

Subject Description Form

Subject Code	APSS 5017														
Subject Title	Pre-Practicum Orientation														
Credit Value	0														
Level	5														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Attendance and Participation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Personal Reflection</td> <td style="text-align: center;">--</td> <td style="text-align: center;">--</td> </tr> <tr> <td>0% Examination</td> <td style="text-align: center;">--</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Attendance and Participation	--	--	2. Personal Reflection	--	--	0% Examination	--	--
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Objectives	<p>The pre-practicum orientation provides a crucial feature of early field-based learning experience for students (the Educational Psychologists-in-Training, EPiTs) in preparation for their supervised practicums through pre-planned opportunities to:</p> <ol style="list-style-type: none"> 1. Describe and familiarize with the work process of professional practice of educational psychologists (EP) by paying direct visits, making observations, interviewing, discussing with experienced practitioners in various local and/or regional educational organizations and/or settings with workforce focus on children and adolescents; 2. Get hold of essential psycho-educational theories and link practice with theoretical perspectives taught in the programme; 3. Extend the EPiTs' awareness and knowledge of different educational settings/organizations, with particular reference to schools and organizational structure, roles of EP, policy and practice; 4. Gain practical experience in applying some basic professional skills of applied educational and child psychology, prior to participation in intensive practicums; 5. Explore relevant hypotheses and work processes of EP at individual, group, system and organizational levels, using interactionist psychology and eco-system perspectives; and 														

	6. Produce analyses and reflection on organizational, practical and ethical issues of educational psychologists serving at individual, group, system and organizational levels.
Intended Learning Outcomes	<p>The overall aim of the pre-practicum orientation is to prepare Educational Psychologists-in-Training (EPiTs) for future professional practice by enhancing their awareness of and personal reflections on culturally-appropriate knowledge, skills and attitudes, and considering how these can be utilized within real-life multi-professional contexts and settings. During and upon successful completion of this subject, the EPiTs should benefit from the following learning outcomes through activities such as direct visits, structured interviews, informed discussions, written products, audio-visual presentations, shadowing experienced practitioners during the pre-practicum orientation, and be able to:</p> <ol style="list-style-type: none"> a. Apply basic knowledge and skills from the coursework into the real life practice with school-aged clientele, parents, teachers and associated professionals; b. Make connections between basic and essential theories and practice through reflection on various exemplars of practical work experience before the first practicum; c. Gain insights through shadowing / sharing with experienced practicing educational psychologists about professional supervision in varying forms, including individual consultation, group supervision, informed discussions, direct observations, etc.; d. Get into professional habits of testing hypotheses, evaluating, recording and reflecting on many and varied aspects of professional services rendered by educational psychologists; e. Demonstrate ability of applying effective learning-to-learn knowledge, skills and attitudes to ensure high quality of professional development in becoming an educational psychologist; and f. Be aware of significance and limitations of professional conducts and code of ethics through interactive agency visits, individual interviews, informed group discussions with practitioners, and shadowing experienced practitioners, written products, and audio-visual presentations during the pre-practicum orientation.
Subject Synopsis/ Indicative Syllabus	<p>To prepare the EPiTs for becoming competent practitioners in the profession of educational psychologists, the Pre-Practicum Orientation is arranged as an essential introductory component of supervised practicums for all Educational-Psychologists-in-Training (EPiTs). Detailed guidance on arrangements for the three supervised practicums are provided in the Practicum Handbook of the MECP program. The EPiTs are required to collect data and to make connections between the subjects learnt from the MECP program, and the Educational Psychological Services (EPS) and varied work processes through active participation in a series of planned orientation activities. The following is not intended to be a definitive list, which may also include other educational settings/ learning organizations relevant to provision of EPS. They include the Education Bureau (EdB) of the Government of Hong Kong Special</p>

Administrative Region, some Non-Governmental Organizations (NGOs) with children / adolescents as workforce, special schools and mainstream schools in primary, secondary and preschool sectors. Additional visits may be arranged to other governmental departments/ academic departments/ institutions; and attendance to training workshops, professional conferences and short courses pertinent to EPS in local and regional contexts, such as The Hong Kong Academy for Gifted Education (HKAGE), The Hong Kong Examinations and Assessment Authority (HKEAA), Curriculum Development Institute (CDI) of Education Bureau of HKSAR Government, international conferences on school /educational psychology and psychotherapy, etc.

