

Subject Description Form

Subject Code	APSS 5066														
Subject Title	Theoretical Perspectives in Community Psychology														
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. Class Participation</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">-</td> </tr> <tr> <td>2. Quiz</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">-</td> </tr> <tr> <td>3. Essay</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">-</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class Participation	40%	-	2. Quiz	20%	-	3. Essay	40%	-
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Objectives	<ol style="list-style-type: none"> 1. Understand the role of social, political, and economic factors in the development of community approaches to community wellbeing, with a focus on community intervention effectiveness 2. Develop a working knowledge of different approaches to prevent psychological disorder and promote community mental 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 intergenerational relationships in the community context 														
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Analyze how individual differences shape a person's experiences of and perspectives from 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. Examine critically philosophical and other theoretical issues concerning the nature of reality, human experience, knowledge, value, culture, and individual-community relations 														

	<p>e. 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 and school settings</p> <p>f. Develop familiarity with various skills necessary for community-related work, including force field and policy analysis, program planning, and public communication</p>																														
<p>Subject Synopsis/ Indicative Syllabus</p>	<p>Selected community psychology concepts and methods will be examined in the relational context of individuals and their community:</p> <p>a. Community psychology and community science as an avenue towards system change</p> <p>b. Definition of community & the sense of community</p> <p>c. Coping in the community context</p> <p>d. Community participation: Civic Engagement, empowerment, and factors towards community participation</p> <p>e. The role of understanding diversity towards a cohesive community & inclusive multicultural community</p> <p>f. Prevention and promotion of health or social care initiatives in a community context</p>																														
<p>Teaching/Learning Methodology</p>	<p>Theoretical foundation for the subject will be delivered in lectures, while the students' experiential and practice knowledge will be acquired through the project-based learning. It is expected students actively participate in their learning process through participating in the class discussion and the project-based learning. Teaching and learning activities of the subject are further empowered by the various blended learning initiatives incorporated in this subject as well as the students' teamwork in project-based learning. Further information will be provided through Learn@PolyU learning management system.</p> <p>Students are advised to read the suggested readings as well as to search relevant information from the library and the internet in preparing their assignments and in their private study. The subject teacher will be available for consultation (by appointment) on students' problems in the study if such request arises. Feedback to students' progress in the subject will be provided from the results of the continuous assessment.</p>																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</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>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Class Participation</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Quiz</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Class Participation	40%	✓	✓	✓	✓	✓	✓	2. Quiz	20%	✓	✓	✓			
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3. Essay	40%	✓	✓	✓	✓	✓	✓
Total	100 %						

The followings apply to the overall grade:

- The grade is calculated according to the percentage assigned;
- The completion and submission of all component assignments are required for passing the subject; and
- Students must pass all components so as to pass the subject.

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Class Participation (40%)

Learning artefact engagement via Learn@PolyU and in-class lecture participation (20%): Participation in learning activities including preparation by reading class materials online via collaborative annotations tool, and in-class engagement through responses via Students’ Response System (SRS) will reflect students ongoing progress and engagement in class learning activities.

Engagement in Flipped Classroom Sessions (20%): To evaluate the effort in flipped classroom sessions, students’ preparation on learning materials before class via Learn@PolyU and their subsequent engagement in problem solving and experiential learning activities in physical class sessions will be assessed towards flipped classroom sessions participation.

Quiz (20%)

Quizzes 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.

Essay (40%)

Assessment of Individual’s application and reflection of subject matter mastery – Essays will assess learning in terms of how students blend theories learnt in subject coverage of subject matter and practice in their community psychology interventions. 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.

Academic Integrity

<https://www.polyu.edu.hk/ar/academic-integrity/introduction/>

We expect students to honor and practice academic integrity on their academic work in an honest and ethical manner, following the conventions and code of practice of their chosen discipline or profession.

