

**TQF.3**  
**AP706 Seminar in Applied Psychology**  
**Behavioral Science Research Institute, Srinakharinwirot University**  
**Semester 1 Academic Year 2022**

**Section 1 General Information**

**1. Course Code and Course Title**

AP706 Seminar in Applied Psychology

**2. Number of credits**

1(0-2-1)

**3. Program of Study and Type of Course**

Program: Doctor of Philosophy Program in Applied Psychology

Type of Course: Compulsory Course

**4. Course Coordinator and Instructors**

**Course Coordinator:**

Assistant Professor Dr. Sudarat Tuntivivat email: [juntuntivivat@gmail.com](mailto:juntuntivivat@gmail.com)

**Course Instructors**

Assoc. Prof. Dr. Dusadee Intaraprasert email: [dusadeeyoelao@gmail.com](mailto:dusadeeyoelao@gmail.com)

Assistant Professor Dr. Sudarat Tuntivivat email: [juntuntivivat@gmail.com](mailto:juntuntivivat@gmail.com)

Assistant professor Dr. Polthep Poonpol email: [p.poonpol@gmail.com](mailto:p.poonpol@gmail.com)

Dr. Krittipat Chuenpittayawut email: [krittipat@g.swu.ac.th](mailto:krittipat@g.swu.ac.th)

Assistant professor Dr. Nanchatsan Sakulpong email: [nanchatsans@gmail.com](mailto:nanchatsans@gmail.com)

**5. Semester / Year of Study**

Semester 1, 1<sup>st</sup> Year

**6. Pre-requisite (if any)**

None

**7. Co-requisite subjects (if any)**

None

**8. Venue of study**

Online (Microsoft Teams) and Hybrid

**9. The most recent date on which the course syllabus was developed or adjusted**

18 August, 2022

**Section 2: Course Learning Objectives**

**1. Course Learning Outcomes (CLO) for Students and linkages to the Curriculum's Expected Learning Outcomes [ELOs]Course Aims**

1) ELO1 Be able to evaluate research methodologies for innovative design and knowledge creation in applied psychology proficiently.

2) ELO2 Be able to design and improve programs or projects that offer ethical approaches to the development of individuals, organizations, and societies with knowledge of applied psychology.

**This course has the following CLO:**

ELOs	CLOs
ELO1: Be able to evaluate research methodologies for innovative design and knowledge creation in applied psychology proficiently.	CLO1 Explain and apply theories, findings and psychological practices in both the West and East. To identify social problems and the needs for the development of individuals and societies.
	CLO2 Obtain systematic thinking skills as a tool to understand social problems and create ideas for modifying and developing behavior.
	CLO3 Acquire the technological skills to access and communicate the knowledge and professional practices of psychologists.
ELO2 Be able to design and improve programs or projects that offer ethical approaches to the development of individuals, organizations, and societies with knowledge of applied psychology.	CLO4 Analyze indicators and contexts of situations related to social problems and the need for the development of individuals and societies.
	CLO5 Value the profession and adheres to the academic & professional code of conduct.

**2. Purposes of course development/ revision**

To improve the procedures for seminars to be more efficient, according to the recommendations of the curriculum committees, students, course instructors, the adjustment of the curriculum in 2022, and the results of the TQF5 assessment of students (semester 1/64) are summarized as follows:

1. Based on students' needs and recommendations of the curriculum committees. The curriculum has provided basic adjustment of psychology includes AP 501 Principles of Applied Psychology and AP 502 Principles of Psychological Counseling, with S-level results for students who do not have a bachelor's degree or master's degree in psychology.

2. Since in the academic year 2022, Chinese students are interested in studying PhD in applied psychology courses. So this course will have some Thai-Chinese interpreter and prepare TQF 3 in English to facilitate Chinese students.

3. As a result of the curriculum improvements in 2022, credits were reduced from 3 credits to 1 credit. Hence, classes are offered for only 1 hour per week.

