Subject Description Form

Subject Code	APSS 5040
Subject Title	Foundational Competencies
Credit Value	6
Level	5
Pre-requisite/ Co-requisite/ Exclusion	Nil

Assessment Methods

100% Continuous Assessment	Individual Assessment	Group Assessment
1. Skills assessment	15% (skills lab) 15% (quiz)	--
2. Practicum/Integrative Project performance	30% (practicum/Integrative Project supervisor) 5% (supervision attendance and seminar participation)	--
3. Portfolio/Integrative Project Report	20%	--
4. Seminar Presentation	15%	

Objectives

Psychological practice in different settings requires professional competencies that address the needs and benefits of the individuals and organizations being served, as well as the community as a whole. A model of Fitness-to-Practice is adopted to prepare students in the profession of psychology. It relies on effective training and supervision to ensure that student performance is competence-based.

The subject Foundational Competencies intends to:

1. Provide a sound foundation of the core competencies that are crucial in the psychological profession.
2. Provide supervision in competence assessment processes to ensure that students have attained the necessary knowledge, skills and attitudes.
3. Help students to develop positive habits, as well as practical wisdom through the use of hands-on practice opportunities in chosen settings.

Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. Demonstrate knowledge and competence in most content areas, quality standards, and good practices in the fields of psychological services in education, health care, and community settings b. Follow and advocate the code of ethics and core values in the psychological profession c. Address needs and benefits of individuals, organizations being served, and community at large d. Adopt reflective practices to handle feelings and behaviours of others e. Apply appropriate strategies, procedures and foundational competencies in basic psychological interventions. f. Evaluate and reflect on strengths and weaknesses in relation to own attitudes and practices.
Subject Synopsis/ Indicative Syllabus	1. Interviewing and motivational interviewing The formats and practical skills required in conducting an interview as an informational, research and clinical tool are reviewed. 2. Individual and group counseling techniques Micro-counseling techniques such as attending skills, paraphrasing, questioning, summarization, etc. are explored. Experiential in nature, such as in mock counseling interviews, with students practicing and evaluating counseling styles and abilities. 3. Ethical code of practice Seminar(s) to introduce students to ethical standards in professional practice and to ethical guidelines protecting research participants. 4. Assessment of cognitive development Students will examine the theoretical background, rationale and validity of major tests of intellectual ability in use today. Emphasis is given to the professional and ethical responsibilities associated with the assessment process. 5. Use of Tests Hands-on experience with assessment techniques may include ability tests, personality and attitude assessments. There is no clinical experience. It could be a supervised experience during a career counseling session. 6. Case study in educational settings Understanding the nature and general features of ADHD /Asperger's Syndrome. Viewing it as impaired executive functions, students will examine ways to enhance accommodations that help children with ADHD and their learning in mainstream school settings. 7. Case study in health care settings Surveying empirical data and theoretical formulations relating to the psychosocial features of aging. Students will examine the interactional effects of individual, familial, social and cultural variables of successful adaptation of the aged population. Preliminary attempts to designing, conducting and evaluating programs for them will be taken. 8. Case study in community and social service settings Development of broader perspectives on individual and community functioning and well-being. Students will explore the interdependence of individuals and their communities with focus on programs and effort made on the prevention of inter-generational poverty.

Teaching/ Learning Methodology	<u>Interactive Lectures</u> Interactive lectures will allow teachers to deliver key concepts, theories and models relevant to the development of professional knowledge and skills for applied psychologists. They are interactive because students are not only required to listen and observe but also to discuss and engage in hands on activities that will lead to some level of integration of the content presented related to core competencies of applied psychology. Learning sessions such as video presentations, mock interviews and group discussions will be conducted. <u>Seminar / Tutorial</u> Seminars and/or tutorials will be arranged. They will render opportunities for students to deliberate and exchange information on contemporary issues related to core competencies and procedures in applied psychological investigations in smaller groups. Senior practitioners will be invited to share experiences of working in different settings to enhance students' understanding of how the ethical standards, knowledge and skills may be used to function effectively as professional practitioners. <u>Practice based attachment/Completion of an integrative project</u> Students will choose amongst several ongoing research projects and will be given the opportunity to learn, apply and evaluate core competencies in real settings with trained professional psychologists. Tasks and roles may vary based on the particular needs and nature of the chosen project and will ensure that students have diversified practical experiences. Students who demonstrate a strong academic background (with an entrance GPA at 3.2 or above, a B+ or above grade in the undergraduate Research Method subject, and a solid proposal) can choose to complete an integrative project under supervision of a faculty. The students will apply knowledge and skills of assessment and evaluation in their projects.
Assessment Methods in Alignment with Intended Learning Outcomes	1. Role-play performance Students will be evaluated in group role play settings on performance-based skills. Standardized tools such as checklists and scales will be selected or developed as much as possible to enhance uniformity. This will allow to assess generic competencies that each students should acquire regardless of the chosen area of application. 2. Practice based evaluation Students will be evaluated by their respective supervisors in a broad range of areas including, ability to collaborate in teams, planning and time management, managing work stress, ability to reflect on work practice, presentation skills, consultation skills, research skills, report writing skills, etc… 3. Portfolio/Integrative Project Report The portfolio is a collection of evidence chosen by students to reflect on their own learning and development earned during the course of study. It demonstrates students' knowledge, skills, attitudes and achievements. The

