Subject Description Form

Subject Code	APSS 5014
Subject Title	Psycho-educational Intervention I
Credit Value	3
Level	5
Co-requisite	APSS 5010 Psycho-educational Assessment I

Assessment Methods			
	100% Continuous Assessment	Individual Assessment	Group Assessment
	1. Class Attendance and Participation	20%	--
	2. Quiz	20%	
	3. Seminar Presentation		20%
	4. Intervention Reports of two intervention approaches	40%	--
	0% Examination	--	--

- 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

The relevant subject contents on psycho-educational intervention are divided into Part I and II. This subject provides a review of fundamentals of psycho-educational counseling skills, knowledge of major psychotherapy approaches in carrying out intervention with individuals, groups, and organizations, models of intervention, their development and evaluation. Students (Educational Psychologists-in-Training, EPiTs) are in the early stages of professional development, and therefore expected to achieve three key objectives pertaining to mastery of both theories and practical skills by the end of this subject. **Firstly**, the subject covers formal and informal interventions that are commonly applied in educational settings and organizations with a focus on child/adolescent development in Chinese cultures, including direct and indirect psycho-educational intervention; remedial, developmental and preventive levels, etc. **Secondly**, the subject reviews the fundamentals of psycho-educational intervention, including principles of counseling and guidance, essentials of therapeutic relationship and associated legislative and ethical issues. **Thirdly**, it also provides EPiTs with an overview of recent developments in major models, such as Cognitive-Behavioural Therapy, and third wave psychology (humanistic and positive psychology), and contemporary trends and development related to similar school of thoughts. **Fourthly**, the subject covers the basic concepts involved in the

	development and evaluation of intervention programmes such as needs assessment, formative and summative evaluation and theory of change. Intervention practice addressing needs and resolving psycho-educational problems of school-age population should be closely linked to professional standards, requirements and guidance. The EPiTs are therefore required to internalize specific codes of professional conduct for working with school-age population and their associated stakeholders, and also to comply with ethical principles and procedures adaptable to indigenous cultures.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. Understand the development and evaluation of different types of interventions, including formal and informal, direct and indirect, remedial, developmental and preventive intervention and apply appropriately different types of interventions to practice of educational/ school psychology ; b. Acquire knowledge of the fundamentals of counselling and helping skills, such as principles of counseling and guidance, essentials of therapeutic relationship, stages and process of counseling, and associated legislative and ethical issues; c. Examine critically the contributions and limitations of various models of counseling / psychotherapy / interventions commonly used as psycho-educational intervention with school age population and associated stakeholders; d. Demonstrate adequate skills and confidence in applying various models of counselling / psychotherapy / interventions in local cultural context; e. Integrate knowledge of therapeutic approaches into practice of educational and child psychology through rendering high quality professional services, working systemically with schools/ educational settings, and more broadly within Non- Government Organizations, and resolving psycho-educational problems of students with individual differences in their families and at schools; and f. Acquire knowledge and understanding of the nature, roles and functions of professional educational psychologists at which they provide intervention for school-age clientele and associated stakeholders; and g. Make effective and culturally appropriate recommendations, according to psycho-educational assessment results and evidence-based consultation/intervention and evaluation, etc.

Subject Synopsis/ Indicative Syllabus	The first part of the subject on psycho-educational intervention covers both different types and levels of intervention that are commonly applied in most educational settings and organizations with a focus on child/adolescent development in Chinese cultures. The syllabus reviews fundamentals of programme development and evaluation, counselling skills, forming helping relationship, and also provides students (educational psychologists-in-training, EPiTs) with an overview of major models and approaches of counseling/ psychotherapy for psycho-educational intervention, as follows:
	1 Different Types and Levels of Psycho-educational Interventions
	    1.1 Formal and Informal Intervention;
	
	    1.2 Direct Intervention (individual and group levels); and

	1.3 Indirect Intervention (consultation and school/systems level)
	1.4 Remedial, Developmental and Preventive Levels;
	1.5 Programme development and evaluation
	2 Fundamentals of Counselling Skills and Helping Relationship
	3 Contemporary Models of Counseling / Psychotherapy
	    3.1 Recent developments in CBT and third wave (humanistic and positive psychology)
	    3.2 Move towards integration among models
	    3.3 Specific challenges in developing and applying evidence-based approaches in local context
	4 Contemporary trends and development of intervention models in the school context
	    4.1 Theoretical developments of intervention models in the school context - From Developmental systems theories to applied developmental science
	    4.2 Intervention approaches to the delivery of evidence-based programs - group and system level methods
	5 Roles of Professional Educational Psychologists in Intervention
	    5.1 Professional Values, Ethical Principles & Specific Guidelines for Intervention;
	    5.2 Issues of Professional Accountability, Legislation, and Employability.