	<p>Use of Generative Artificial Intelligence (GenAI) in learning and assessments</p> <p>https://www.polyu.edu.hk/edc/explore-a-topic/generative-ai/</p> <p>PolyU takes an open and forward-looking stance on the use of generative artificial intelligence (GenAI) tools as a positive and creative force in education, and the incorporation of such use in innovative learning, teaching, and assessment practices.</p> <p>While embracing the use of new technology in education, PolyU upholds the principle that students must adhere to high standards of academic integrity in all forms of assessments. The Student Code of Conduct and the policy on academic integrity apply to the use of GenAI in student work.</p>	
<p>Student Study Effort Expected</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ Lecture 	<p>27 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Tutorial 	<p>12 Hrs</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> ▪ Reading 	<p>45 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Project-Based Learning Preparation 	<p>36 Hrs.</p>
	<p>Total student study effort</p>	<p>120 Hrs.</p>
<p>Reading List and References</p>	<p><u>Text Book</u></p> <p>Jason, L. A., Glantsman, O., O'Brien, J. F., & Ramian, K. N. (2019). <i>Introduction to Community Psychology: Becoming an Agent of Change</i>. (L. A. Jason, O. Glantsman, J. F. O'Brien, & K. N. Ramian, Eds.). Chicago, IL: Depaul University. Available at https://press.rebus.community/introductiontocommunitypsychology/</p> <p><u>Recommended Readings</u></p> <p>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. <i>American Journal of Health Promotion, 18</i>(2), 168-176.</p> <p>Butterfoss, F. D. (2007). <i>Coalitions and partnerships in community health</i>. San Francisco, CA: Jossey-Bass.</p> <p>Chan, C.C. (2010). Community Psychology in Chinese Societies. In Michael H. Bond (Ed.). <i>The Oxford Handbook of Chinese Psychology</i>. Oxford: Oxford University Press. pp.441-456.</p> <p>Chan, C. C., & Chan, K. (2006). Programs Effectiveness, Process Outcomes, and Sustainability of Health Promotion Interventions in Hong Kong: Applying the RE-AIM Framework. <i>Journal of Psychology in Chinese Societies, 7</i>(1), 5-28.</p> <p>Chan, C. C., Chow, C. B., & Chan, K. (2004). SARS and social cohesion in Hong Kong: A research agenda. <i>Asian Pacific Journal of Social Work, 14</i>(1), 73-80.</p>	

	<p>Chan, C. C., & Ho, W. C. (2006). Intensive Community Mentoring Scheme in Hong Kong Nurturing Police-Youth Intergenerational Relationships. <i>Journal of Intergenerational Relationships: Programs, policy, and research</i>, 4(2), 101-106.</p> <p>Chan, C. C., & Ho, W. C. (2008). An Ecological Framework for Evaluating Relationship-Functional Aspects of Youth Mentoring. <i>Journal of Applied Social Psychology</i>, 38(4), 837-867.</p> <p>Chan, K. (2007, July 16, 2007 - July 20, 2007). <i>A tool for measuring capacity of health promoting coalitions in Hong Kong</i>. Paper presented at the 15th Symposium of International Consortium for Social Development, Hong Kong.</p> <p>Chinman, M., Hannah, G., Wandersman, A., Ebener, P., Hunter, S., Imm, P., et al. (2005). Developing a Community Science Research Agenda for Building Community Capacity for Effective Preventive Interventions. <i>American Journal of Community Psychology</i>, 35(3), 143-157.</p> <p>El Ansari, W., & Weiss, E. S. (2005). Quality of research on community partnerships: developing the evidence base. <i>Health Education Research, Advance Access</i>, cyh051.</p> <p>Feinberg, M. E., Greenberg, M. T., & Osgood, D. W. (2004). Readiness, Functioning, and Perceived Effectiveness in Community Prevention Coalitions: A Study of Communities That Care. <i>American Journal of Community Psychology</i>, 33(3-4), 163-176.</p> <p>Foster-Fishman, P., Berkowitz, S., Lounsbury, D., Jacobson, S., & Allen, N. (2001). Building Collaborative Capacity in Community Coalitions: A Review and Integrative Framework. <i>American Journal of Community Psychology</i>, 29(2), 241-261.</p> <p>Glasgow, R. E., Vogt, T. M., & Boles, S. M. (1999). Evaluating the Public Health Impact of Health Promotion Interventions: The RE-AIM Framework. <i>American Journal of Public Health</i>, 89(9), 1322-1327.</p> <p>Kegler, M. C., Norton, B. L., & Aronson, R. E. (2008). Strengthening Community Leadership: Evaluation Findings From the California Healthy Cities and Communities Program. <i>Health Promotion Practice</i>, 9(2), 170-179.</p> <p>Orford, J.. (2008). <i>Community Psychology: Challenges, Controversies and Emerging Consensus</i>. Hoboken, NJ: Wiley. ISBN: 9780470773154. DOI:10.1002/9780470773154</p> <p>Provan, K. G., Veazie, M. A., Staten, L. K., & Teufel-Shone, N. I. (2005). The Use of Network Analysis to Strengthen Community Partnerships. <i>Public Administration Review</i>, 65(5), 603-613.</p> <p>Stokols, D., Grzywacz, J. G., McMahan, S., & Phillips, K. (2003). Increasing the Health Promotive Capacity of Human Environments. [Article]. <i>American Journal of Health Promotion</i>, 18(1), 4-13.</p> <p>Wandersman, A., Kloos, B., Linney, J. A., & Shinn, M. (2005). Science and Community Psychology: Enhancing the Vitality of Community Research and Action. <i>American Journal of Community Psychology</i>, 35(3-4), 105-106.</p> <p>Zakocs, R. C., & Edwards, E. M. (2006). What Explains Community Coalition Effectiveness?: A Review of the Literature. <i>American Journal of Preventive Medicine</i>, 30(4), 351-361.</p>
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