Subject Description Form

Subject Code	APSS5018
Subject Title	Practicum I
Credit Value	2
Level	5
Pre-requisite	APSS 5012 Psycho-educational Assessment I; APSS 5013 Professional Skills Training Workshop I; and APSS 5014 Psycho-educational Intervention I

Assessment Methods			
	100% Continuous Assessment	Individual Assessment	Group Assessment
	1. Assessment reports (PPAC)	20%	0%
	2. Intervention reports (PPAC)	20%	0%
	3. Case summary report (mentorship)	15%	0%
	4. One group project (mentorship)	15%	0%
	5. One report on group project (project work)	20%	0%
	6. Personal professional development statement	10%	0%

Objectives

Supervised practicum is an essential integral part of the Master of Educational and Child Psychology program (MECP), which provides practice opportunities for students, who are also known as "Educational Psychologists-in-Training (EPiTs)", to apply and integrate theories learnt from the coursework into professional practice, whenever appropriate. All EPiTs are required to complete supervised practicum of not less than 1,200 hours in three different practicum settings, of which at least 600 hours must be in school contexts. The FIRST practicum aims at providing the Educational Psychologists-in-Training with:

1. Exposures to a broad spectrum of work of an educational psychologist working in a particular setting;

2. Basic hands-on experiences at initial professional levels (such as individual casework, group work, consultations to parents and teachers, in-service training for teachers, etc.) in the development of the necessary practical knowledge and skills; and

3. Essential knowledge of major types of provisions and systems accessible to students in mainstream schools/ special schools, and referral procedures and opportunities for collaborative work with other professionals.

Intended Learning Outcomes	The overall aim of this subject, as the FIRST supervised practicum, is to prepare Educational Psychologists-in-Training (EPiTs) for future professional practice by encouraging their integration of essential theories and basic professional skills commonly used in local cultures, and considering how these can be utilized within a real-life multi-professional context. During and upon successful completion of this subject, the EPiTs should benefit from the following learning outcomes through individual consultation/ group supervision, written products, informed discussions and work assigned during the practicum, and be able to: a. Apply basic knowledge and skills gained from the coursework into the real life practice with school-aged clientele, parents, teachers and associated professionals; b. Receive professional supervision in varying forms, including individual consultation, group supervision, informed discussions, etc.; c. Reflect on practical work experience throughout the FIRST practicum and share/ discuss this with the practicum supervisor in order to make connections between basic and essential theory and practice; d. Get into professional habits of hypothesis testing, evaluating, recording and reflecting on your work as you go along. e. Maintain records of professional development through setting learning objectives, summarizing process and writing work products of professional learning. f. Acquire the learning-to-learning knowledge to ensure continuous development in becoming a professional educational psychologist; and g. Develop a personal style of practising as a professional educational psychologist through direct experiences of practising a wide range of basic assessment and intervention approaches.
Subject Synopsis/ Indicative Syllabus	According to the professional standards of Division of Educational Psychology (DEP) of The Hong Kong Psychological Society (HKPS), the supervised practicum should enable students (Educational Psychologist-in-Training, EPiT) to become reflective practitioners with strong systems perspectives and problem-solving abilities. The practicums should provide adequate hands-on experience in relation to individual work, group work, and systems work, encompassing a wide range of student/school needs. This should include experiences of working with students, parents, teachers, and improving the school system, during which the following skills/qualities are developed up to the required professional standards (DEP, HKPS, 2008): 1. Personal qualities and conduct in professional practice 2. Assessment skills 3. Interview skills 4. Intervention skills 5. Consultation and collaboration skills 6. Report writing and record keeping 7. Research and evaluation skills

