Subject Description Form

Subject Code	APSS 5026*
Subject Title	Integrative Seminars on Professional Ethics and Issues in Educational Psychology
Credit Value	3
Level	5
Pre-requisite / Co-requisite/ Exclusion	* This subject is restricted to Educational Psychologists-in-Training of the MECP programme. Successful completion of two subjects, as follows: APSS 5010 Psychoeducational Assessment I <u>AND</u> APSS 5013 Professional Training Skills Workshop I
Minimum Pass Grade	**D**

Assessment Methods	100% Continuous Assessment	Individual Assessment	Group Assessment
	1. Class Attendance and Participation	10 %	--
	2. Case Studies, Discussions and Presentation	--	50%
	3. One Semester-end Test	40 %	--
	0% Examination	--	--

The followings apply to the overall grade:
- 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 all components (D or above) if he/she is to pass the subject.

Objectives

This compulsory subject aims to prepare students (Educational Psychologists-in-Training, EPiTs) for making well-informed choices in resolving professional problems and ethical dilemmas wherever applicable. **Firstly,** it guides EPiTs to examine professional ethics and legal issues related to the practice of educational/school psychologists as well as the delivery of psychoeducational services in the Hong Kong Special Administrative Region and worldwide. **Secondly,** the subject also serves as a platform for generating discussions on broad and diversified topics relevant to the local context, including organizational considerations on ethical and legal guidelines pertinent to appropriate assessment procedures of attitudes, traits, and skills necessary for ethical practice, and

	forming professional helping relationships.
Intended Learning Outcomes	Upon completion of the subject, students (Educational Psychologists-in-Training, EPiTs) will be able to:

a. Comprehend the ethical principles and standards in the profession of educational / school psychology in local and global contexts;

b. Apply knowledge of ethical guidelines that guide use of psychological assessment instruments and assessment procedures;

c. Apply knowledge of ethical guidelines that guide use of psychological intervention/ psychoeducational consultation;

d. Comprehend the legal standards that impact the practice of educational/ school psychology in local and global contexts;

e. Integrate knowledge of the impact of cultural and linguistic diversity into psychoeducational assessment and intervention;

f. Evaluate the professional standards, ethical and legal issues in the field of educational/school psychology in local and regional cultural contexts;

g. Synthesize the best practice (e.g., a problem-solving approach) to resolve ethical dilemmas and legal issues in the field;

h. Analyze the current development and trends in the field of educational/school psychology in local and global contexts; and

i. Evaluate local educational psychological services, its links with and its role in the community and make suggestions for developments. |
| **Subject Synopsis/ Indicative Syllabus** | The subject prepares students (Educational Psychologists-in-Training, EPiTs) to acquire knowledge about ethical principles, professional standards, organizational, and legal issues involved in the practice of educational/ school psychology, and learn to use best practice (e.g., a problem-solving approach) to resolve ethical and legal issues in Hong Kong Special Administrative Region and worldwide, as follows:

1. An Overview of History, Foundations, and Models of Educational Psychology Services in Hong Kong

2. Issues and Demands Facing Educational / School Psychologists in Professional Practice
  2.1 The nature and quality of various systems of assessment, diagnosis, treatment and reporting to other professionals;
  2.2 Ethical principles and legal responsibility:
  2.3 Ethical Principles: Respect, Competence, Responsibility, and Integrity;
  2.4 Taking and making referrals;
  2.5 The necessity, nature, and procedures for upgrading and maintenance of professional expertise; Professional competence; and |

	2.6 The professional educational / school psychologist's responsibilities to clients, families, institutions, society and self.
	3. Ways that Professional Educational Psychologists Can Work in Multidisciplinary Settings: The nature of various employment situations and their specific requirements;

	4. Complying with Code of Professional Conduct
	     4.1 Common aspects of professionalism and courtesy;
	     4.2 The By-Laws and Revised Code of Professional Conduct of The Hong Kong Psychological Society:
	         4.2.1 Relationship with clients and confidentiality;
	         4.2.2 Professional relationships;
	         4.2.3 Employment in organizations;
	         4.2.4 Teaching, training, supervision and consultations;
	         4.2.5 Research in psychology;
	         4.2.6 Assessment and therapy;
	         4.2.7 Writing and publishing; and
	         4.2.8 Public statements.