Teaching/Learning Methodology	Students (Educational Psychologists-in-Training, EPiTs), are introduced to core intervention skills required by the professional educational psychologists for practicum as well as major intervention frameworks used in the practice of educational psychology. The teaching/ learning approach is based on *experiential learning*, which demands more of reflective thinking, including students' own counselling / psychotherapeutic experience and related issues as a valuable resource base for analyses of theoretical constructs. Participatory learning is therefore emphasized, and EPiTs are encouraged to develop an open-minded attitude and build up confidence in intellectual discussion. Ideas and concepts relevant to major psychological perspectives to counselling psychology are examined through target-specific counselling lectures, readings and journal articles for debates; and audio-visual materials featuring some major counselling/ psychotherapy figures and key themes, etc. Moreover, a *problem-solving model* is promoted, which maximizes the collaboration and involvement of children, parents, teachers and other professionals within the psycho-educational consultation framework. The EPiTs are given opportunities to examine rationale for using problem-based learning, reflect their roles and functions as professional educational psychologists in local cultural context.

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	f	g
	1. Class Attendance and Participation	20%	✓	✓	✓	✓	✓	✓	✓
	2. Quiz	20%	✓	✓	✓	✓	✓	✓	✓
	3. Seminar Presentation	20%	✓	✓	✓	✓	✓	✓	✓
	4. Intervention Reports of two intervention approaches	40%	✓	✓	✓	✓	✓	✓	✓
	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. *One quiz.* Students (EPiTs) are required to sit for __one quiz__ which is flexibly arranged before the end of the semester. The lecture topics may be examined in the form of multiple choice, short and/or essay questions.

3. *Seminar presentation.* Students will form groups of three and they will select a condition for presentation. The presentation should be 1.5 hours. The presentation should include the nature of the condition, assessment of the condition, and methods of intervention for the condition. The assessment of this module is based on the development and evaluation of an intervention programme for the chosen condition.

4. *Psychological report writing.* Students (EPiTs) should recruit participants to serve as practice cases for intervention. They are also required to complete the "Consent Form for Practice of Intervention" form for each practice participant, and *must include this completed form* when submitting the report to subject lecturer(s) for grading. The assignment should include application of two different intervention approaches and skills. Each EPiT is required to demonstrate professional skills using self-selected approaches to practice of consultation, and relevant to the work of professional educational psychologists. Each student is assessed and graded according to: **(i)** the appropriate application of knowledge and skills of psychotherapy /counselling in the local cultural contexts; **(ii)** the comprehensiveness and accuracy of case analyses and intervention; and **(iii)** clarity in presentation. The EPiTs are required to hand in data collection forms for practice of intervention skills

of preferred psychotherapeutic models/ approaches taught in class. Requirements for sample reports are discussed in class. The EPiTs are required to complete one report, based on intervention knowledge and skills applied for treating taped practice cases. In the report, the EPiTs should describe the participant treated and summarize intervention data and related adaptive functioning. The psycho-educational intervention reports should normally include the following *six* components:

(a) Referral and Background information
(b) Behavioural Observations / Presenting Problems
(c) Test Results and Interpretation.
(d) Plan(s) of Intervention
(e) Summary and Treatment Impressions
(f) Recommendations.

Due to the practice nature of the reports, sections **(d), (e) & (f)** are the focus. EPiTs are required to write a section on plan of intervention and treatment impressions, and make a few specific recommendations based on the behavioural observation and/or assessment data. The recommendations should normally consist of realistic and proactive intervention plans and expected helping roles / functions of associated stakeholders in the psycho-educational context.

5. ***Peer observation and co-operative learning.*** In addition to the assigned cases, students (EPiTs) are required to work in pairs and make peer observations on at least one case handled by their peers (normally through one-way mirror) during intervention. They are expected to be active learners, and to participate in co- operative learning through peer-observations and peer-sharing on intervention, including establishing therapeutic relationship, demonstrating essential counseling skills, performing professional roles, communicating results to practice cases, etc. Although it is mandatory for all EPiTs to submit the required peer evaluation forms, the results are mainly for self-regulated learning, and therefore are non-credit-bearing.

