Subject Description Form

Subject Code	APSS 5024
Subject Title	Psycho-educational Intervention II
Credit Value	3
Level	5
Pre-requisite / Co-requisite/ Exclusion	Successful completion of APSS 5014 Psycho-educational Intervention I

<table>
<tr><th>Assessment Methods</th><th colspan="3"></th></tr>
<tr><td rowspan="6"></td><td>100%   Continuous Assessment</td><td>Individual Assessment</td><td>Group Assessment</td></tr>
<tr><td>1. Class Attendance and Participation</td><td>10%</td><td>--</td></tr>
<tr><td>2. Seminar Presentation</td><td>--</td><td>30%</td></tr>
<tr><td>3. Written report of Practice Case(s)</td><td>40%</td><td>--</td></tr>
<tr><td>4. Quiz</td><td>20%</td><td>--</td></tr>
<tr><td colspan="3">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.</td></tr>
</table>

Objectives	This subject extends Part 1 of APSS 5014 Psycho-educational Intervention and therefore aims at developing advanced psycho-educational knowledge, skills and confidence of students (Educational Psychologists-in-Training, EPiTs) in carrying out intervention with individuals and groups. After successfully completing a foundation course of psycho-educational intervention, EPiTs are expected to practise as active agents and achieve **two key objectives** pertaining to mastery of both theories and practical skills by the end of this advanced subject. **Firstly**, the subject provides an overview of contemporary trends of psycho-educational consultation, including Family Therapy, Systems/Systemic /Interactive Approaches, Reality Therapy, Feminist Therapy and Post-modern Therapy. **Secondly**, it highlights some specific aspects of counselling / psychotherapy approaches/ techniques applicable in local psycho-education settings, including career and vocational counselling, crises management for critical incidents, group therapy, sexuality counselling, Solution-focused/ Brief Therapy, Constructivist / Ecological approaches, Hypnosis and hypnotic techniques in the practice of psycho-educational consultation, etc. **Thirdly**, intervention addressing needs 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, and comply with ethical principles and procedures adaptable to indigenous culture as well as relevant to different psycho-educational perspectives.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. Be aware of and familiarize with contemporary trends psycho-educational consultation, including Systems / Systemic / Interactive and Ecological Approaches, Family Therapy, Reality Therapy, Feminist Therapy, and Post-modern Therapy with children and adolescents and associated stakeholders; b. Acquire knowledge and skills of specific intervention techniques and procedures, that can address special needs of children and associated stakeholders within their contexts, including career and vocational counseling, sexuality counseling for students, group therapy, Solution-focused Approach/ Brief Therapy in the practice of consultation, hypnotic techniques with school-age clientele, constructivist and/or ecological approach to the work of educational psychologists, etc; c. Understand and develop an appropriate level of knowledge and skills of Expressive Therapies applicable in psycho-educational settings and Chinese cultures, such as Arts Therapy, Psychodrama, Narrative Therapy, Play Therapy, Music Therapy, Dancing Therapy, Painting Therapy, Poetry Therapy, Portray Therapy, etc.; d. Examine critically the uses and limitations of various approaches to formulation and implementation of psycho-educational intervention plans / programmes; and e. Demonstrate adequate skills to effectively perform the complexities of professional roles of educational psychologists in practice.

Subject Synopsis/ Indicative Syllabus	The subject extends the syllabus of APSS 5014 Psycho-educational Intervention I and covers contemporary trends of psycho-educational consultation as well as specific approaches of counseling/psychotherapy theories and skills working with children and adolescents, as follows:
	
	1. Post-modern Psychotherapy and Contemporary Approaches of Counseling
	    1.1 Family Therapy
	    1.2 Systems / Systemic / Interactive Approaches
	    1.3 Reality Therapy
	    1.4 Post-modern Therapy
	
	2. Specific Aspects of Counseling / Psychotherapy Techniques with Children and Adolescents
	    2.1 Career and Vocational Counseling
	    2.2 Solution-focused Approach/ Brief Therapy in the Practice of Consultation
	    2.3 Hypnosis and Hypnotic Techniques with Children and Adolescents

	2.4 Sexuality Counselling for Students
	2.5 Constructivist Approach in the Practice of Educational Psychologists
	2.6 Ecological Approach to the Work of Professional Educational Psychologists
	2.7 Group Therapy with School-aged Clientele
	2.8 Crises Management and Counselling Skills for Critical Incidents

- Self-injury behaviours; suicidal risks;
- Bullying behaviours/ school violence and victims;
- Delinquency; substance/ drug / alcohol abuse;
- Symptoms of and Treatment for Post-Traumatic Stress Disorder (PTSD)
- Chid Abuse and Neglect; & associated domestic violence

3. An Overview of Expressive Therapies in Psycho-educational Settings and Chinese Cultures such as
   3.1 Arts Therapy
   3.2 Psychodrama
   3.3 Narrative Therapy
   3.4 Play Therapy : Hako Niwa/ Sand-Play Therapy & Non-directive Play
   3.5 Music Therapy
   3.6 Dancing Therapy
   3.7 Painting Therapy
   3.8 EMDR for children and young adolescents

