

Subject Description Form

Subject Code	APSS 5013		
Subject Title	Professional Skills Training Workshop I		
Credit Value	3		
Level	5		
Pre-requisite / Co-requisite/ Exclusion	Nil		
Assessment Methods	100% Continuous Assessment	Individual Assessment	Group Assessment
	1. Class Attendance and Participation	20%	--
	2. Assessment report	50%	--
	3. Quiz	30%	--
	0% Examination	--	--
	<ul style="list-style-type: none"> ▪ the course grade is calculated according to the weight percentages assigned; ▪ the completion and submission of all component assignments are required for passing the subject; and ▪ student must pass the specific component(s) (standard of passing) if he/she is to pass the subject. 		
Objectives	<p>The subject serves as a platform in which experienced educational psychologists and related helping professionals from various settings are invited to share their specialties and expertise with students (Educational Psychologists-in-Training). Firstly, it provides invited lectures and professional seminars for EPiTs to polish advanced professional skills that are required in their supervised practicums. Discussion forums are arranged to develop more integrative perspectives in the skills and knowledge of specific assessment, counselling, consultation, inter-disciplinary collaboration, and systems-intervention for psycho-educational provision in a variety of settings.</p>		

	<p>Secondly, the syllabus aims to cover specific assessment and intervention for normal and exceptional children and adolescents, such as neuropsychological assessment, social-emotional assessment, behavioural analysis, assessment of personality and social skills, play assessment, self-reported instruments, projective techniques for school-aged clientele, and other professional skills that are deemed appropriate and complementary to those already covered in subjects on psycho-educational assessment and intervention. Thirdly, the subject aims at developing a repertoire of integrative psycho-educational-social professional skills and knowledge corresponding to the commonly-applied assessment, and, in effect, to strengthening professional competency and confidence of Educational Psychologists-in-Training prior to their graduation.</p>
<p>Intended Learning Outcomes</p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Demonstrate adequate skills, knowledge and confidence in applying a range of specific assessment tools for children and adolescents, including neuropsychological assessment, social-emotional assessment, play assessment, behavioural analyses, assessment of personality and social skills, projective measures, and any professional skills as deemed appropriate; b. Apply integrative approaches to psycho-educational-social assessment and intervention, including bio-neurological, behavioural, social, and emotional aspects of children and adolescents; c. Formulate integrative intervention plans, evaluate programmes and make appropriate recommendations that are culturally relevant to students with individual differences in their families, at home and at school; d. Acquire comprehensive knowledge and good understanding of the use and limitations of both general and specific psycho-educational assessment and intervention techniques; e. Develop professional competence in working with different systems and settings associated with professional practice of educational and child psychology in organizations with a focus on child/adolescent development in Chinese cultures.
<p>Subject Synopsis/ Indicative Syllabus</p>	<p>The subject provides a platform in which experienced educational psychologists and related helping professionals from various settings are invited to share their specialties and expertise with students (Educational Psychologists-in-Training). The thematic topics for various training workshops should include but not be limited to the following:</p> <ol style="list-style-type: none"> 1. Frameworks for Assessment and Intervention <ol style="list-style-type: none"> 1.1 Interview skills, history taking and diagnostic assessment 1.2 Synthesis and communication of findings: Report writing and referrals 1.3 Interventions skills, including skills in presentation, negotiation, consultation, group working and emotional management 1.4 Integrating assessment and intervention 1.5 Literature searching and critical evaluation; 1.6 Reflective practice.