process of preparing portfolios will assist students to maintain and improve their practice by identifying strengths and areas that may need to be further developed.

The report is a summary of the integrative project. It will consist of four parts: introduction, methods, results, and discussion. It demonstrates a student's conceptualization of the project, the process of data collection and analyses, and how the student interprets the findings. The report will assist the student to reflect on his/her project for further developing a larger scale study and prepare the student to pursue further professional study.

4. Seminar presentation
    Students will present in a group setting their respective experiences in the practicum environments towards the end of the year. This will provide an opportunity for them to step back and assess their progress over the course of their studies.

The assessments have three main objectives: to optimize the capacities of the students by motivating and directing them for future learning, to identify 'unfitness to practice', and to provide a basis for selecting students for more advanced studies.

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	f
1. Performance-based skills assessment	15%(skills lab) 15% (quiz)		✓		✓	✓	✓
2. Practicum/Integrative Project performance	30% (practicum/Integrative Project supervisor) 5% (supervision attendance and seminar participation)	✓	✓	✓	✓	✓	
3. Portfolio/Integrative Project Report	20%	✓	✓		✓		✓
4. Seminar Presentation	15%	✓	✓		✓		✓
Total	100 %						

- The grade is calculated according to the percentage assigned;
- The completion and submission of all component assignments are required for passing the subject; and

	• Students must receive an overall pass grade when all components are combined in order to pass the subject.	
Student Study Effort Required	Class contact:	
	▪ Interactive Lectures	30 Hrs.
	▪ Group Supervision	15 Hrs.
	▪ Counselling Skills, Practice and Evaluation	15 Hrs.
	▪ Individual Supervision	3 Hrs.
	▪ Seminar Presentation	15 Hrs.
	Other student study effort:	
	▪ Practice based attachment	60 Hrs.
	▪ Pre-reading for seminar, quiz, practicum and workshop	20 Hrs.
	▪ Preparation and familiarization with practical procedures prior to supervised practices; preparation for individual portfolio	45 Hrs.
	▪ Preparation and delivery of end of year presentation	40 Hrs.
	Total student study effort	228 Hrs.
Reading List and References	**Related readings** Bagnato S. J. and Simeonsson, R. J. (Eds). (2009). *Authentic Assessment for Early Childhood Intervention: Best Practices.* NY: The Guilford Press. Davey, G. (Ed). (2011). *Applied Psychology*. UK: Wiley-Blackwell Cormier, S., & Hackney, H. (2012). *Counseling strategies and interventions.* 8th Edition. Boston : Pearson. Ivey, A. E., Ivey, M.B. & Zalaquett, C.P. (2012). *Essentials of intentional interviewing and counseling in a multicultural world.* Belmont, Calif.: Thomson Higher Education. Kaufman, A.S. (2009). *IQ Testing 101. New York*: Springer Publishing Kenkel, M.B. & Peterson, R. L. (Eds.) (2010). Competency based education for professional psychology. Washington, DC: American Psychological Association	

Leach, M.M. & Stevens, M.J. (Eds.). (forthcoming) *International Handbook of Psychological Ethics*. London: Oxford University Press

Miller, W.R., & Rollnick, S. (2002). Motivational Interviewing: Preparing people for change. NY: The Guilford Press.

Murphy, B.C. & Dillon, C. (2008). *Interviewing in action in a multicultural world. 3rd Edition*. Belmont, Calif. : Thomson/Brooks/Cole

Neukrug, E.S., Schwitzer, A.M. (2006). Skills and Tools for Today's Counselors and Psychotherapists: From Natural Helping to Professional Counselling. 1st Edition. BelFrit, Calif: Thomson Higher Education.

Nilsen, B.A. (2008). *Observation and Assessment. 4th Edition*. Wadsworth

Rathvon, N. (2008). *Effective School Interventions, Second Edition. Evidence-Based Strategies for Improving Student Outcomes*. NY: The Guilford Press

Sperry, L. (2010). *Core Competencies in Counseling and Psychotherapy: Becoming a Highly Competent and Effective Therapist*. UK:Routledge

Wilbanks, D.J. (2009). *Applied Psychology in Health Care*. Cengage Learning