	The nature and amount of work carried out on the **FIRST** practicum depends, to a certain extent, on the style and work available in the individual setting/ organization rendering educational psychology services. All EPiTs are required to complete supervised practicum of not less than 1,200 hours, and the average duration of each practicum is at least 400 hours (normally within 60 days). Adjustment of the length will be made according to the specific requirements of the settings. Each EPiT should work with students, teachers, and parents experiencing basic psycho-educational problems, issues and challenges by drawing on the basic theoretical and practical knowledge gained from the coursework. Individual cases assigned should diverse in terms of age, family composition, socio-economic statues, gender, religion, culture, etc. He/she should also have the opportunity to work at initial stages of professional involvement of an Educational Psychologist; to attend formal and informal meetings; to carry out a number of interviews; and to engage in consultations with teachers, parents, and associated professionals/ stakeholders.
Teaching/Learning Methodology	The MECP program is based on problem-based learning model as the main pedagogical approach for coursework, and has also adopted the reciprocal-reflection approach for the practicum. Through engaging into numerous reciprocal-reflection cycles (Schon, 1983 & 1987), each Educational Psychologist-in-Training (EPiT) should acquire the qualities as a reflective educational psychologist. ***Required Direct Practice Experience*** According to the professional standards of Division of Educational Psychology (DEP) of The Hong Kong Psychological Society (HKPS), each EPiT must complete supervised practicum training of a minimum of 1,200 hours with at least 600 hours in school settings, and in at least three practicums. During this **FIRST** practicum, normally in Semester II of Year I, each EPiT should attend classes at The Hong Kong Polytechnic University for two days a week. Therefore the EPiT is required to complete at least 400 hours of direct practice over a period of 25 weeks, about 2 full-days per week. Experiences can vary with particular practicum settings and special nature of work of the practicing educational psychologists. It is hoped that each EPiT can experience a range of different client groups (age, type of difficulty, demographic backgrounds, etc.), and a range of working procedures. The emphasis in the **FIRST** practicum is on the development and practice of a board range of basic skills and competencies of professional educational psychologists. Each EPiTs should be given opportunities to observe/ shadow direct practice of experienced practicing educational psychologists, case discussion, sharing co-intervention insights, video analyses, and reflecting on team experiences, etc. "Direct practice", is defined as face-to-face assessment and intervention/ consultation with individuals, groups, and systems. Activities such as telephone contact, case planning, observation of assessment and intervention, record keeping, travel, administrative activities, consultation with community members, or supervision, are **_NOT_** considered as direct practice. It includes three types of work: (a) casework at the Professional Practice and Assessment Centre (PPAC), The Hong Kong Polytechnic University; (b) mentorship program with experienced psychologists in the field; and (c) group project work under supervision and guidance at various institutions. The weighting in terms of Practicum I grades/marks is as follow:

Case work in PPAC : 40%
Project work : 20%
Mentorship : 30%
Personal Professional Development Statement : 10%

Required Supervision
According to the professional standards (DEP, HKPS, 2008), the practicum supervisors should have at least three years' (FTE) relevant professional experience, and at least five years for the university-based senior practicum coordinators. Each Educational Psychologist-in-Training (EPiT) should receive at least 80 hours of weekly supervision with the practicum supervisors at the HKPolyU or practicum settings. The supervision normally equates to about half an hour per day on practicum (referencing to professional standards of the British Psychological Society). The required supervision can be organised in a number of different ways, including individual and/or group consultation, direct observation, face-to-face and phone discussions, and videotape or audiotape. By means of weekly supervision, the EPiTs are coached by their supervisors to practice professional knowledge, skills and values in a designated service setting. During the FIRST practicum, The EPiTs should be enabled to apply basic educational and child psychology theories into professional practice, and to make personal and contextual reflections through induction workshop, guided observations, reflection exercises, and individual and/or group supervision sessions,

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. Assessment report (PPAC)	20%	√	√	√	√	√	√	√
	2. Intervention report (PPAC)	20%	√	√	√	√	√	√	√
	3. Case summary report (mentorship)	15%	√	√	√	√	√	√	√
	4. One group project (mentorship)	15%	√	√	√	√	√	√	√
	5. One report on group project (project work)	20%	√	√	√	√	√	√	√