	<ol style="list-style-type: none"> 2. Specific Professional Skills of Psycho-educational Assessment and Intervention <ol style="list-style-type: none"> 2.1 Social-emotional assessment with children and adolescents 2.2 Behavioural analysis / Assessment: Achenbach (ASEBA); Conners' 2.3 Neuro-Psychological Assessment with children and adolescents 2.4 Assessment of personality: Self-report instrumentation: e.g., CMMPI 2.5 Social skills assessment 2.6 Play assessment 2.7 Projective measures 3. Community Resources and Networking 4. Ethical Issues and Professional Codes of Practice of Educational Psychologists
<p>Teaching/ Learning Methodology</p>	<p>A problem-solving model is promoted, which maximizes collaboration and involvement of children, parents, teachers and other professionals within the assessment and consultation framework. There is emphasis upon assessment and intervention in context, which should take account of the learning and social environments, and investigate approaches to learning and perceptions of school-aged clientele. During class meetings, students (Educational Psychologists-in-Training, EPiTs) are expected to be active learners, developing team-building, and joint problem-solving skills through co-operative learning. Therefore they are required to spend some time discussing the required and supplementary readings as recommended. They are also provided with de-identified case examples for illustration of micro-skills. When discussing specific psycho-educational assessment instruments and intervention plans/ programmes, the experienced educational psychologists and professional practitioners should arrange (taped) practice cases to demonstrate their administration, interpretation, and intervention. The EPiTs should invest time learning about all the specific assessment, and mastering their proper administration because they are complementary to commonly-used assessment test results, and help evaluate and formulate constructive recommendations. Through demonstration and practice during the professional skills training sessions, the EPiTs should not only polish their micro-skills but also become skilled observers of their school-age clientele during specific assessment and intervention. Both the technical proficiency and clinical observation should be balanced with understanding theories underpinning specific assessment development, interpretations, and limitations. They should also plan to supplement the readings and test administrations with 'real-life' testing recommendations based on their clinical experiences. For example, they are guided to share approaches for establishing and keeping rapport, managing children's behaviour during formal testing, communicating test results in parent and school feedbacks, etc. Seminar discussions are focused on indigenous adaptation of imported psycho-educational instruments, and observation of professional conduct and codes for psychological assessment.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
	1. Class Attendance and Participation	20%	✓	✓	✓	✓	✓
	2. Assessment report	50%	✓	✓	✓	✓	✓
	3. Quiz	30%	✓	✓		✓	
	Total	100%					

1. **Attendance and participation.** Class participation is rated for each class based on preparation and participation in class discussion and activities. To complete the assessment component of class attendance and participation, students (Educational Psychologists-in-Training, EPiTs) are required to attend ***all*** class meetings and notify the subject teacher(s) concerned before the meeting if he/she expects to miss any of the classes. Unexcused absences or coming late will reduce the grade. Incompletion of this component will lead to a failing grade for the subject.

2. **Assessment report and intervention strategies.** Students (EPiTs) are required to hand in scored assessment protocols or data collection forms for the specific assessment methods taught in class. Requirements for sample reports are discussed in class. The EPiTs are required to complete *one* psychological report. For each report, the EPiTs should describe the participant tested and summarize specific assessment data and adaptive functioning, and the intervention strategies. Reports must include the following ***six*** components:

- (a) Referral and Background Information.
- (b) Behavioural Observations.
- (c) Test Results and Interpretation.
- (d) Plan(s) of Intervention (intervention strategies)
- (e) Summary and Treatment Impressions
- (f) Recommendations.

Due to the practice nature of the reports, sections (b), (c), (d) & (e) are the focus. The treatment plan (intervention strategies) should be driven by assessment results and sound evidence from the literature. The treatment impressions and recommendations should normally consist of realistic and proactive intervention plans and expected helping roles / functions of associated stakeholders in the psycho-educational context. EPiTs are required to complete the “Parent Consent Form” for each practice participant, and ***must include this completed form*** when submitting their assignments