**Section 3: Aspect and Process****1. Course description**

Collect, analyze, and synthesize key theoretical concepts in both Western and Eastern psychology which includes new research findings on theories, measurements, psychological assessments, as well as current and future trends of social and ethical issues for the seminar to change and improve individual behavior in educational, professional, and personal contexts with the goal of holistically and sustainably developing personal and social well-being.

**2. Teaching Hours per Semester (hours)**

1(0-2-1)

Lecture	Problem-based Learning	Self-study	Special Classes

30 (2 hours x 15 weeks)	30 (2 hours x 15 weeks)	75 (5 hours x 15 weeks)	On demand of individual students and groups
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**3. Linkages of the course learning outcomes (CLOs) with the expected learning outcomes (ELOs) of the curriculum.**

Expected Learning Outcomes (ELO)	CLO1	CLO2	CLO3	CLO4	CLO5
ELO1: Analyze and evaluate principles and theories related to positive psychology	●	●	●		
ELO2 Be able to design and improve programs or projects that offer ethical approaches to the development of individuals, organizations, and societies with knowledge of applied psychology.				●	●

**4. Number of hours per week for academic advice and guidance to an individual student**

Lecturer	Hour/Week	Consulting date/time
Assistant Professor Dr. Sudarat Tuntivivat	1 hour	Available online/onsite by student appointment
Assoc. Professor Dr. Dusadee Intaraprasert	1 hour	
Assistant professor Dr. Polthep Poonpol	1 hour	
Assistant professor Dr. Nanchatsan Sakulpong	1 hour	
Dr. Krittipat Chuenpittayawut	1 hour	

**Section 4: Development of Students' Learning Outcomes**

<b>Course Learning Outcomes (CLO)</b>	<b>Online Learning Management</b>	<b>Evaluation Methods / Tools</b>
CLO1 Explain and apply theories, findings and psychological practices in both the West and East. To identify social problems and the needs for the development of individuals and societies.	<ul style="list-style-type: none"> <li>- Systematically organize lesson plans and course contents.</li> <li>- Utilize a problem-based technique to stimulate in the learners, linking various psychological and cognitive aspects</li> <li>- Assign learners to study for themselves to participate in seminars in order to exchange knowledge, thoughts, feelings and interpersonal experiences on the issue of modifying and developing behaviors that will help to enhance well-being in different contexts of life.</li> </ul>	<ol style="list-style-type: none"> <li>1. Tests to measure cognition of applied psychology and psychological theory and concepts</li> <li>2. Assessment based on answering questions and interactions in class</li> <li>3. Assessment of learners processes and performance</li> </ol>
CLO2 Obtain systematic thinking skills as a tool to understand social problems and create ideas for modifying and developing behavior.	<ul style="list-style-type: none"> <li>- Discuss, exchange knowledge, thoughts, feelings and experiences with each other to practice thinking, solving problems, the behavior of individuals and society.</li> <li>- Train students to develop and use systematic thinking and positive thinking skills.</li> <li>- Assign the work for the learner to study the material to analyze and guide the problem solving in society in a step-by-step manner.</li> </ul>	<ol style="list-style-type: none"> <li>1. Tests to assess the learner's ability to think systematically and positively</li> <li>2. Observation of learning habits, interactions, and reflections during class discussions</li> </ol>
CLO3 Acquire technological skills to access and communicate knowledge and professional practices of psychologists.	<ul style="list-style-type: none"> <li>- Assign students to research academic articles in both Thai and English from various databases for seminars.</li> <li>- Lecture by using media from the internet.</li> </ul>	<ol style="list-style-type: none"> <li>1. Cognitive evaluation of reading articles from classroom interactions.</li> <li>2. Evaluate based on the quality of the writing</li> </ol>
CLO4 Analyze indicators and contexts of situations related to social problems and the needs for the development of individuals and societies.	<ul style="list-style-type: none"> <li>- Assign students to research for seminars so that students can analyze and synthesize the status and indicators of the well-being of individuals and society in the present and near future from context education, work and personality.</li> </ul>	Observation of learning habits and assignments, promote an atmosphere of collaborative learning, where team members can play a role appropriately to their duties. Team members share and help each other.

