

## Subject Description Form

<b>Subject Code</b>	APSS5027														
<b>Subject Title</b>	Practicum II														
<b>Credit Value</b>	2														
<b>Level</b>	5														
<b>Pre-requisite / Co-requisite/ Exclusion</b>	APSS 5018 Practicum I														
<b>Minimum Pass Grade</b>	D														
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>Field work evaluation including three written analyses</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Personal development statement</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Self-evaluation report</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	Field work evaluation including three written analyses	60%	0%	Personal development statement	15%	0%	Self-evaluation report	25%	0%
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<b>Objectives</b>	<p>Supervised practicum is an essential integral part of the Master of Educational and Child Psychology program (MECP), which provides practice opportunities for students, who are also known as “Educational Psychologists-in-Training (EPiTs)”, to apply and integrate theories learnt from the coursework into professional practice, whenever appropriate. All EPiTs are required to complete supervised practicum of not less than 1,200 hours in three different practicum settings, of which at least 600 hours must be in school contexts. The <b>SECOND</b> practicum aims at providing the Educational Psychologists-in-Training with:</p> <ol style="list-style-type: none"> <li>1. Exposures to a broad spectrum of work of an educational psychologist working in a particular setting;</li> <li>2. Essential hands-on experiences at different professional levels (such as individual casework, group work, consultations to parents and teachers, in-service training for teachers, etc.) in the development of the necessary practical knowledge and skills;</li> <li>3. Adequate knowledge of general and specific types of provisions and systems accessible to students in mainstream schools/ special schools, and referral procedures and opportunities for collaborative work with other professionals.</li> </ol>														
<b>Intended Learning Outcomes</b>	<p>The overall aim of this subject, as the <b>SECOND</b> supervised practicum, is to prepare Educational Psychologists-in-Training (EPiTs) for future professional practice by encouraging their integration of a broad range of theories and professional skills commonly used in local cultures, and considering how these can be utilized within a real-life multi-professional context. During and upon successful completion of the</p>														

	<p>second practicum, the EPiTs should benefit from the following learning outcomes through individual consultation/ group supervision, written products, informed discussions and work assigned during the practicum, and be able to:</p> <ol style="list-style-type: none"> <li>1. Extend professional awareness and knowledge of different school settings, with particular reference to school organization and structure, roles, policy and practice;</li> <li>2. Gain more direct practice experience in the application of models and methods of practice in educational and child psychology, including the practice of consultation and the development of skills in methods of specific assessment and intervention, with particular reference to the use of framework for problem solving;</li> <li>3. Link practice with various theoretical perspectives and polish practical skills taught in the middle part of the MECP program; and</li> <li>4. Develop confidence in the professional role as an educational psychologist and the abilities to work in differing contexts and with a wider range of students.</li> </ol>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<p>According to the professional standards of Division of Educational Psychology (DEP) of The Hong Kong Psychological Society (HKPsySoc), the supervised practicum should enable students (Educational Psychologist-in-Training, EPiT) to become reflective practitioners with strong systems perspectives and problem-solving abilities. The practicums should provide adequate hands-on experience in relation to individual work, group work, and systems work, encompassing a wide range of student/school needs. This should include experiences of working with students, parents, teachers, and improving the school system, during which the following skills/qualities are developed up to the required professional standards (DEP, HKPsySoc, 2008):</p> <ol style="list-style-type: none"> <li>1. Personal qualities and conduct in professional practice</li> <li>2. Assessment skills</li> <li>3. Interview skills</li> <li>4. Intervention skills</li> <li>5. Consultation and collaboration skills</li> <li>6. Report writing and record keeping</li> <li>7. Research and evaluation skills</li> </ol> <p>The nature and amount of work carried out on the <b>SECOND</b> practicum depends, to a certain extent, on the style and work available in the individual setting/ organization rendering educational psychology services. All EPiTs are required to complete supervised practicum of not less than 1,200 hours, and the average duration of each practicum is at least 400 hours (normally within 60 days). Adjustment of the length will be made according to the specific requirements of the settings. Each EPiT should work with students, teachers, and parents experiencing complex psycho-educational problems, issues and challenges by drawing on the theoretical and advanced practical skills gained from the coursework. Individual cases assigned should diverse in terms of age, family composition, socio-economic statues, gender, religion, culture, etc. He/she should also have the opportunity to work at different stages of professional involvement of an Educational Psychologist; to attend formal and informal meetings; to carry out a number of interviews; and to engage in consultations with teachers, parents, and associated professionals/ stakeholders.</p>