	3. Quiz. A quiz is arranged to assess theoretical and applied aspects of this subject syllabus.	
Student Study Effort Required	Class contact:	
	▪ Lecture	30 Hrs.
	▪ Seminar	9 Hrs.
	Other student study effort:	
	▪ Practice assessment cases	50 Hrs.
	▪ Private study	42 Hrs.
	Total student study effort	131 Hrs.
Reading List and References	<p><u>Recommended Textbooks and Journal Articles</u></p> <p>Achenbach, T. M. (1991). <i>Manual for the Child Behavior Checklist/4–18 and 1991 Profile</i>. Burlington, VT: University of Vermont, Department of Psychiatry.</p> <p>Achenbach, T. M., McConaughy, S. H., & Howell, C. T. (1987). Child/adolescent behavioral and emotional problems: Implications of cross-informant correlations for situational specificity. <i>Psychological Bulletin</i>, <i>101</i>, 213-232.</p> <p>AERA, APA, & NCME (current). <i>Standards for educational and psychological testing</i>. Washington, DC: AERA. [Referred to as Standards in reading list].</p> <p>American Psychological Association (current). <i>Ethical principles of psychologists and code of conduct</i>. Washington, DC: Author. (Emphasis on Standard 9). Document retrievable at: http://www.apa.org/ethics/code2002.pdf</p> <p>Angold, A., Costello, E. J., & Alaattin, E. (1999). Comorbidity. <i>Journal of Child Psychology and Psychiatry</i>, <i>40</i>, 57-87.</p> <p>Association of Educational Psychologists (AEP), Durham, U.K. Document retrievable at: http://www.aep.org.uk</p>	

Reading List and References

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(English Translation: *Cross-Strait Conference on Psycho-educational Tests: Proceedings and Selected Papers presented by psychometric scholars and psychoeducational test developers in Chinese mainland and Taiwan, 1992-current*).

Recommended Academic and Professional Journals

1. *American Educational Research Journal*
2. *American Psychologist*
3. *Behavior Modification*
4. *British Journal of Educational Psychology*
5. *Canadian Journal of Behavioural Science*
6. *Canadian Journal of Education*
7. *Child Development*
8. *Cognitive Psychology*
9. *Contemporary Educational Psychology*
10. *Educational Psychologist*
11. *Educational Psychology in Practice*, published by Association of Educational Psychologists, Durham, England, U.K.
12. *Journal of Abnormal and Social Psychology*
13. *Journal of Applied Behavior Analysis*
14. *Journal of Applied Developmental Psychology*
15. *Journal of Applied School Psychology*
16. *Journal of Educational Psychology*
17. *Journal of Educational and Child Psychology, and DCEP Newsletter*, published by Division of Educational and Child Psychology, British Psychological Society
18. *Journal of Experimental Child Psychology*
19. *Journal of Personality and Social Psychology*
20. *Journal of Projective Techniques*
21. *Psycho-educational Assessment*
22. *Psychological Assessment*
23. *Psychological Review*
24. *Psychological Science*
25. *School Psychology Quarterly*
26. *School Psychology Review*
27. 台灣 (中國) 測驗學會期刊 *Periodicals of Taiwan Psychological Tests (in Complicated Chinese)*
28. 中國心理測驗學報 *Journal of Chinese Psychological Tests (in Simplified Chinese)*

Recommended Audio-visual Materials

1. *Career Encounters in Psychology* (28 min., American Psychological Association). Provides an overview of the diversity of specializations and careers in psychology through interviews with various psychologists.
2. *Discovering Psychology, Present, and Promise* (30 min., The Annenberg/CPB Collection). Provides an overview of the field of psychology including its history and relationship to several other disciplines.
3. *Discovering Psychology, New Directions* (30 min., The Annenberg/CPB Collection). A discussion of future directions in the field of psychology by several prominent psychologists.
4. *Dr. B. F. Skinner* (50 min., The Annenberg/CPB Collection). Skinner talks about Freud and *Walden Two*.
5. *Freud Under Analysis* (58 min., The Annenberg/CPB Collection). A portrait of the founder of psychoanalytic theory and psychoanalysis.
6. *Landmarks in Psychology* (50 min., Insight Media). Highlights the contributions of Freud, Jung, Adler, Pavlov, Homey, Maslow, Watson, and Skinner.
7. *The Humanistic Revolution: Pioneers in Perspective* (32 min., The Annenberg CPB/Collection). A *Who's Who* of the third force of psychology.