	- Have learners practice commenting on the discussion.	
CLO5 Value the profession and adheres to academic & professional code of conduct.	<ul style="list-style-type: none"> <li>- Lecture on psychologist's ethics</li> <li>- Manage problem-based learning to train students to use psychological knowledge to face and deal with social problems and moral, academic and professional ethical issues based on the ethics of psychologists.</li> <li>- Organize group discussions to exchange knowledge, ideas feelings and experiences</li> </ul>	<ol style="list-style-type: none"> <li>1. Evaluating learners from answering and questions in the context of professional practice focused on problem solving using theory and research as a base along with the implementation of professional ethics.</li> <li>2. Observation of the behavior and phantom attitudes of the learner that occurs during the discussion and exchange of knowledge and thoughts. Feelings and experiences between each other in class</li> <li>3. Punctuality of attendance and submission of assignments</li> </ol>

### Section 5 Lesson Plans and Evaluations

#### 1. Lesson Plan

Week	Topic/Details	Course Aims (CLO)	amount hour	Learning Activities	Media used	Instructors
1 20/08/2565	- Orientation: Introducing subjects, teaching methods, and evaluation.	1	1	Introducion Microsoft Team	Course syllabus	Sudarat and Instructors All Students
2 27/08/2565	- Systematic Literature Review	4,5	1	Discuss the application of knowledge in Concept paper	Teaching Materials and Handouts in Microsoft Team	Sudarat All Students
3 3/09/2565	Psychology: Contemporary Concepts of Western Psychology: Counseling	1	1	Lectures, discussions, apply knowledge in Concept paper	Teaching Materials and Handouts in Microsoft Team	Nantchatsana All Students
4 10/09/2565	Psychology: Contemporary Concepts of Western Psychology: I/O	1	1	Lectures, discussions, apply knowledge in Concept paper	Teaching Materials and Handouts in Microsoft Team	Polthep All Students

Week	Topic/Details	Course Aims (CLO)	amount hour	Learning Activities	Media used	Instructors
5 17/09/2565	Psychology: contemporary concepts of Western psychology: Learning psychology	1	1	Lectures, discussions, apply knowledge in Concept paper	Teaching Materials and Handouts in Microsoft Team	Sudarat All Students
6 24/9/2565	Writing and Presenting Part One of the Concept paper (1 <sup>st</sup> Session) Research problem/context/ significance/gap of knowledge	3,5	1	seminar	Part One of the Concept paper Submit in Microsoft Team	Instructors Divided students into different branch of psychology.
7 1/10/2565	Writing and Presenting Part One of the Concept paper (2 <sup>nd</sup> Session) Research problem/context/ significance/gap of knowledge	3,5	1	seminar	Part One of the Concept paper Submit in Microsoft Team	Instructors Divided students into different branch of psychology.
8 8/10/2565	Writing and Presenting Part One of the Concept paper (3 <sup>rd</sup> Session) Research problem/context/ significance/gap of knowledge	3,5	1	seminar	Part One of the Concept paper Submit in Microsoft Team	Instructors Divided students into different branch of psychology.
9 15/10/2565	Psychology: Integration of Eastern concepts (Buddhism) vs. Western concepts	1	1	Lectures and discussions	Teaching Materials and Handouts in Microsoft Team	Sitiporn All Students
10 22/10/2565	Writing and Presenting Part Two of the Concept paper (1 <sup>st</sup> Session) Indicators/Cause/ Effects/ Factors	4,5	1	seminar	Part Two of the Concept paper Submit in Microsoft Team	Instructors Divided students into different branch of psychology.
11 29/10/2565	Writing and Presenting Part Two of the Concept paper (2 <sup>nd</sup> session) Indicators/ Cause/Effects/ Factors	4,5	1	seminar	Part Two of the Concept paper Submit in Microsoft Team	Instructors Divided students into different branch of psychology.
12 5/11/2565	Writing and Presenting Part Two of the Concept paper (3 <sup>rd</sup> Session) Indicators/ Cause/Effects/ Factors	4,5	1	seminar	Part Two of the Concept paper Submit in Microsoft Team	Instructors Divided students into different branch of psychology.
13 12/11/2565	Design thinking	2	1	Lectures and practices	Teaching Materials and Handouts	Chhatwal All Students