Student Study Effort Required	Class contact:	
	▪ Lecture	27 Hrs.
	▪ Seminar	12 Hrs.
	Other student study effort:	
	▪ Intervention cases	50 Hrs.
	▪ Private study	42 Hrs
	Total student study effort	131 Hrs.

Reading List and References	<u>**Recommended Textbooks and Journal Articles**</u> Bredberg, E.A., & Siegel, L. S. (2001). Learning disability and behavior therapy: A review of practice and a view to the future. *Behavior Therapy, 32,* 651-666. Brown, D., Pryzwansky, W.B., & Schulte, A.C. (2006). *Psychological consultation and collaboration: Introduction to theory and practice.* (6thed.). Boston, MA: Pearson Allyn & Bacon. Brown, D., & Trusty, J.G. (2005). *Designing and leading comprehensive school counseling programs: Promoting student competence and meeting student needs.* Singapore: Wadsworth Cengage Learning. Corey, G (2009). *Theory and practice of counselling and psychotherapy* (8th ed.). Belmont, Calif. : Thomson Brooks/Cole. Erford, B.T. (2006). *Counselor's guide to clinical, personality, and behavioral assessment.* Boston, MA: Lahaska Press. Egan, G. (2007). *The skilled helper: A problem-management and opportunity- development approach to helping.* (8thed.). Belmont, Calif.: Thomson/Brooks/Cole. Dryden, W., Charles-Edwards, D. & Woolfe, R. (Eds.). (1989). *Handbook of counseling in Britain.* London: Tavistock/ Routledge. Duck, S. (2007). *Human relationships.* London : Sage Publications. [HKPolyU Call no. <u>HM132 .D82 2007</u>] Farmer, R.F., & Nelson-Gray, R.O. (2005). *Personality-guided behaviour Therapy.* Washington, DC: American Psychological Association. Frederickson, N., Miller, A., & Cline, T. (Eds.) (2008). *Educational psychology: Topics for applied psychology.* London: Hodder Arnold. Gladding, S. (2008). *Counselling: A comprehensive profession.* (5thed.). Upper Saddle River, NJ: Pearson Education Ltd. Hernandez, M. (2000). Using logic model and program theory to build outcome accountability. *Education and Treatment of Children, 23,* 24-40. Johnson, D. W., & Johnson, F.P. (1987). *Joining together: Group theory and group skill.* Prentice-Hall. Kazdin, A. E. (2001). *Behavior modification in applied settings.* (6th ed.). Singapore: Wadsworth Cengage Learning. Kelly, B., Woolfson, L. & Boyle, J. (2008). *Frameworks for practice in educational psychology: A textbook for trainees and practitioners.* London: Jessica Kingsley.

Ladd, G.W., Buhs, E.S., & Troop, W. (2002). *Children's interpersonal skills and relationships in school settings: Significance and implications for school- based prevention and intervention programs.*

Lunt I., & Majors K. (2000). The professionalisation of educational psychology: Challenges to practice. *Educational Psychology in Practice 15, 4,* 237-245.

Maag, J. W. (2004). *Behavior management: From theoretical implications to practical applications.* Singapore: Wadsworth Cengage Learning.

Miltenberger, R.G. (2008). *Behaviour modification: Principles and procedures.*(4th ed.). Singapore: Wadsworth Cengage Learning.

Murray, S.A. (1999). Experiences with "rapid appraisal" in primary care: involving the public in assessing health needs, orienting staff and educating medical students. *British Medical Journal, 18*, 440,4.

Nutbeam, D. (1998). Evaluating health promotion – progress, problems and solutions. *Health Promotion International, 13*, 27-44.

Prosser, J. (Ed.). (1999). *School culture.* London: Paul Chapman.

Ormrod, J. (2007). *Educational psychology.* (7th ed). Developing Learners: International Edition. ISBN13: 978-0-13-235989-4, ISBN10: 0132359898

Richards, P.S., & Bergin, A.E. (2005). *A spiritual strategy for counselling and psychotherapy.* (2nd ed.). Washington, DC: American Psychological Association.

Santrock, J. W. (2007). *Educational psychology.* Singapore: McGraw-Hill Education (Asia). ISBN 0-07-298142.

Sharp, P. (2001). *Nurturing emotional literacy: A practical guide for teachers, parents, and those in the caring professions.* [PolyU Call no. BF576 .S52 2001]

Slavin, R.E. (2007). *Educational psychology: Theory and practice.* (8th ed). Baltimore: John Hopkins University. Companion Website with an interactive study.

