

Subject Description Form

Subject Code	APSS5023																				
Subject Title	Professional Skills Training Workshop II																				
Credit Value	5																				
Level	3																				
Pre-requisite / Co-requisite/ Exclusion	<p>Successful completion of APSS5010 Psycho-educational Assessment I and APSS5013 Professional Skills Training Workshop I</p> <p>This subject is restricted to Educational Psychologists-in-Training of the MECP programme.</p>																				
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. Class attendance and participation</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Seminar presentation and skills demonstration</td> <td style="text-align: center;">--</td> <td style="text-align: center;">30 %</td> </tr> <tr> <td>3. Completion of professional skills reports</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>4. Quiz</td> <td style="text-align: center;">20%</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> <p>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. Student must pass all component(s) (standard of passing) if he/she is to pass the subject.</p>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class attendance and participation	20%	--	2. Seminar presentation and skills demonstration	--	30 %	3. Completion of professional skills reports	30%	--	4. Quiz	20%	--	0% Examination	--	--
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Objectives	<p>The subject covers the first part of professional skills training which serves as an initial orientation programme immersing students (Educational Psychologists-in-Training, the EPiTs) into settings related to professional roles and functions of educational psychologists. The objectives of the subject are three-folded. Firstly, it focuses on developing a professional perspective of the roles of an educational psychologist in diverse settings, and offers an orientation to the local education system and the professional ethical frameworks within which educational psychologists practice. Secondly, the syllabus provides hands-on training opportunities in fundamental core skills in psycho-educational assessment, intervention and consultation that are required in their supervised practicums. Thirdly, the subject provides invited lectures and interactive seminars for EPiTs to reflect and appreciate the complexities in working with different systems and organizations with focus on child and/or</p>																				

	<p>adolescent development as well as to evaluate critically how to apply core skills to the context of specific settings. An opportunity to explore organizational theory and systems thinking and their application in context is also provided.</p>
<p>Intended Learning Outcomes</p>	<p>Building upon Part I on Professional Skills Training Workshops on integrative assessment and intervention, Part II of the subject is to prepare Educational Psychologists-in-Training (EPiTs) for supervised practicum and future practice. The focus is on how core skills can be utilized within different multi-professional settings. This serves as a platform in which experienced educational psychologists and related helping professionals from various settings are invited to share their specialities and expertise with EPiTs.</p> <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Contextual Knowledge: Acquire knowledge and understanding of the Hong Kong education system, including its history, educational reforms and current development. Be sensitive to organizational /contextual factors in applying professional skills in different settings. b. Professional Knowledge: Understand the work, roles and functions of professional educational psychologists in various settings and organizational contexts. Be aware of the importance of functioning in accordance with professional standards and requirements of local/regional professional bodies of psychologists c. Assessment Skills: Demonstrate adequate skills in the formulation and testing of hypotheses as a key aspect of the problem solving process, linking and applying psycho-educational theories to problems in the field. Demonstrate adequate skills, knowledge and confidence through hands-on practice of psycho-educational consultation and interviewing, observational techniques, testing procedures, reporting test results and recommending associated interventions. d. Intervention Skills: Understand and practice basic intervention techniques, such as emotional competence and emotional management, stress management; social skills development (SSD), interpersonal skills, problem-based learning (PBL), etc. Develop an appropriate level of knowledge of interventions necessary to work systemically with schools/ educational settings, and more broadly within Non-Government Organizations. Apply various approaches to psychoeducational and social consultation/intervention with children and adolescents, including skills in presentation, negotiation, consultation, group work, peer mentoring, curriculum related interventions, etc. e. Consultation Skills: Gain professional competence in consultation skills applicable to supervised practicums, including negotiating consultation with teacher(s) over classroom issues, managing home-school consultation meetings effectively, responding to a request for consultation, etc. Develop flexible and creative problem solving skills in relation to consultation, project work, case study, and collaborative group work.