	5. Ethical and Legal Constraints of Psychological Practice in Local and Global Contexts
	6. The Impact of Cultural and Linguistic Diversity on Psychoeducational Assessment and Intervention/ Consultation
Teaching/ Learning Methodology	Students (Educational Psychologists-in-Training, EPiTs) are encouraged to generate discussions of associated ethical principles and legal issues in the professional practice. They are encouraged to engage in stimulating dialogues and analyses of contemporary issues related to educational psychology practice. ***Invited lectures are delivered by subject teachers, legal experts, and experienced field practitioners. Interactive discussions*** are encouraged to cover broad and diversified topics relevant to local and global contexts, including ethical and legal guidelines pertinent to the delivery of educational/school psychological services; appropriate assessment procedures of attitudes, traits, and skills necessary for ethical practice; implementing psychoeducational intervention, and forming professional and helping relationships in supervised practicum and/or any applied work. ***In lectures***, EPiTs are stimulated to discuss interactively about the ethical standards, code of professional conduct, legal issues relevant to the practice of educational /school psychology, trends and contemporary topics in the field of educational/ school psychology locally and globally. The teaching/ learning approach is based on ***experiential learning,*** which demands more of case illustrations and reflective thinking, including EPiT's own experience in facing / resolving challenges of ethical dilemma, observations and critical analyses of some ethical and legal issues through case studies, interactive group discussions, oral presentation, and written assignments. Participatory learning is emphasized, and EPiTs are encouraged to develop an open-minded attitude and build up confidence in their intellectual discussions.

	Ideas and concepts of the ethical and legal issues relevant to different clientele (students with diverse learning abilities and different stakeholders) are examined through *in-depth case discussions and written assignments*. Moreover, a *problem-solving model* is promoted, which maximizes the collaboration and involvement of students, teachers, parents, and other helping professionals in resolving some ethical and legal issues. The EPiTs are given opportunities to examine and to reflect their roles and functions as professional educational/school psychologists in the local contexts. The *web-assisted handouts and exercises* are designed for self-revision to maximize effects of experiential learning.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed								
		a	b	c	d	e	f	g	h	i
1. Class Attendance and Participation	20%	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Case Discussions, Presentation, and Written Assignments	40%	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. One Semester-end Test	40%	✓	✓	✓	✓	✓	✓	✓	✓	✓
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. *Individual and Small Group Case Discussions, Presentation and Written Assignments.* Students are encouraged to analyse the given problem-based cases critically on their own. Teamwork is also encouraged such as forming groups of three to five EPiTs, and they will select a case for discussion and presentation. All case studies are problem-based and scenario-specific, and the EPiTs should focus on resolving ethical dilemma and investigating legal issues relevant to the professional practice.

3. ***ONE*** *semester-end test.* Each EPiT is required to complete one written test, which should cover the contents of lectures and themes of case studies. The EPiTs are required to conduct an appraisal of the contributions and limitations of code of professional conduct/ ethics, and critically examine some legal

issues relevant to professional practice in the local and global contexts.

Each student is assessed and graded according to: **(i)** the appropriate comprehension and application of the acquired knowledge and skills in the professional practice of educational/school psychologists in the local context; **(ii)** the comprehensiveness and precision of their knowledge and problem-solving strategies involved; and **(iii)** clarity in presentations, reflective thinking, and creative originality in both oral presentations and written products. Sample case studies, code of ethics and relevant legal documents are disseminated in class.

Student Study Effort Required	Class contact:	
	▪ Lecture	27 Hrs.
	▪ Individual and Group Discussions on Problem-based Cases	12 Hrs.
	Other student study effort:	
	▪ Preparation for Case Studies and Presentation	40 Hrs.
	▪ Preparation for One Semester-end Test	40 Hrs.
	Total student study effort	119 Hrs.
Reading List and References	**<u>Essential</u>** Hong Kong Psychological Society (2012). C*ode of professional conduct*. Hong Kong: Author. Retrieved from http://www.hkps.org.hk/padmin/upload/wpage11_1download2_2012%20Code%20of%20Professional%20Conduct%20HKPS.pdf Hong Kong Psychological Society (2013). *Revised code of professional conduct*, and *Memorandum and Articles of the Association*. Hong Kong: Author. Retrieved from http://www.hkps.org.hk Jacob, S., & Hartshorne, T. S. (2007). *Ethics and law for school psychologists.* (5th ed.). Hoboken, NJ: John Wiley & Sons. Knapp, S. J., & VandeCreek, L. D. (2006). *Practical ethics for psychologists: A positive approach.* Washington, DC: American Psychological Association. Leach, M.M., & Oakland, T. (2007). Ethics standards impacting test development and use: A review of 31 ethics codes impacting practices in 35 countries. *International Journal of Testing, 7,* 71-88. Lindsay, G., Koene, C., Øvreeide, H., & Lang, F. (2008). *Ethics for European psychologists.* Cambridge, MA: Hogrefe & Huber Publishers.

Thomas, A., & Grimes, J. (Eds.), *Best practices in school psychology V*. Bethesda, MD: National Association of School Psychologists. (Section IX. Professional, legal, ethical, and social responsibility)

Supplementary

American Educational Research Association (**AERA**) (2000/most updated). *Position statement on high-stakes testing in Pre-K–12 education.* Adopted July 2000.

American Educational Research Association (**AERA**), American Psychological Association (**APA**), and the National Council on Measurement in Education (**NCME**). (1999/most updated). *Standards for educational and psychological testing. American Psychological Association.*

American Psychological Association (2002/most updated). Ethical principles of psychologists and code of conduct. *American Psychologist, 57*, 1060-1073.

APA Committee on Psychological Tests and Assessment (CPTA) (1994/most updated). *Statement on the use of secure psychological tests in the education of graduate and undergraduate psychology students.* [http://www.apa.org/science/securetests.html].