Squires, G., Farrell, P., Woods, K., Lewis, S., Rooney, S., & O'Connor, M. (2007). Educational psychologists' contribution to the every child matters agenda: The parents' view. *Educational Psychology in Practice*, *23(4),* 343-361. [Online Publication at HKPolyU Library]

Woolfolk, A., Winne, P., & Perry, N. J. (2007). *Educational psychology.* (3rd ed). Developing Learners: International Edition. Documents retrievable from the Companion Website with an interactive study authored by M. D'Amico & C. Laine.

World Congress on Psychotherapy (1998-current): Proceedings and Selected Papers presented by internationally renowned scholars and experienced practitioners in the field of psychotherapy and counselling.

香港心理學會 教育心理學部《教育心理手冊》(香港特別行政區: 香港心理學會，2004). [Chinese original manuscript, entitled: Division of Educational Psychology (2004). *Educational psychology handbook (for professional practice)*. Hong Kong Special Administrative Region: Hong Kong Psychological Society.]

References

Achenbach, T. M. (1991). *Manual for the Child Behavior Checklist/4–18 and 1991 Profile*. Burlington, VT: University of Vermont, Department of Psychiatry.

American Association for Counseling and Development (AACD), jointly with Association for Measurement and Evaluation in Counseling and Development.

American Counseling Association (ACA) (current). *Code of ethics and standards of practice.* Washington, DC. Document retrievable at: *http://www.aca.org/ethics.*

American Psychological Association (2001).(5th Edition). *Publication Manual of the APA. American Psychological Association* (APA), Division 17: Counseling Psychology.

American Psychological Association (current). *Ethical principles of psychologists and code of conduct.* Washington, DC: Author. (Emphasis on Standard 9). Document retrievable at: *http://www.apa.org/ethics/code2002.pdf.*

American Rehabilitation Counseling Association (ARCA): Commission on Rehabilitation Counsellor Certification, and National Rehabilitation Counselling Association.

American School Counselor Association (ASCA). National Standards: Conducting a Program Audit; Competencies and Indicators; Developmental Cross-Walking Tool; Curriculum Crosswalking Tool.

Association of Educational Psychologists (AEP), Durham, U.K. Document retrievable at: *http://www.aep.org.uk.*

Berns, R.M. (2007). *Child, family, school, community: Socialization and support.* (7th ed.). Singapore: Wadsworth Cengage Learning.

British Psychological Society (BPS). (current). *Code of ethics and conduct.* Retrieved May 2, 2008, from the BPS Web site: *http://www.bps.org.uk/the-society/code-of-conduct/code-of conduct_home.cfm.*

British Psychological Society, Division of Educational and Child Psychology (current). *Specific codes of conduct.* Document retrievable at: *http://www.bps.org.uk/decp*

Brockbank, A. & McGill, I. (2007). *Facilitating reflective learning in higher education*. Maidenhead: Open University Press.

Children's Workforce Development Council and its Educational Psychology Administrative Team, Leeds, U.K. Document retrievable at: *http://www.cwdcouncil.org.uk/educational psychology/*

Cooper, P., Smith, C. J., & Upton, G. (1994). *Emotional and behavioural difficulties*: Theory to practice. Abingdon ; New York : Routledge.

Crain, W. C. (2005). *Theories of development: Concepts and applications* (5th ed.). Upsaddle River, N.J.: Prentice Hall.

Duck, S. (2007). *Human relationships* (4th ed.). London : Sage Publications. [HKPolyU Call no. HM132 .D82 2007]

Germain, C. B., & Bloom, M. (2003). *Human behavior in the social environment: An ecologicalm view*. New York: Columbia University Press.

Hong Kong Psychological Society (2009). *Revised code of professional conduct*. The Hong Kong Special Administrative Region: China. Document retrievable at: *http://www.hkps.org.hk*

Issacs, K. S. (1998). *Uses of emotion.* Westport: Praeger. (BF131.I83) *[http://www.greenwood.com/books/BookDetail.asp?dept_id=1&sku=C6236]*

Jones, N. & Frederickson, N. (1990). *Refocusing educational psychology*. London: Falmer Press. (esp. Chapters 2, 3, 5, 7) Out of print but available at HKPolyU library.

Kamphaus, R. W., Rowe, E. W., Dowdy, E. T., & Hendry, C. N. (2006). Classification and diagnostic concepts. In R. W. Kamphaus, & J. M. Campbell (Eds.), *Psychodiagnostic assessment of children: Dimensional and categorical approaches*. (pp. 1-27). New York: Wiley.