	<p>f. Staff Development and Parent Training Knowledge and Skills: Understand theories and practices related to planning effective staff development programmes for teachers in how to work with children, school staff and parents, as well as those related to parent training. Develop competencies in conducting staff development and parent training on an individual and workshop basis.</p>
<p>Subject Synopsis/ Indicative Syllabus</p>	<p>The subject provides students (Educational Psychologists-in-Training, EPiTs) with an overview of framework of psycho-educational intervention, and practice skills of professional educational psychologists, as follows:</p> <ol style="list-style-type: none"> 1. The Nature, Roles and Functions of Professional Educational Psychologists and the Levels at which They Work <ol style="list-style-type: none"> 1.1 Evolution of educational psychology: Theories of learning and development underpinning practice of educational psychologists 1.2 Thinking about Psycho-educational-social-cultural contexts 2. Mapping Roles and Organizations: The Systems at which Professional Educational Psychologists Work <ol style="list-style-type: none"> 2.1 Essence of Organization Psychology: Introduction to Organisational Theory, Organisational Change and the Concept of a Learning Organisation 2.2 Introduction to Systems Thinking and its Application in Complex Real Life Situations 2.3 An Overview and Synthesis of Education System and Context in Hong Kong Special Administrative Region: A historic perspective, education reforms and current development 3. Practising Consultative Skills <ol style="list-style-type: none"> 3.1 School Consultation in Practice 3.2 Involving Students in Assessments and Intervention <ol style="list-style-type: none"> 3.2.1 Consultation in Practice focusing on school-aged children in mainstream schools 3.2.2 Consultation in Practice focusing on children with Special Educational Needs (SEN) 3.3 Working with Teachers and Associated Professionals: Negotiate consultation with teacher(s) over classroom issues; plan staff development programmes for teachers and associated professionals 3.4 Working with Parents: Manage joint school-family consultation / home-school consultation / parent-teacher consultation meetings effectively 3.5 Working with Supervisors 3.6 Working with Schools and Organizations
<p>Teaching/Learning Methodology</p>	<p>The teaching and learning in this subject consists of hands-on training and case studies. Students (Educational Psychologists-in-Training, EPiTs) are encouraged to share their professional experiences and personal reflection in the class. Practicing educational psychologists will be invited to share their experiences. 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. A problem-solving model is promoted, which maximizes collaboration and</p>

involvement of children, parents, teachers and other professionals within the assessment and consultation framework. During class meetings, 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. The EPiTs should invest time learning about assessment, and mastering their proper administration and help evaluate and formulate constructive recommendations. Through demonstration and practice during the core professional skills training sessions, the EPiTs should not only understand the professional roles and functions of practising educational psychologists but also polish their micro-skills, and become skilled observers of their school-age clientele during assessment and intervention. They are also guided to share approaches for establishing and keeping rapport, managing children's behaviours during assessment, communicating test results in parent and school feedbacks, etc. Seminar discussions are focused on indigenous psycho-educational issues and consideration of professional conduct, and codes for assessment and intervention.

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. Class attendance and participation	20%	✓	✓	✓	✓	✓	✓
2. Seminar presentation and skills demonstration	30%		✓		✓		✓
3. Completion of professional skills reports	30%		✓	✓	✓	✓	✓
4. Quiz	20%	✓	✓	✓	✓	✓	✓
Total	100 %						

1. Attendance and participation. Class participation is rated for each class based on preparation and participation in class discussion and activities. Students (EPiTs) are expected to participate actively in discussions and responses during lectures. To complete the assessment component of class attendance and participation, students (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. Readings. Assigned readings are assigned prior to each classroom meeting. Quizzes are designed to monitor academic progress in required readings.

	<p>3. Recruiting teachers/ parents/ school-aged clientele for practice or consultation cases. Students (EPiTs) should recruit teachers/ parents/ school-aged clientele to serve as practice cases for demonstration of professional skills.</p> <p>4. Seminars. Students (EPiTs) are expected to be active learners and are required to demonstrate professional knowledge and skills on topics of relevance to school consultation work at different systemic levels within various applied settings.</p> <p>5. Practice school consultation and report writing. Students (EPiTs) are required to hand in reports on applications of various approaches and skills in school consultation work which may include presentations, negotiation, consultation, group work, peer mentoring, curriculum related interventions, etc.</p> <p>6. Quiz. A quiz is arranged to assess theoretical and applied aspects of this subject syllabus.</p>	
Student Study Effort Required	Class contact:	
	▪ Lecture	27 Hrs.
	▪ Seminar	12 Hrs.
	Other student study effort:	
	▪ Self-directed study	30 Hrs.
	▪ Preparation of seminar presentation	30 Hrs.
	▪ Report writing	30 Hrs.
	Total student study effort	129 Hrs.
Reading List and References	<p><u>Recommended Books and Journal Articles</u></p> <p>Brown, D. (2006). <i>Psychological consultation and collaboration: Introduction to theory and practice.</i> (6thed.). London: Allyn & Bacon.</p> <p>Desforges, C., & Fox, R. (Eds.). (2002). <i>Teaching and learning: The essential readings.</i> Oxford: Blackwell.</p> <p>Freedman, J. M. (1998). <i>Handle with care: The emotional intelligence activity book.</i> San Mateo: Six Seconds. [HKPolyU serial no. BF697.S8 E69] [http://halleducation.com/education_theory/149.shtml]</p> <p>Goleman, D. (2004). <i>Emotional intelligence: Why it can matter more than I.Q. for character, health and lifelong achievement?.</i> New York: Cambridge University Press. [HKPolyU serial no. BF576 .G64 2004]</p>	