For orientation visits to **major local and/or regional educational settings/ organizations**, all EPiTs should be guided to analyse the functioning and to explore areas/issues relevant to EPS, as follows:

1. Roles and professional boundaries;
2. Multi-disciplinary team working;
3. Systems for staff support and the management of professional relationships;
4. Inter-departmental liaison;
5. Channels of communication;
6. The culture of the organization/ settings;
7. Structure and organizational functioning and the Educational Psychological Services (EPS);
8. Joint planning systems;
9. Stability and organizational change;
10. Position of the EP & EPS in the organization/ settings;
11. Response to Government initiatives, e.g. curriculum reforms, language policy, etc.;
12. Style of service delivery and its developmental plan of the EPS;
13. Systems for professional development of the EPS and associated professionals;
14. The position of the EPS within the organization/ settings;
15. The organizational view(s) of EP & EPS;
16. Equal opportunity policy and practice; and
17. Other areas/issues as deemed relevant.

For orientation visits to **special schools/ special education centres, and mainstream schools in secondary, primary and pre-school sectors**, all EPiTs should analyse and develop a reflexive understanding of schools as learning organizations as well as organizations for learning with special reference to the **School-Based EPS (SBEPS)** and the following guidelines:

1. Student intake and grouping;
2. The role of the management team;
3. School ethos and culture;
4. Curriculum management and delivery;
5. Policy and practice of School-Based Educational Psychological Services

	<p>(SBEPS);</p> <ol style="list-style-type: none"> 6. Policy and practice of Special Educational Needs (SEN); 7. The pastoral/ school guidance system; 8. Behavior management, policy and practice; 9. Child protection policy and practice; 10. School links with support services 11. Parental involvement and collaboration with school personnel; 12. Links with the Education Bureau of the HKSAR Government and other schools; 13. The role of the governing body. 14. Equal opportunity policy and practice; and 15. Other areas/issues as deemed relevant.
<p>Teaching/Learning Methodology</p>	<p>Duration</p> <p>The Pre-Practicum Orientation normally commences in Semester 1 of Year 1, and last for at least 160 hours, in parallel with regular teaching and learning activities of required academic subjects of the MECP programme. Flexible arrangements may be made for a few special training workshops and professional conferences / scholarly symposia in local and regional sites during summer vacation, prior to commencement of the MECP programme.</p> <p>Reciprocal Participation in Pre-Practicum Orientation Activities</p> <p>A series of planned activities should be arranged by practicum coordinators / supervisors in the forms of direct visits, individual interviews, informed discussions with EPs and SEN professionals, audio-visual presentations, making observations, reading of agency / school policy documents, reviews of published professionally relevant literature and other available information during the pre-practicum orientation. It is not intended to be a definitive list of suggested learning activities, which may also include other effective forms. The orientation activities may take place in governmental departments relevant to EPS, special schools and/or School-Based EPS in mainstream schools respectively in secondary, primary and/or pre-school sectors. In particular, EPiTs are expected to become active learners who should take the initiative to observe and interact reciprocally, to relate scholarly knowledge to professional practice of consultative work, to analyse and reflect on the orientation settings through problem-based learning and experiential learning.</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	f
	1. Attendance and Participation	NA	✓	✓	✓	✓	✓	✓
	2. Personal Reflection	NA	✓	✓	✓	✓	✓	✓
	Total	100 %						
	<p>1. Attendance and participation. Students (Educational Psychologists-in-Training, EPiTs) are required keep a log of the activities that they have attended and to present the log to the subject lecturer for record. Attendance certificates should be kept where appropriate.</p> <p>2. Personal reflection. EPiTs are required to reflect on the knowledge and experienced gained and to integrate these with their studies and their future practicum placement.</p>							
Student Study Effort Required	Class contact:							
	<ul style="list-style-type: none"> ▪ Interactive Visits, Informed Discussions, Interviews & Other Related Activities 		160 Hrs.					
	Other student study effort:							
	<ul style="list-style-type: none"> ▪ NA 		NA Hrs.					
	Total student study effort		160 Hrs.					
Reading List and References	<u>Recommended Textbooks and Journal Articles</u>							
	Berns, R.M. (2007). <i>Child, family, school, community: Socialization and support</i> . (7 th ed.). Singapore: Wadsworth Cengage Learning.							
	Block, P. (2001). <i>Flawless consulting: A guide to getting your expertise used</i> . (2 nd ed.). San Francisco, CA: Jossey-Bass/Pfeiffer.							
	Brown, D., Pryzwansky, W.B., & Schulte, A.C. (2006). <i>Psychological consultation and collaboration: Introduction to theory and practice</i> . (6 th ed.). Boston, MA: Pearson Allyn & Bacon.							
	Duck, S. (2007). <i>Human relationships</i> . London: Sage Publications. [HKPolyU Call no. <u>HM132 .D82 2007</u>]							
	Egan, G. (2006). <i>The skilled helper: A problem-management and opportunity-development approach to helping</i> . (7 th ed.). Singapore: Wadsworth Cengage Learning.							