Koehn, D. (1994). *The ground of professional ethics*.

Nelson-Jones, R. (2006). H*uman relationship skills : Coaching and self-coaching.* [HKPolyU Call no. HM132 .N44 2006] .

Rambo, A.H., Heath, A., & Chenail, R.J. (1993). *Practicing therapy: Exercises for growing therapists*. New York: Norton.

Rowe, D. (2007). *Beyond fear*. [HKPolyU Call no. BF575.F2 R68 2007]

Studer, J. R. (2005). *The professional school counsellor: An advocate for students.* Singapore: Wadsworth Cengage Learning.

Thompson, C.L., Henderson, L.B.R., & Henderson, D.A.A. (2007). *Counseling children: A developmental approach.* Singapore: Wadsworth Cengage Learning.

Vanzandt, Z., & Hayslip, J. (2001). *Developing your school counseling program: A handbook for system planning.* Singapore: Wadsworth Cengage Learning.

Webster A., & Lunt I. (2002). Ethics, professionalisation and the future landscape of educational psychology. *Educational and Child Psychology 19, 1,* 97-107.

Recommended Academic and Professional Journals

Selected papers, journals and special series relevant to Positive Child Development and Positive Parenting are, as follows:
1. *American Psychologist*
2. *Behavior Modification*
3. *British Journal of Educational Psychology*
4. *Canadian Journal of Behavioural Science*
5. *Canadian Journal of Education*
6. *Child Development*
7. *Cognitive Psychology*
8. *Educational and Child Psychology*
9. *Educational Psychology in Practice,* published by Association of Educational Psychologists, Durham, England, U.K.
10. *European Journal of Psychology of Education*
11. *International Journal of Behavioral Development*
12. *Journal of Applied Behavior Analysis*
13. *Journal of Asian Counselling Psychology*
14. *Journal of Counselling Psychology*
15. *Journal of Educational and Child Psychology, and DCEP Newsletter,* published by Division of Educational and Child Psychology, British Psychological Society
16. *Journal of Psychology in Chinese Societies*
17. *Professional Psychology: Research and Practice*
18. *Professional School Counseling*
19. *School Psychology International*
20. *School Psychology Quarterly*
21. *School Psychology Review*
22. *The Psychologist, a monthly magazine published by British Psychological Society*

Recommended Audio-visual Materials

1. *Behavior therapy for obsessive-compulsive disorder.* (1997). Washington, DC: American Psychological Association, videodisc (59 min.): sd., col. ; 4 3/4 in. [HKPolyU Call no. Call no. RC480 .A622 v.11 DVD]
2. *Cognitive-behavioral relapse prevention for addictions.* (1996). Washington DC: American Psychological Association, videodisc (57

min.): sd., col. ; 4 3/4 in. [HKPolyU Call no. Call no. RC480 .A622 v.7 DVD]

3   *Cognitive therapy for borderline personality disorder.* (1997). Washington, DC: American Psychological Association, videodisc (56 min.): sd., col. ; 4 3/4 in. [HKPolyU Call no. Call no. RC480 .A622 v.5 DVD]

4   *Cognitive therapy for panic disorders.* (1997). Washington, DC : American Psychological Association, videodisc (52 min.) : sd., col. ; 4 3/4 in. [HKPolyU Call no. RC480 .A622 v.3 DVD]

5   *Discovering psychology, new directions* (30 min., The Annenberg/CPB Collection). A discussion of future directions in the field of psychology by several prominent psychologists.

6   *Dr. B. F. Skinner* (50 min., The Annenberg/CPB Collection). Skinner talks about Freud and *Walden Two*.

7   *Freud under analysis* (58 min., The Annenberg/CPB Collection). A portrait of the founder of psychoanalytic theory and psychoanalysis.

8   *Landmarks in psychology* (50 min., Insight Media). Highlights the contributions of Freud, Jung, Adler, Pavlov, Homey, Maslow, Watson, and Skinner.

9   *Practical psychotherapy with adolescents.* (1996). Washington, DC: American Psychological Association, videodisc (44 min.): sd., col. ; 4 3/4 in. [HKPolyU Call no. Call no. RC480 .A622 v.9 DVD]

10 *The Humanistic revolution: Pioneers in perspective* (32 min., The Annenberg CPB/Collection). A *Who's Who* of the third force of psychology.