6. Personal professional development statement	10%	√		√	√	√	√	
Total	100 %							

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

The assessment report, intervention report, case summary, group project and report on group project involve application of basic knowledge and skills gained from the coursework into the real life practice with school-aged clientele, parents, teachers and associated professionals; professional supervision in varying forms, including individual consultation, group supervision, informed discussions, etc.; reflection on practical work experience to make connections between basic and essential theory and practice; adopting the professional habits of hypothesis testing, evaluating, recording and reflecting on work done; maintain records of professional development through setting learning objectives, summarizing process and writing work products of professional learning; acquiring the learning-to-learning knowledge to ensure continuous development in becoming a professional educational psychologist; and developing a personal style of practising as a professional educational psychologist through direct experiences of practising a wide range of basic assessment and intervention approaches.

The personal professional development statement involves application of basic knowledge and skills gained from the coursework into the real life practice with school-aged clientele, parents, teachers and associated professionals; reflection on practical work experience to make connections between basic and essential theory and practice; adopting the professional habits of hypothesis testing, evaluating, recording and reflecting on work done; maintain records of professional development through setting learning objectives, summarizing process and writing work products of professional learning; and acquiring the learning-to-learning knowledge to ensure continuous development in becoming a professional educational psychologist.

The grade is calculated according to the percentage assigned.
The completion and submission of all component assignments are required for passing the subject.
Student must pass the mentorship evaluation (standard of passing: D) if he/she is to pass the subject.

Students of the program will only be allowed to fail any of the three Practicum subjects <u>once</u> throughout the entire course of study, i.e. they can only retake once <u>among</u> the three subjects; and

Any student who fails more than once among the three Practicum subjects shall be de-registered from the program.

Student Study Effort Required	▪ Direct practicum hours	400 Hrs.
	▪ Supervision	80 Hrs.
	Total student study effort	480 Hrs.
Medium of Instruction	Not Applicable	
Medium of Assessment	English	
Reading List and References	**Recommended Textbooks and Journal Articles**	

Recommended Textbooks and Journal Articles

Bassey, M. (1999). *Case study research in educational settings.* Buckingham ; Philadelphia : Open University Press. [HKPolyU serial no. LB1028.25.G7 B37 1999]

Beaver, R. (1996). *Educational psychology casework: A practice guid*e. London: Jessica Kingsley.

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

Brown, D., Pryzwansky, W.B., & Schulte, A.C. (2006). *Psychological consultation and collaboration: Introduction to theory and practice.* (6thed.). Boston, MA: Pearson Allyn & Bacon.

Cicchetti, D. V. (1994). Guidelines, criteria, and rules of thumb for evaluating normed and standardized assessment instruments in psychology. *Psychological Assessment, 6,* 284-290.

Corey, G (2009). *Theory and practice of counselling and psychotherapy* (8th ed.). 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. HM132 .D82 2007]

Egan, G. (2007). *The skilled helper: A problem-management and opportunity-development approach to helping.* (8thed.). Belmont, Calif. : Thomson/Brooks/Cole.

Flanagan, D. P., & Harrison, P. L. (Eds.). (2005). *Contemporary intellectual assessment: Theories, tests, and issues*. (2nd Edition). New York: Guilford. [Referred to as F & H in reading list].

Frederickson, N., Miller, A., & Cline, T. (Eds.) (2008). *Educational*

psychology: Topics for applied psychology. London: Hodder Arnold.

Gladding, S. (2008). *Counselling: A comprehensive profession*. Upper Saddle River, NJ: Pearson Education Ltd.
[**http://www.prenhall.com/gladding**]

Hawkins, P. & Shohet, R. (2006). *Supervision in the helping professions* (3rd ed.). Maidenhead : Open University Press.