4. Roles of Professional Educational Psychologists in Intervention
   4.1 Ethical Issues and Professional Codes of Practice of Educational Psychologists;
   4.2 Professional Values, Ethical Principles & Specific Guidelines for Intervention;
   4.3 Issues of Professional Accountability and Employability.

| **Teaching/Learning Methodology** | The teaching/ learning approach of the subjects on Psycho-education Intervention I & II 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 students (Educational Psychologists-in-Training, 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 featured 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, careers and other professionals within the psycho-educational consultation framework. During class meetings, the EPiTs are expected to be active learners, developing team-building, and joint problem-solving skills through co-operative learning. They are provided with de-identified case examples for illustration of teaching points, and also are required to spend some time discussing the required and supplementary readings as recommended. When discussing specific and |

advanced psycho-educational intervention models/ theories, the subject lecturer / experienced educational psychologists will bring taped and vivid practice cases to class for discussion, analyses, and interpretations. The EPiTs should invest time mastering knowledge and practice skills of all the required psycho-educational intervention. Through practice, they should be able to become skilled observers of children and adolescents during intervention, such as behaviour changes, self-talk, problem-solving strategies employed, etc. They should also make recommendations based on their clinical experiences. They are also given opportunities to examine rationale for using problem-based learning, reflect their roles and functions as professional educational psychologists in local cultural context. Seminar discussions are focused on indigenous adaptation of imported psycho-educational approaches of intervention, in accord with professional conduct and codes for psychological 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
	1. Class Attendance and Participation	10%	✓	✓	✓	✓	
	2. Seminar Presentation of Practice Case(s) and Written Report	60%	✓	✓	✓	✓	✓
	3. Quiz (*unseen or open-book*)	30%	✓	✓	✓	✓	
	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*. Students are strongly encouraged to complete all the assigned readings prior to classroom meetings.

3. *Recruiting participants for practice cases*. Students (EPiTs) should recruit participants to serve as __at least ONE practice case__ for psycho-educational intervention. They are also required to complete the "Consent Form for Practice of Intervention" form for each practice participant. For videotaped intervention, the EPiTs are required to use the "Consent Form for Practice

and Videotaping".

4. ***Case illustration during seminar presentation and psychological report writing***. Case illustration for seminar presentation is required for all students to demonstrate their level of psychological knowledge and skills learned from this subject. The presentation should include application of at least one specific intervention approach and skills. Each EPiT is required to demonstrate professional skills using self-selected approach(es) 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___ in-depth report on one case study, based on intervention knowledge and skills they learnt. 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 ___*five*___ components:

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

   Due to the practice nature of the reports, sections **(c), (d) & (e)** are the focus. However the EPiTs are also required to practise writing a section on plan of intervention and treatment impressions, and make a few general recommendations based on the behavioural observation and/or assessment data. 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.

5. ***Peer observation and co-operative learning.*** In addition to the assigned cases, students (EPiTs) are encouraged to work in pairs and make peer observations on other cases 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 all EPiTs are required to complete peer evaluation forms, the results are mainly for self-regulated learning, and therefore are non-credit-bearing.

6. ***Quiz.*** A quiz (unseen or open-book format) is arranged to assess theoretical and applied aspects of this subject syllabus.

Student Study Effort Required	Class contact:	
	▪ Lecture	27 Hrs.
	▪ Seminar Presentations and Reports	12 Hrs.
	Other student study effort:	
	▪ Report writing	20 Hrs.
	▪ Preparation of seminar presentation	30 Hrs.
	▪ Self-directed study	40 Hrs.
	Total student study effort	129 Hrs.
Reading List and References	**Recommended Textbooks and Journal Articles**	

Barker, P. (2007). *Basic family therapy*. Oxford, UK ; Ames, Iowa: Blackwell Pub. [HKPolyU Call no. RC488.5 .B336 2007]

Berman, A.L., & Jobes, D.A. (2005). *Adolescent suicide: Assessment and intervention.* (2nd ed.). Washington, DC: American Psychological Association.

Boss, P.G., Doherty, W.J., LaRossa, R., Schumm, W.R., & Steinmetz S.K. (Eds.). (1993). *Sourcebook of family theories and methods: A contextual approach.*   New York: Plenum.

Corey, G (2009). *Theory and practice of counselling and psychotherapy* (8th ed.). Belmont, Calif. : Thomson Brooks/Cole.

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

Brown, D., & Trusty, J.G. (2005). *Designing and leading comprehensive school counseling programs: Promoting student competence and meeting student needs.* Singapore: Wadsworth Cengage Learning.

Dumont, F., & Smith, D. (1996). Projectives and their infirm research base. *Professional Psychology: Research and Practice*, *27*, 420.

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

Ellis, T. E. (2006). *Cognition and suicide: Theory, research and therapy.* Washington, DC: American Psychological Association. ISBN: 1-59147-357-8, ISBN 13: 978-1-59147-357-2.