- Erford, B.T. (2006). *Counselor's guide to clinical, personality, and behavioral assessment*. Boston, MA: Lahaska Press.
- Fagan, T. K., & Wise, P. S. (2000). *School psychology: Past, present, and future* (2nded.). Bethesda, MD: National Association of School Psychologists.
- Frederickson, N., Miller, A., & Cline, T. (Eds.) (2008). *Educational psychology: Topics for applied psychology*. London: Hodder Arnold.
- Hawkins, P., & Shohet, R. (2000). *Supervision in the helping professions*. Milton Keynes: Open University Press.
- Jacob, S., & Hartshorne, T. S. (2007). *Ethics and law for school psychologists* (5th ed.). Hoboken, NJ: Jossey-Bass. ISBN: 978-0-471-75770-2
- Kelly, B., Woolfson, L. & Boyle, J. (2008). *Frameworks for practice in educational psychology: A textbook for trainees and practitioners*. London: Jessica Kingsley.
- 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., 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.
- Lunt I., & Majors K. (2000). The professionalisation of educational psychology: Challenges to practice. *Educational Psychology in Practice* 15, 4, 237-245.
- 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>
- Santrock, J. W. (2009). *Educational psychology*. Singapore: McGraw-Hill Education (Asia). ISBN 0-07-298142. [HKPolyU call no. [LB1051 .S262 2009](#)]
- Sattler, J. M. (2006). *Assessment of children: Cognitive applications*. San Diego, CA: Jerome M. Sattler, Publisher, Inc.
- 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*. (8thed). 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]
- Webster A., & Lunt I. (2002). Ethics, professionalisation and the future landscape of educational psychology. *Educational and Child Psychology* 19, 1, 97-107.
- 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.]

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- Gutkin, T., & Reynolds, C. (1990). *The handbook of school psychology*. Chichester: John Wiley & Sons.
- Herbert, M. (1991). *Clinical child psychology*. Chichester: John Wiley & Sons.
- Jones, N., & Frederickson, N. (1990). *Refocusing educational psychology*. Lewes: Falmer Press.

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

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

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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. *School Psychology Quarterly*
9. *School Psychology Review*
- 10.

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 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>

National Association of School Psychologists (current). *National Association of School Psychologists' principles of professional ethics*. Washington, DC: Author.