- Goleman, D. (2004). *Working with emotional intelligence*. New York: Bantam Press. [HKPolyU serial no. HD38.2.G64].
- Goleman, D.、張美蕙 譯,《情緒智力》(台北:時報出版社,1996). (BF561.E565 VCD)
- Johnson, D. W., & Johnson, F.P. (2009). *Joining together: Group theory and group skill* (10th ed.). Upper Saddle River, N.J. :Pearson.
- Kamphaus, R. W., & Campbell, J. M. (2006). (Eds.), *Psychodiagnostic assessment of children: Dimensional and categorical approaches*. New York: Wiley.
- Kaplan, R.M., & Saccuzzo, D.P. (2007). *Psychological testing: Principles, applications and issues*. CN: Website: www.wpcbj.com.cn
- Merrell, K. W. (2003). *Behavioral, social, and emotional assessment of children and adolescents*. (2nd ed). Mahwah, N.J.: Erlbaum.
- Murphy, K.R., & Davidshafter, C.O. (2006). *Psychological testing: Principles and applications*. Pearson Ed. Asia Ltd., Prentice-Hall, Inc.
- Ormrod, J. (2007). *Educational psychology*. (7th ed). Developing Learners: International Edition. ISBN13: 978-0-13-235989-4, ISBN10: 0132359898
- Oxington, K.V. (2005). (Ed.). *Psychology of stress*. New York: Nova Biomedical Books.
- Santrock, J. W. (2007). *Educational psychology*. Singapore: McGraw-Hill Education (Asia). ISBN 0-07-298142.
- Sattler, J. M. (2001). *Assessment of children: Cognitive applications*. (4th ed). San Diego, CA: Jerome M. Sattler, Publisher, Inc.
- Schaffer, H.R. (1996). *Social Development*. Oxford: Blackwell.
- Schon, J., Shaftel, J., & Markham, P. (2008). Contemporary Issues in the Assessment of Culturally and Linguistically Diverse Learners. *Journal of Applied School Psychology*, 2, 163-189.
- Sharp, P. (2001). *Nurturing emotional literacy: A practical guide for teachers, parents, and those in the caring professions*.
- Slavin, R.E. (2007). *Educational psychology: Theory and practice*. (8th ed). Baltimore: John Hopkins University. Companion Website with an interactive study.

- Strongman, K. T.、游恒山譯,《情緒心理學》(台北:五南圖書出版社, 1993). (BF531.S821)
- 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.
- 余德淳,《E.Q.工程學》(香港特別行政區:三聯出版社,1997). (BJ1533.D49 K8)
- 吳武典,〈透過人事智能達到成功人生〉,《香港資優兒童會會訊》第十二期 (1999),1-5.
- 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.]

Supplementary

- AERA, APA, & NCME (current). *Standards for educational and psychological testing*. Washington, DC: AERA. [Referred to as Standards in reading list].
- Achenbach, T. M., McConaughy, S. H., & Howell, C. T. (1987). Child/adolescent behavioral and emotional problems: Implications of cross-informant correlations for situational specificity. *Psychological Bulletin*, 101, 213-232.
- 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 Psychological Association (2001). (5th ed.). *Publication Manual of the APA*.
- Association of Educational Psychologists (AEP), Durham, U.K. Document retrievable at: <http://www.aep.org.uk>
- Bracken, B. A. (1987). Limitations of preschool assessment and standards for minimal levels of technical adequacy. *Journal of Psychoeducational Assessment*, 5, 313-326.

- 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 (2006). *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/>
- Cicchetti, D. V. (1994). Guidelines, criteria, and rules of thumb for evaluating normed and standardized assessment instruments in psychology. *Psychological Assessment*, 6, 284-290.
- 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. ISBN-13: 978-0-07-312909-9 / MHID: 0-07-312909-7.
Website: <http://www.mhhe.com/cohentesting6>
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- Herbert, M. (1993). *Working with children and the Children Act*. Leicester: BPS Books.
- 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>
- Norcross, J.C., Beutler, L.E., & Levant, R.F. (Eds.). (2005). *Evidence-based practices in mental health: Debate and dialogue on the fundamental questions*. Washington, DC: American Psychological Association.
- 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.]

海峽兩岸心理與教育測驗學術研討會論文集及撮要 (1992-current)

(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. *British Journal of Educational Psychology*
4. *Contemporary Educational Psychology*
5. *Educational Psychologist*
6. *Educational Psychology in Practice*, published by Association of Educational Psychologists, Durham, England, U.K.
7. *Journal of Applied Developmental Psychology*
8. *Journal of Applied School Psychology*
9. *Journal of Educational Psychology*
10. *Journal of Educational and Child Psychology, and DCEP Newsletter*, published by Division of Educational and Child Psychology, British Psychological Society
11. *Journal of Personality and Social Psychology*
12. *Psycho-educational Assessment*
13. *Psychological Review*
14. *Psychological Science*
15. *School Psychology Quarterly*
16. *School Psychology Review*
17. *The Psychologist*, a monthly magazine published by British Psychological Society
18. 台灣(中國)測驗學會期刊 *Periodicals of Taiwan Psychological Tests (in Complicated Chinese)*
19. 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. *The Humanistic Revolution: Pioneers in Perspective* (32 min., The Annenberg CPB/Collection). A *Who's Who* of the third force of psychology.