SS2613: PSYCHOLOGY FOR YOUNG PROFESSIONALS

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Psychology for Young Professionals

Subject Code

SS - Social and Behavioural Sciences

Course Number

2613

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

GE2203/GE2129 Psychology for Young Professionals

Part II Course Details

Abstract

This course aims to prepare students for entering their professional world with knowledge of psychology and competence in understanding and dealing with people. Through this course, students will learn to apply psychology knowledge to describe and explain everyday human behaviours in general and work-related behaviours in specific. In addition, this course will guide students from various disciplines, including sciences, business, and humanities, to relate psychology to their own disciplines, leading to development of cross-discipline competence.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Apply psychology knowledge to describe and explain personal experiences and everyday observations which are relevant to professional development.	70	x	x	
2	Synthesize psychology knowledge with their own discipline knowledge.	30		x	x

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Lectures are organized in learning modules (see keyword syllabus) so that students haveclearer focuses of learning. In each module, concepts and theories that relate everyday human phenomena to psychology will be introduced. Students will be guided to apply the concepts and theories to the issues addressed in the particular module.	1	

2	Assigned readings	In each module, selected readings will be assigned to students so that they can learn how to observe human behaviours systematically and to apply psychology knowledge to explain the observed behaviours.	1	
3	In-class discussion	To cultivate an active thinking among students, there will be guided discussion in class, through which students can learn howto apply psychology knowledge in explaining their personal experiences and observed behaviours step-by- step.	1	
4	Poster and booklet	Students are required to design a poster and a booklet that introduce how psychology knowledge is integrated into the knowledge of their own disciplines.	2	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Quizzes There will be two in-class quizzes (typically upon completion of second and third modules, depending on the time schedule of each semester) to assess students' learning in this course	1	60	each Quiz at 30%
2	Poster and booklet Students are required to present their posters and booklets to the class at the end of the course. Assessment will be based on their oral in-class poster presentation, as well as the content and organization of the printed booklet, with reference to cross-discipline synthesis.	2	40	Poster 10%, Booklet 20%, Presentation 10%

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Quizzes (60%)

Criterion

Students are required to complete two scheduled in- class Quizzes.

Excellent (A+, A, A-)

The student can correctly apply integrative knowledge to address the given issue. Descriptions and explanations from the student are clear and concrete. The level of understanding shown by the student is deeper than what were taught in classes or texts.

Good (B+, B, B-)

The student can correctly apply psychology knowledge to address the given issue. Descriptions and explanations from the student are systematic, clear and concrete.

Fair (C+, C, C-)

The student can describe some psychology knowledge but it is either incorrect or is not really applied to the given issue.

Marginal (D)

The student fails to demonstrate psychology knowledge. It is shown by either no description of psychology knowledge or disorganized presentations of ideas.

Failure (F)

The student demonstrates nothing meaningful or is found to commit plagiarism.

Assessment Task

Poster-and-Booklet (40%) with three subtasks: Poster (10%), booklet (20%), and presentation (10%)

Criterion

Students are required to design, make, and present their posters and booklets to the class

Excellent (A+, A, A-)

The student describes clearly how psychology knowledge is related to their own disciplines and

Good (B+, B, B-)

The student describes clearly how psychology knowledge is related to their own disciplines and personal experiences. Psychology concepts and theories are integrated with knowledge structures of their own disciplines and personal experiences; however, such integration is general but not adequately specific in both theoretical and practical terms.

Fair (C+, C, C-)

The student addresses how psychology knowledge is related to their own disciplines and personal experiences but the link suggested is general. Attempts are shown to integrate psychology concepts and theories with knowledge of their own disciplines and personal experiences but such integration is either too general or not correct.

Marginal (D)

The student shows poor effort in making the poster and booklet, such that the content is not focusing on a proper issue, knowledge is poorly integrated, and/or presentation of content is disorganized.

Failure (F)

The assignment is so poorly done that nothing meaningful is demonstrated, or the assignment is found to be plagiarized.

Part III Other Information

Keyword Syllabus

Module One: Managing yourself Personality and competence Motivation and satisfaction in work and life. Emotion, stress, and coping. Thinking, decision making, and problem solving.

Module Two: Working well with people. Social behaviours. Situational influences of behaviors. The cultural mind. Human diversity and racial conflicts.

Module Three: Adapting well to the modern world. Learning and behavioral changes. Attention, perception, and design of environment. Mental processing and human-machine interactions.

Reading List

Compulsory Readings

	Title
1	Course PackA course pack, which is a compilation of all essential readings required in this course, is available for GE2203 students for purchase.

Additional Readings

	Title
1	Gleitman, H., Fridlund, A. J., Reisberg, D., (2004). Psychology. New York: W.W. Norton.
2	Griggs, R. A. (2009). Psychology: a concise introduction. New York: Worth Publishers.
3	King, L.A. (2008). The science of psychology: an appreciative view. Boston: McGraw- Hill Higher Education.
4	Myers, D. G. (2008). Exploring Psychology. New York: Worth Publishers.
5	Smith, E. E., Nolen-Hoeksema, S., Fredrickson, B. L., Loftus G. R. (2003). Atkinson & Hilgards's Introduction to Psychology. CA: Wadsworth.
6	Mastsumoto, D., Juang, L. (2004). Culture and Psychology. Belmont, CA: Wadsworth/ Thomson.
7	Vaughan, G. M., & Hogg, M.A., (2008). Introduction to social psychology. Frenchs Forest, NSW: Pearson Education Australia.
8	Schultz, D., Schultz, S. E. (2010). Psychology and work today: an introduction to industrial and organizational psychology. NJ: Prentice Hall.