Jacob, S., & Hartshorne, T. S. (2007). *Ethics and law for school psychologists* (5th ed.). Hoboken, NJ: John Wiley & Sons.

Jones, N. & Frederickson, N. (1990). *Refocusing educational psychology*. Lewes: Falmer Press. London : Falmer Press.

Kamphaus, R. W., & Campbell, J. M. (Eds.) (2006). *Psychodiagnostic assessment of children: Dimensional and categorical approaches*. New York: Wiley.

Kaplan, R.M., & Saccuzzo, D.P. (2007). *Psychological testing: Principles, applications and issues*. Website: **www.wpcbj.com.cn**.

Kelly, B., Woolfson, L. & Boyle, J. (2008). *Frameworks for practice in educational psychology: A textbook for trainees and practitioners*. London: Jessica Kingsley.

Lichentenberger, E. O., Mather, N., Kaufman, N. L., & Kaufman, A. S. (2004). *Essentials of assessment report writing*. New York: Wiley. [Referred to as L & M in reading list].

Lunt I. (2002). Competence, fitness to practice and continuing professional development: The ethical basis of educational psychologists' practice. *Educational and Child Psychology 19, 1,* 70-80.

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

Lunt, I., & Norwich, B. (1999). *Can effective schools be inclusive schools?* London, UK: Institute of Education.

Morgan G. (1997). *Images of organization*. Thousand Oaks, Calif. : Sage Publications.

Murphy, K.R., & Davidshafter, C.O. (2006). *Psychological testing: Principles and applications*. Pearson Ed. Asia Ltd., Prentice-Hall, Inc.

Nelson-Jones, R. (1996). *Human relationship skills*. London: Cassell.

Payne, D.A. (2003). *Applied educational assessment*. (2nd ed.). Singapore: Wadsworth Cengage Learning. (with Book companion CD-ROM, Info Trac College edition).

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

Robson, C. (1993). *Real world research*. Oxford: Blackwell Pub.

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

Sattler, J. M. (2006). *Assessment of children: Cognitive applications*. San Diego, CA: Jerome M. Sattler, Publisher, Inc. [Referred to as Sattler in reading list] Ch. 21 Principles of Report Writing.

Savery, J.R. & Duffy, T.M. (2001). *Problem based learning: An instructional model and its constructivist framework.* CRLT Technical Report No. 16-01. Indiana University: Centre for Research on Learning and Technology. Retrieved April 15, 2008, from the Indiana University Web site: **http://cee.indiana.edu/publications/journals/TR16-01.pdf**

Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.

Schön, D. A. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. San Francisco: Jossey-Bass.

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]

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

Wilson, M. S., & Reschly, D. J. (1996). Assessment in school psychology training and practice. *School Psychology Review*, *25*(1), 9–23.

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.

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

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Cohen, R. J. (2009). *Psychological testing and assessment: An introduction to tests and measurement*. (7th ed.). Singapore: McGraw-Hill Education (Asia). Text, Exercise Workbook and IE. Website: **http://www.mhhe.com/cohentesting6**

Corey, G., Corey, M., & Callanan, P. (2007). *Issues and ethics in the helping professions.* Pacific Grove, CA: Brooks/Cole.

Erford, B.T. (2006). *Counselor's guide to clinical, personality, and behavioral assessment.* Boston, MA: Lahaska Press.

Groth-Marnat, G. (1997). *Handbook of psychological assessment* (3rd ed.). New York: Van Nostrand Reinhold Company Inc.

Gutkin, T., & Reynolds, C. (1990). *The handbook of school psychology* (2nd ed.). Chichester: John Wiley & Sons.

Herbert, M. (1991). *Clinical child psychology.* Chichester: John Wiley & Sons.

Koehn, D. (1994). *The ground of professional ethics.* London: Routledge. [HKPolyU serial no. BJ1725 .K64 1994]

Kolb, D. A. (1984). Experiential learning: experience as the source of learning and development. Englewood Cliffs, NJ: Prentice-Hall.