Week	Topic/Details	Course Aims (CLO)	amount hour	Learning Activities	Media used	Instructors
					in Microsoft Team	
14 19/11/2565	- Concept Paper Presentation (1 <sup>st</sup> Session)	2,5	1	seminar	Concept Paper Submit in Microsoft Team	Instructors Divided students into different branch of psychology.
15 26/11/2565	- Concept Paper Presentation (2 <sup>nd</sup> session)	2,5	1	seminar	Concept Paper Submit in MicrosoftTeam	Instructors Divided students into different branch of psychology.
16 3/12/65	- Concept Paper Presentation (3 <sup>rd</sup> Session) and Summary of knowledge from seminars and issues to be studied (studying in connection with AP 705)	-	1	seminar	Concept Paper Submit in Microsoft Team	Instructors Divided students into different branch of psychology.
17 10/12/65	Final Exam	-	1	Exam	-	-

## 2. Learning Evaluation Plan

activity	Learning Outcomes By (CLO)	Learning Outcomes	Evaluation tool	Proportion of evaluation
Participation in classroom learning	5	1. Communication 2. Knowledge 3. Cognitive skills	- Number of attendances - Class discussion -Observe learner behavior	10% (Weekly)
Reporting and presentations at seminars	3,4,5	1. Knowledge 2. Cognitive skills 4. Research skills 5. Communication 6. Researcher Ethics	- Evaluation of concept paper - Class discussion - Observe learner behavior	70% (Weeks 7-15)
Testing	1,2	1. Knowledge 2. Cognitive skills	- Final Exam	20%

### 3. Guidelines for evaluating the use of technology in communication include:

The use of modern communication technology in concept papers Part 1 and 2 , whereby analyzing the use of communication technology and then clearly planning the use of communication technology.

### 4. Guidelines for the work assigned to them

Students must study theoretical concepts and psychological research in order to analyze, synthesize, summarize the writings and propose a class seminar and concept paper, which is connecting working in 2 parts as follows:

**Part 1 of the concept paper (weeks 6-8) accounts for 20% of your grade** writing and presentation of issues that interesting to learners by applying psychological knowledge.

- Introduction
- Background and significance of the issues students are interested in studying.
- Empirical evidences indicating problem situations and analysis from a student perspective
- Identifying knowledge gaps
- Summarize and link to the purpose of the concept paper.

**Part 2 of the concept paper: (weeks 10-12) accounts for 20% of your grade** writing and presenting indicators, causes, factors and effects of problems.

- Notions related to variables of interest to students (e.g., definitions, elements, theoretical concepts, models, etc.)
- Factors affecting variables, and the impact of variables in various contexts.
- Measurement/organizing/development of variables by students
- Related research (should be inserted in various topics with analytical and synthesis writing )

**Writing and presenting a concept paper (weeks 14-16) accounts for 30% of your grade** the Summary of the contents of Part 1 and Part 2 of the concept paper, revised at the suggestion of instructors and peers. The word format should be Cordia New 16 point, write the name and code in the right-hand corner on the first page. References consist of at least 10 foreign documents (unlimited thai and chinese literatures) and all must have references in the content. Approximately 20 pages long (including a list of references)

#### **Deadline**

Send the Microsoft Team to all instructors one week in advance of the week of the presentation as specified in the lesson plan.