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

Frederickson, N., Miller, A., & Cline, T. (Eds.) (2008). *Educational psychology: Topics for applied psychology.* London: Hodder Arnold.

Garb, H. N., Wood, J. M., & Nezworski, T. M. (2000). Projective techniques and the detection of child sexual abuse. *Child Maltreatment: Journal of the American Professional Society on the Abuse of Children*, *5*, 161–168.

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Greenberg, L.S., & Watson, J.C. (2005). *Emotion-focused therapy for depression.* Washington, DC: American Psychological Association.

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Heilman S.C. (Ed.). (2005). *Death, bereavement, and mourning.* New Brunswick, NJ: Transaction Pubs.

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Johnson, D. W., & Johnson, F.P. (1987). *Joining together: Group theory and group skill*. Prentice-Hall.

Joiner, T. E., Schmidt, K. L., & Barnett, J. (1996). Size, detail, and line heaviness in children's drawings as correlates of emotional distress: (More) negative evidence. *Journal of Personality Assessment*, *67*, 127–141.

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.

Lilienfeld, S. O., Wood, J. M., & Garb, H. N. (2000). The scientific status of projective techniques. *Psychological Science in the Public Interest*, *1*, 27–66.

MacMillan, H. L. (2000). Child maltreatment: What we know in the year. *Canadian Journal of Psychiatry*, *45*, 702–709.

Madanes, C. (1988). *Behind the one-way mirror.* San Francisco: Jossey-Bass.

McWhirter, J. J., McWhirter, B.T., McWhirter, E.H., & McWhirter, R.J. (2007). *At-risk youth: A comprehensive response.* Singapore: Wadsworth Cengage Learning. (with on-line ABC video clips).

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

Smith, P. K., & Brain, P. (2000). Bullying in schools: Lessons from two decades of research. *Aggressive Behavior, 26,* 1-9.

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Burgess, E. J. (1988). Sexually abused children and their drawings. *Archives of Psychiatric Nursing*, *2*, 65–73.

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parents, and those in the caring professions. [PolyU Call no. BF576 .S52 2001]

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West, M. M. (1998). Meta-analysis of studies assessing the efficacy of projective techniques in discriminating child sexual abuse. *Child Abuse & Neglect*, *22*, 1151–1166.

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中國表達性心理治療國際學術研討會論文集及撮要 (2007-現在)
(Translation: *International Conferences on Expressive Psychotherapy in Mainland China*: Proceedings and Selected Papers presented by scholars, psychotherapists and counselling practitioners in Chinese mainland and worldwide, 2007-current) .

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. *Art Therapy*

3. *British Journal of Educational Psychology*
4. *Canadian Journal of Behavioural Science*
5. *Canadian Journal of Education*
6. *Child Development*
7. *Educational Psychology in Practice,* published by Association of Educational Psychologists, Durham, England, U.K.
8. *European Journal of Psychology of Education*
9. *International Journal of Behavioral Development*
10. *Journal of Asian Counselling Psychology*
11. *Journal of Clinical Child Psychology*
12. *Journal of Clinical Psychology*
13. *Journal of Counselling Psychology*
14. *Journal of Educational and Child Psychology, and DCEP Newsletter,* published by Division of Educational and Child Psychology, British Psychological Society
15. *Journal of Family Therapy*
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 Arts in Psychotherapy*
23. *The Psychologist, a monthly magazine published by British Psychological Society*

Recommended Audio-visual Materials

1. *At-risk youth: A comprehensive response.* Singapore: Wadsworth Cengage Learning. (with on-line ABC video clips)

2. *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]

3. *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.

4. *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]

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

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

7. *Family therapy with patients having physical health problems.* (1996). Washington, DC: American Psychological Association, videodisc (45 min.) : sd., col. ; 4 3/4 in [HKPolyU Call no. RC480 .A622 v.8 DVD]

8. *Integrative hypnotherapy for an impulse problem: An Ericksonian approach.* (1996). Washington, DC: American Psychological Association, videodisc (76 min.): sd., col. ; 4 3/4 in [HKPolyU Call no. RC480 .A622 v.12 DVD]

9. *Interpersonal reconstructive therapy for passive-aggressive personality disorder.* (1999). Washington, DC: American Psychological Association, videodisc (50 min.) : sd., col. ; 4 3/4 in [HKPolyU Call no. RC480 .A622 v.2 DVD]

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

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

12. *Play therapy with a young child.* (1997). Washington, DC : American Psychological Association, videodisc (50 min.) : sd., col. ; 4 3/4 in. [HKPolyU Call no. RC480 .A622 v.1 DVD]

13. *Psychotherapy of children with conduct disorders using games and stories.* (1996). Washington, DC: American Psychological Association, videodisc (41 min.): sd., col. ; 4 3/4 in. [HKPolyU Call no. Call no. RC480 .A622 v.4 DVD]

14. *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]