Applied Learning

2025-27 Cohort; 2027 HKDSE

Item	Description
1. Course Title	Applied Psychology
2. Course Provider	Lingnan Institute of Further Education
3. Area of Studies/ Course Cluster	Applied Science/ Psychology
4. Medium of Instruction	Chinese or English
5. Learning Outcomes	Upon completion of the course, students should be able to: (i) demonstrate an understanding of major perspectives and fundamental theories in psychology; (ii) apply psychological principles to analyse human mental processes and behaviors in professional, social and personal contexts; (iii) demonstrate critical thinking, problem-solving and creative thinking skills in solving problems related to human behavior; (iv) demonstrate a basic understanding of the professional ethics of psychology practitioners and demonstrate proper values and attitudes; and (v) enhance self-understanding and explore directions on further studies and career pursuits.

6. Curriculum Map – Organisation and Structure

Foundations of Applied Psychology
1. **Basic Psychology (39 hours)** a. Definition of psychology b. Foundation on six major perspectives of psychology c. Research methods in psychology d. Nature of psychology professions

Intrapersonal Applied Psychology		
2. **Motivation and Learning (27 hours)** a. Learning processes b. Memory c. Human needs and motivation d. Application in everyday life: i) Training and goal setting ii) Job engagement and satisfaction iii) Consumer behaviours and advertisements	3. **Developmental Psychology (18 hours)** a. Intelligence b. Moral development c. Human attachment d. Identity formation e. Human cognitive development	4. **Personality Psychology (24 hours)** a. Structure and development of personality b. Personality assessment and interpretation c. Interpersonal communication with different personality and culture d. Personality and career choices

Interpersonal Applied Psychology	
5. **Social Psychology (18 hours)** a. Social perception and cognition b. Social influences on behaviour c. Group dynamics in teamwork and leadership	6. **Conflicts and Stress Management (18 hours)** a. Causes of conflicts and prejudice b. Strategies for conflict resolution c. Theories of emotion, arousal, and actions d. Concepts of Stress e. Stress and Sleeping f. Major sources of stress and coping strategies

7. Elective Part (36 hours) A. Foundations of Mental Health / B. Foundations of Positive Psychology	
A. Foundations of Mental Health (36 hours) 1. Basic concepts of mental health 2. Causes, diagnosis and treatment approaches of mental disorders 3. Psychotherapies 4. Ethical issues in mental health 5. Care for mentally ill and ex-mentally ill	**B. Foundations of Positive Psychology (36 hours)** 1. Introduction to positive psychology 2. Happiness and Subjective Wellbeing 3. Strengths and Virtues 4. The PERMA Model

7. The Context

- The information on possible further study and career pathways is provided to enhance students' understanding of the wider context of the specific Applied Learning course.
- The recognition of Applied Learning courses for admission to further studies and career opportunities is at the discretion of relevant institutions. Students who have successfully completed Applied Learning courses have to meet other entry requirements as specified by the institutions.

Possible further study and career pathways

Further studies

- e.g. courses related to psychology, social science, counselling, social work, human resources management

Career development

- e.g. psychologist, counsellor, human resources practitioner, social worker, teacher, programme worker, child care worker, training officer, career counsellor, psychiatric professional

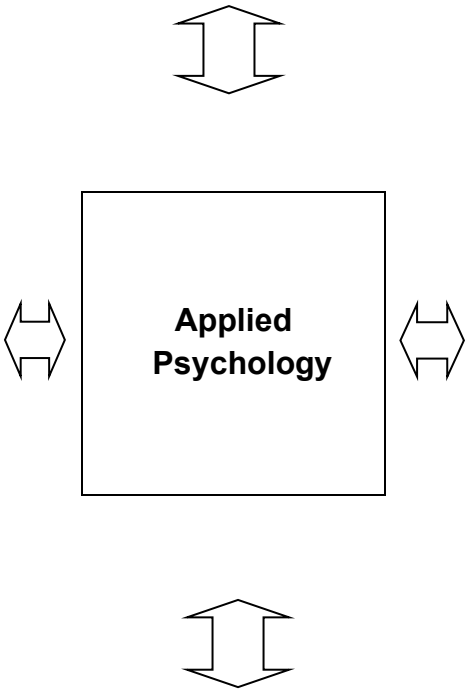
Complementarity with core subjects and other elective subjects

Enhancing and enriching**,** e.g.

- the concepts related to human motivation and personality are relevant to aspects such as marketing and human resources management in **Business, Accounting and Financial Studies**
- students' language and communication skills developed in **Chinese Language/English Language** can be enhanced through report writing and oral presentation

Expanding horizons**,** e.g.

- students taking **Information and Communication Technology** gain exposure related to application of psychology, such as interpersonal communication involving different personality and culture, and diversified learning experiences through sharing by professionals, service-learning activities and site visits



Relations with other Areas of Studies/ courses of Applied Learning

e.g.

Services

- this course could help students acquire the knowledge related to human behaviour and people skills required in the service industry

Business, Management and Law

- the concepts related to human motivation and interpersonal relationship are useful for the understanding of the consumer behaviour

Applied Science

- application of psychological theories could be extended to sports psychology in areas such as performance enhancement

Foundation knowledge developed in junior secondary education

The course is built upon the foundation knowledge students acquired in, e.g.

- **Chinese Language Education** and/or **English Language Education** – communication skills
- **Science Education** – science concepts

8. Learning and Teaching

In this course, student-centered learning and teaching activities are designed to enable students to understand fundamental theories and concepts, develop their generic skills, and address their career aspirations in psychology.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. discussion on various controversial psychological or ethical issues; games with psychology; role plays of various situations to sharpen presentations and expression skills) and eye-opening opportunities to experience the complexity of the context (e.g. site visits to psychology related organisations and exchange with psychology professionals or ex-mentally ill patients).

Students acquire an understanding of the requirements, fundamental knowledge and skills essential for further learning within the area through learning-by-practising opportunities in an authentic or near-authentic environment (e.g. conducting scenario-based experiment to verify psychology theories, and developing behavioural programmes for the target clients).

Students are given opportunities to consolidate their learning and demonstrate entrepreneurship and innovation (e.g. reflection with in-class games, group discussions and analysing real life cases).

9. Curriculum Pillars of Applied Learning

Through related contexts, students have different learning opportunities, for example:

(i) Career-related Competencies

- recognise the career paths of psychologists and the related qualification requirements;
- describe major specialties in psychology and distinguish the roles of psychologists; and
- explain major perspectives of psychology and apply appropriate principles to account for psychological phenomena;
- recognise the latest development in research and practice in psychology.

(ii) Foundation Skills

- demonstrate effective communication skills through role-play, group discussion, project, presentation and report writing; and
- apply information technology skills in delivering multi-media presentation.

(iii) Thinking Skills

- apply psychological principles to understand the causes and mechanisms of human cognitive functions and behaviors; and
- apply critical thinking, problem-solving and creative thinking skills to tackle problems in personal, social and professional contexts from a psychological perspective.

(iv) People Skills

- demonstrate interpersonal and collaboration skills through interaction with fellow students in different contexts; and
- apply concepts of group dynamics to enhance interpersonal communication and relationship.

(v) Values and Attitudes

- value intellectual honesty in the process of scientific research related to psychology;
- appreciate the importance of professional ethics in applied psychology;
- recognise the complexity of human behavior and respect individual differences; and
- recognise strategies for healthy development and psychological well-being.