge and analytical skills through reflection on relevant topics.</p> <p><u>Seminar Tutorials</u> Seminars are aimed to encourage guided inquiry and discovery of learning. Students will conduct an empirical study in their group project and present their analyses and findings in the seminars. They will also critically evaluate their own performance and constructively comment on their peers' performance. Supplemented with tutorials, students can clarify concepts learned, discuss related subject matters, and share their own experiences.</p>																																		
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="472 825 1471 1339"> <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. Class and seminar participation</td> <td>20</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Group Project and Seminar Presentation</td> <td>40</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. An Individual Term Paper</td> <td>40</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>Explanation of the appropriateness of the assessment methods related to the Intended Learning Outcomes:</p> <p><u>Class and seminar participation</u> It is used to assess students' ability to communicate their ideas effectively and evaluate relevance topics critically.</p> <p><u>Group Project and Seminar Presentation</u> Seminars are used to assess students' level of understanding of topics and their ability to apply the main concepts to difference contexts. The seminar project will be used to assess students' comprehension of a topic, knowledge of related areas, and ability to analyze and evaluate practical issues.</p> <p><u>An Individual Term Paper</u> It is used to assess students' critical thinking and application of theoretical framework and conceptual knowledge to real practice. Students can seek personal meanings and values from practice and evaluate their own and others' practice.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Class and seminar participation	20	✓	✓	✓	✓	2. Group Project and Seminar Presentation	40	✓	✓	✓	✓	3. An Individual Term Paper	40	✓	✓	✓	✓	Total	100 %				
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<b>Student Study Effort Expected</b>	Class contact:		
	▪ Lecture	30	Hrs.
	▪ Seminar	12	Hrs.
	Other student study effort:		
	▪ Self reading	30	Hrs.
	▪ Preparation for the assignment	35	Hrs.
	Total student study effort	107	Hrs.
<b>Reading List and References</b>	<p><u>Essential</u></p> <p>Bond, M.H. (Ed.). (2010). <i>The Oxford handbook of Chinese psychology</i>. Hong Kong: Oxford University Press.</p> <p>Bond, M. H. (Ed.). (1996). <i>The handbook of Chinese psychology</i>. Hong Kong: Oxford University Press.</p> <p>Sun, C.T-L. (2008). <i>Themes in Chinese psychology</i>. Singapore: Cengage Learning Asia.</p> <p><u>Supplementary</u></p> <p>Bond, M.H. (Ed.). (1992). <i>Beyond the Chinese face</i>. Hong Kong: Oxford University Press.</p> <p>Bond, M. H. (Ed.) (1986). <i>The psychology of the Chinese people</i>. Hong Kong: Chinese University Press.</p> <p>Heine, S. J. (2011). <i>Cultural psychology</i> (2<sup>nd</sup> ed.). New York: W.W. Norton.</p> <p>Lin, T.-Y., Tseng, W.-S., &amp; Yeh, E.-K. (1995). <i>Chinese societies and mental health</i>. Hong Kong: Oxford University Press.</p> <p>Nisbett, R. E. (2003). <i>The geography of thought: How Asians and Westerners think differently...and why</i>. New York: Free Press.</p> <p>Smith, P. B., Bond, M. H., &amp; Kagitcibasi, C. (2006). <i>Understanding social psychology across cultures: Living and working in a changing world</i>. London: Sage.</p> <p>Wang, J., Inhoff, A.W., &amp; Chen, H-C. (Eds.). (1999). <i>Reading Chinese script: A cognitive analysis</i>. Hillsdale, NJ: Erlbaum.</p> <p>Yang, C.F., &amp; Kao, H.S.R. (Eds.) (1998). <i>Chinese mind and Chinese heart</i>. Hong Kong: The Hong Kong University Press.</p> <p>Yang, C.F., &amp; Kao, H.S.R. (2005). <i>How to study the Chinese: A collection of</i></p>		

*papers on indigenous Chinese psychology*. Hong Kong: The Hong Kong University Press.

Recommended Journals

*Journal of Applied Psychology*

*Applied Psychology: An International Review*

*Journal of Cross-Cultural Psychology*

*Cultural Diversity and Ethnic Minority Psychology*

*Journal of Psychology in Chinese Societies*