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., Bartram D., Georgas J., Jern S., Job R., Lecuyer R., Nieminen P., Newstead S., Murphy, K.R., & Davidshafter, C.O. (2006). *Psychological testing: Principles and applications*. Pearson Ed. Asia Ltd., Prentice-Hall, Inc.

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

Merrell, K. W. (2003). *Behavioral, social, and emotional assessment of children and adolescents.* (2nd ed). Mahwah, N.J.: Erlbaum.

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

Molfese, V., Karp, K., and Siegel, L. (2002) Recommendations for writing successful proposals from the reviewer's perspective. *SRA Journal, 33,* 21-24.

Newman, M. (2004). *Problem based learning*. Retrieved April 22, 2007, from Higher Education Academy website: **http://www.heacademy.ac.uk/resources.aspe**

Salmon, P. (1995). *Psychology in the classroom*. London: Cassell.

Smith, J., Harre, R. & Van Langenhove, L. (Eds.). (1995). *Rethinking methods in psychology.* London: Sage.

Seng, T.O., Parsons, R.D., Hinson, S.L., & Sardo-Brown, D. (2002). *Educational psychology: A practitioner-researcher approach.* Singapore: Wadsworth Cengage Learning. (An Asian edition) .

Wilkie, K. (2000). The nature of problem-based learning. In S. Glen & K. Wilkie (2000). *Problem-based learning in nursing: A new model for a new context?* (pp. 11-36). Basingstoke: Macmillan.

Woflendale, S. et al (Eds) (1992). The profession and practice of educational psychology: Future direction. London: Cassell.

海峽兩岸心理與教育測驗學術研討會論文集及撮要 (1992-現在)
(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
Selected papers, journals and special series relevant to Practicum and Supervision of Educational Psychologists-in-Training are, as follows:

1. *British Journal of Educational Psychology*
2. *Educational and Child Psychology*
3. *Educational Psychologist*
4. *Educational Psychology in Practice,* published by The Association of Educational Psychologists, Durham, England, U.K.
5. *Journal of Applied School Psychology*
6. *Journal of Educational Psychology*
7. *Journal of Educational and Child Psychology, and DCEP Newsletter,* published by Division of Educational and Child Psychology, British Psychological Society.
8. *Psycho-educational Assessment*
9. *School Psychology Quarterly*
10. *School Psychology Review*
11. 台灣(中國)測驗學會期刊 *Periodicals of Taiwan Psychological Tests (in Complicated Chinese)*

	Useful Websites on Professional Codes of Ethics and Standards
	AERA, APA, & NCME (current). *Standards for educational and psychological testing.* Washington, DC: AERA. [Referred to as Standards in reading list].
	American Counseling Association (current). *Code of ethics and standards of practice.* Alexandria, VA: Author.
	American School Counselor Association (ASCA). *National Standards: Conducting a Program Audit; Competencies and Indicators; Developmental Cross-Walking Tool; Curriculum Crosswalking Tool.*
	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**
	Association of Educational Psychologists (AEP), Durham, U.K. Document retrievable at: **http://www.aep.org.uk**
	British Psychological Society (BPS). (current). *Code of ethics and conduct.* Leicester, UK: BPS. Document retrievable at website: **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**
	Children's Workforce Development Council and its Educational Psychology Administrative Team, Leeds, U.K. Document retrievable at: **http://www.cwdcouncil.org.uk/educational psychology/**
	Division of Educational Psychology, Hong Kong Psychological Society (2008). *Standards for the training of professional educational psychologists in Hong Kong.* The Hong Kong Special Administrative Region: China. Document retrievable at: **http://www.hkps.org.hk/dep**
	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**
	Joint Committee on Testing Practices (current).U.S.A.
	National Board for Certified Counsellors (current). U.S.A.
	National Association of School Psychologists (current). *National Association of School Psychologists' principles of professional ethics.* Washington, DC: Author.