APA Test Taker Rights and Responsibilities Working Group of the Joint Committee on Testing Practices (1998/most updated). *The rights and responsibilities of test takers: Guidelines and expectations.* [http://www.apa.org/science/ttrr.html].

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Bartram, D., & Hambleton, R. (Eds.) (2006). *Computer-based testing and the internet: Issues and advances*. New York: John Wiley.

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British Psychological Society Psychological Testing Centre (2002/most updated). *Guidelines for the development and use of computer-based assessments*. Leicester: British Psychological Society.

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Dugdale, A.M., & Stanton, K.M. (1989/updated edition). *Professional negligence.* London: Butterworths.

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Fan, X., & Thompson, B. (2001). Confidence intervals about score reliability coefficients, please: An EPM guidelines editorial. *Educational and Psychological Measurement, 61*, 517-531.

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Gregoire, J., & Oakland, T. (2008). *On the need to secure psychological test materials.* Retrieved from http://intestcom.org/archive/ebay.php

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Leach, M. M., & Oakland, T. (2007). Ethics standards impacting test development and use: A review of 31 ethics codes impacting practices in 35 countries. *International Journal of Testing, 7*, 71-88.

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Lindsay, G., Koene, C., Øvreeide, H., & Lang, F. (2010). *Ethics for European psychologists.* Cambridge, MA: Hogrefe & Huber Publishers.

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Lunt, I., & Evans, J. (1994). *Allocating resources for special education provision.* Stafford: NASEN.

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Useful Websites

Professional Codes of Ethics and Standards

AERA, APA, & NCME (current). *Standards for educational and psychological testing*. Washington, DC: AERA.

American Counseling Association (current). *Code of ethics and standards of practice*. Alexandria, VA: Author.

American Psychological Association (current). *Ethical principles of psychologists and code of conduct*. Washington, DC: Author. Retrieved from http://www.apa.org/ethics/code2002.pdf

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

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

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Scottish Executive (2002). *Review of educational psychology services in Scotland (Currie Report).* Edinburgh: Scottish Executive. Retrieved April 14, 2008 from the Scottish Government website: http://www.scotland.gov.uk/Publications/2002/02/10701/File-1

Legal Aspects in Hong Kong Special Administrative Region, CHINA

Bilingual Laws Information System (BLIS)
BLIS is an electronic database of the legislation of Hong Kong S.A.R. It is established and updated by the Department of Justice of HKSAR Government.
Website: http://www.legislation.gov.hk/eng/index.htm
雙語法例資料系統提供在 1997 年 6 月 30 日或之後具有效力的條例及附屬法例的中、英文文本 (包括現行版本及追溯至 1997 年 6 月 30 日為止的過去版本)

Child Care Services Ordinance (Cap. 243) 幼兒服務條例第243章. Retrieved from http://www.legislation.gov.hk/blis_pdf.nsf/6799165D2FEE3FA94825755E0 033E532/6551C21179D2616D482575EE0051DA00?OpenDocument&bt=0

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民事責任 (分擔) 條例 (第377章). Retrieved from

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Education Ordinance (Cap. 279) 教育條例 (第279章)
　　　Retrieved from
　　　http://www.legislation.gov.hk/blis_pdf.nsf/6799165D2FEE3FA94825755E0
　　　033E532/8338564FED45F302482575EE0055FBF6?OpenDocument&bt=0

Hong Kong Equal Opportunities Commission (EOC)
　　　(http://www.eoc.org.hk/eoc/GraphicsFolder/default.aspx)
　　　　• Disability Discrimination website:
　　　　　http://www.hklii.org.hk/hk/legis/ch/ord/480/s40.html
　　　　• Sexual Harassment website:
　　　　　http://www.hklii.org.hk/hk/legis/ch/ord/487/s38.html

Personal Data (Privacy) Ordinance (Cap. 486) 個人資料(私隱)條例 (第486章)
　　　Retrieved from
　　　http://www.pcpd.org.hk/english/review_ordinance/reviewordinance.html

<u>Recommended Journals</u>

Selected papers, journals and special series relevant to Positive Child
　　　Development and Positive Parenting are, as follows:

American Psychologist

British Journal of Educational Psychology

Contemporary Educational Psychology

Educational and Child Psychology

Educational Psychologist

Educational Psychology in Practice, published by The Association of Educational
　　　Psychologists, Durham, England, U.K.

Journal of Applied School Psychology

Journal of Counseling Psychology

Journal of Educational and Child Psychology, and DCEP Newsletter,
　　　published by Division of Educational and Child Psychology,
　　　British Psychological Society.

Journal of Educational Psychology

Journal of Psychology in Chinese Societies

Psycho-educational Assessment

Psychological Review

Psychological Science

The Psychologist, a monthly magazine published by British Psychological Society

School Psychology International

School Psychology Quarterly

	School Psychology Review
	台灣(中國)測驗學會期刊 *Periodicals of Taiwan Psychological Tests (in Complicated Chinese)*