## Section 6 Teaching Resources

### 1. Textbooks and main documents

- Snyder C.R. and Lopez S.J. (2002). Positive Psychology Guide. New York: Oxford University Press.
- Lopez, SJ, Pedrotti, JT and Snyder. Sears (2019) Positive Psychology Los Angeles: Sage.
- American Psychological Association. Ethical Principles of Psychologists and Ethics. *American Psychologist*, 57(12), 1060-1073.
- Hoffman, R.R., &Defenbacher, K. A. (1993). Analysis of the Relationship Between Basic Psychology and Applied Psychology *Ecological Psychology*, 5(4), 315-352.

### 2. Documents and important information

#### Textbook

- Anderson, N., Ones, D. S., Sinangil, H. K., &Viswesvaran, C. (Eds.). (2001).*Handbook of Industrial, Work & Organizational Psychology: Volume 1: Personnel Psychology*. Sage.
- Bekerian, D., &Levey, A. (2012). *Applied psychology: putting theory into practice*. Oxford University Press.
- Boardman, J., &Sausser, B. (2008). *Systems thinking: Coping with 21st century problems*. CRC Press.
- Cascio, W. F., &Aguinis, H. (2011). *Applied psychology in human resources management* (7th ed.). Upper Saddle River, NJ: Prentice-Hall.
- Erchul, W. P., & Sheridan, S. M. (2014). *Handbook of research in school consultation*. Routledge.
- Mayer, R. E., & Alexander, P. A. (Eds.). (2011). *Handbook of research on learning and instruction*. Routledge.
- Mowrer, R. R., & Klein, S. B. (Eds.). (2000). *Handbook of contemporary learning theories*. Psychology Press.
- Rogelberg, S. G. (2002). *Handbook of research methods in industrial and organizational psychology*. John Wiley & Sons.
- Strawbridge, S., &Woolfe, R. (2010). *Handbook of counselling psychology*. SAGE Publications.

#### journal

- Journal of Applied Psychology
- Journal of Counseling Psychology
- Journal of Occupational and Organizational Psychology
- Journal of Educational Psychology
- Psychological Review
- And Jarnal. Others involved, especially the APA's Journal.

#### Website

<http://www.apa.org>

### 3. Documents and recommendations

Thesis/Doctoral Thesis in Applied Psychology, Psychology, Behavioral Sciences Research and other related fields

## Section 7 Assessment and Improvement of Course Operations

### 1. Student Effectiveness Assessment Strategies

1.1 On the first day of teaching, the instructor clarifies details of the course, focusing on the objectives. How to organize teaching and evaluation to create a harmonious understanding and allow students to express their opinions to be adapted according to the circumstances and suitability. This is

to maintain the goals of the course and allow students to use the details of the course as a guide to study and evaluate the course.

1.2 Encourage students to be prepared before class and monitor their development after each week of learning, and to talk to students on a group-by-group basis or individually every few weeks.

1.3 Let students comment on teaching and learning for the development of courses through the university's online assessment system.

## **2. Teaching Assessment Strategies**

2.1 Teachers plan teaching and monitor the success of teaching and summarize the results for improvement every time they enter the class.

2.2 Considering the participation of students in the seminar, both as co-participants and leaders of the seminar.

2.3 Results with analytical exams Synthesize knowledge and initiate new ideas

## **3. Teaching improvements**

Curriculum committees arrange a meeting to present the problem, obstacles to the course of all semesters offers this subject at least twice, mid term and post-final exam period, to find solutions and provide feedback on student development and effective teaching processes and conduct research in the classroom. It is also necessary to require clear, systematic information to lay out significant policies or improvements.

## **4. Review of student achievement standards in the course**

Rewriting the standard of learning results is done by

1. Interviews and questionnaires, evaluate courses and themselves according to the objectives of the last period of teaching.

2. Department members examine the grading structure and grading to see if they meet the specified criteria.

## **5. Conducting a review and planning to improve the effectiveness of the course**

This is done by using the information obtained from assessments from units 1 and 2 to plan to improve quality, with the ability to keep the course, especially teaching materials and content up to date. In addition, each semester, the results of the teaching assessment will be taken to consider improving the teaching practices in the semester. As well as reviewing and improving the details of the course every year.