<p><b>Teaching/Learning Methodology</b></p>	<p>The MECP program is based on problem-based learning model as the main pedagogical approach for coursework, and has also adopted the reciprocal-reflection approach for the practicum. Through engaging into numerous reciprocal-reflection cycles (Schon, 1983 &amp; 1987), each Educational Psychologist-in-Training (EPiT) should acquire the qualities as a reflective educational psychologist.</p> <p><b>Required Direct Practice Experience</b></p> <p>According to the professional standards of Division of Educational Psychology (DEP) of The Hong Kong Psychological Society (HKPsySoc), each EPiT must complete supervised practicum training of a minimum of 1,200 hours with at least 600 hours in school settings, and in at least three practicums. The <b>SECOND</b> practicum is normally conducted during Summer of Year I or Semester I of Year II. The EPiTs may attend classes at The Hong Kong Polytechnic University for at least two days a week, and go for three full-day concurrent practicum weekly. As an alternative, they may complete a five full-day block practicum in a week, normally during Summer. The <b>emphasis in the SECOND</b> practicum is on the development and practice of a board range of core and specific skills and professional competencies of becoming an educational psychologist. It is hoped that each EPiT can experience a range of different client groups (age, type of difficulty, demographic backgrounds, etc.), and a range of working procedures. Experiences can vary with particular practicum settings and special nature of work of the practicing educational psychologists.</p> <p>Each EPiT should be given opportunities to experience direct practice, case discussion, reflecting on team experiences, sharing professional insights, video analyses, etc. “Direct practice”, is defined as face-to-face assessment and intervention/ consultation with individuals, groups, and systems. Activities such as telephone contact, case planning, observation of assessment and intervention, record keeping, travel, administrative activities, consultation with community members, or supervision, are <b><u>NOT</u></b> considered as direct practice.</p> <p><b>Required Supervision</b></p> <p>According to the professional standards (DEP, HKPsySoc, 2008), the practicum supervisors should have at least three years’ (FTE) relevant professional experience, and at least five years for the university-based senior practicum coordinators. Each Educational Psychologist-in-Training (EPiT) should receive at least 80 hours of weekly supervision with the practicum supervisors at the HKPolyU or practicum settings. The required supervision can be organised in a number of different ways, including individual and/or group consultation, direct observation, face-to-face and phone discussions, and videotape or audiotape. By means of weekly supervision, the EPiTs are coached by their supervisors to practice professional knowledge, skills and values in a designated service setting. During the <b>SECOND</b> practicum, The EPiTs should be enabled to apply a wide range of educational and child psychology theories into professional practice, and to make personal and contextual reflections through induction workshop, guided observations, reflection exercises, and individual and/or group supervision sessions,</p>																						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1"> <thead> <tr> <th data-bbox="454 1780 803 1871">Specific assessment methods/tasks</th> <th data-bbox="803 1780 950 1871">% weighting</th> <th colspan="4" data-bbox="950 1780 1485 1871">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <td></td> <td></td> <th data-bbox="950 1871 1040 1938">1</th> <th data-bbox="1040 1871 1148 1938">2</th> <th data-bbox="1148 1871 1255 1938">3</th> <th data-bbox="1255 1871 1362 1938">4</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						1	2	3	4						
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Three written analyses	60	x	x	x	x
Personal development statement	15	x	x	x	x
Self-evaluation report	25	x	x	x	x
Total	100 %				

**METHOD OF ASSESSMENT**

The nature and amount of work carried out on the **SECOND** practicum depends, to a certain extent, on the style and work available in the individual setting/ organization rendering educational psychology services. The **SECOND** practicum should be focused on breadth and range, and therefore each Educational Psychologist-in-Training (EPiT) is required to undertake ***3 to 5 pieces of work, at least 2 of which should involve individual casework for assessment / intervention.*** The EPiTs should also have the opportunity to attend formal and informal meetings; to carry out few interviews; and to engage in consultations with teachers and associated professionals/ stakeholders. In order to reflect on practical work experience and make connections between theory and practice, each EPiT is required to complete a portfolio, which is of formative function, and therefore should NOT become an end in itself. Guidance on completing the Portfolio of the **SECOND** practicum are summarized, as follows:

**Portfolio of the SECOND Practicum: Summary of Contents**

**1. Index to Portfolio\***

**2. Personal Profile**

**Curriculum vitae/ Bios** of each Educational Psychologist-in-Training (EPiT)

**3. Professional Profile**

**3.1 Summary of Work carried out.**

This summary list should give the reader, normally the practicum supervisor and program leader/ tutor, an overview of the kind of work each EPiT carried out during the **SECOND** practicum. There are individual differences in the range and balance of professional activities for each EPiT whose own interests, current training needs and opportunities offered by the current and future practicums should be reflected in the summary. Therefore ***a summary list /sheet(s)*** should be provided at the beginning of the practicum section of each portfolio. ***The summary of work*** should include details of presenting problems, project work, professional activities, and/or intervention as deemed appropriate for the **SECOND** practicum. The required contents and quality, as follows:

- 4. Consultation record or report, according to service guidelines of the practicum setting.** Each EPiT is required to write the consultation report/ report for each piece of work engaged, and a copy of which should be included in the portfolio.
- 5. Written Process Analyses for THREE Self-selected Pieces of Work, accompanied by consultation records/ reports and copies of relevant assessment materials** (e.g. copies of HK-WISC (IV) protocols and/or child’s projective drawings).
- 6. Two Brief Written Process Analysis of 1,500 words in length.**
- 7. One Extended Written Process Analysis of 2,500 words in length.** On the **SECOND** practicum, the extended process analysis should reflect learning of each EPiT in relation to application of the three subjects as pre-requisites (APSS 5012, 5013 & 5014) in practice. The discussion should also focus on issues

relating to mainstream schools in either preschool/ primary /secondary sectors or special education provision, depending on the nature and target clientele of the SECOND practicum setting.

- ***Diary of Practicum Days.***

Each EPiT is asked to complete a ***Practicum Diary Sheet(s)***, which records the activities of each day. This is used for monitoring the nature of practical work and issues of time management. It is hoped that all the psycho-educational services during the supervised practicum, in particular the SECOND one, should provide a graduated series of experiences and a consequent gradual increase in the amount of independent work carries out by the EPiTs.

- ***A Personal Professional Development Statement of 1,000 words in length.***

Each EPiT is required to evaluate the practicum by completing a brief critique of the nature, structure, dynamics of the practicum setting, and identifying factors that may govern service delivery in particular services / professional practice of educational psychologists.

- ***A Professional Skills Checklist.***

Each EPiT should keep records of professional skills acquired for practice during the SECOND practicum.

Both the ***Professional Development Statement*** and ***Professional Skills Checklist***, of the SECOND practicum should be compiled for submission in the Portfolio.

- ***Record of Meetings***, whenever appropriate, including individual consultations, group supervision, informed discussions with the practicum supervisor/ consultant, and significant professional colleagues such as practicing educational psychologists at the practicum settings.

- ***ONE Self-evaluation Report of each EPiT for the SECOND practicum, and Objectives for Further Development (total 2,500 words in length).***

The self-evaluation report in the portfolio should provide an opportunity for each EPiT to reflect on his/her work, to 'think aloud' and to question and evaluate his/her professional work in the context of the body of psycho-educational theories that you are developing through lectures, personal reading and professional consultation. The self-evaluation report aims at monitoring the progress of each EPiT through

- the scope and quality of work completed during the practicum;
- the opportunities provided through the practicum;
- quality assurance of achieving satisfactory level and producing quality of professional work.

- ***Evaluation Report of the Practicum Supervisor*** for the SECOND practicum (***no word limit***). Students must achieve a PASS grade (D or above) on the Practicum Supervisor Evaluation Report.

8. The grade is calculated according to the percentage assigned;
9. The completion and submission of all component assignments are required for passing the subject; and
10. Student must achieve a PASS grade (D or above) on the Practicum Supervisor Evaluation Report if he/she is to pass the subject.
11. In the case of a possibility of a FAIL grade (F) suggested by the Practicum

Supervisor or the program panel (see below), the following steps should be taken:

- The Senior Practicum Co-ordinator will discuss the grade of the student with the agency Practicum Supervisor. If there is consensus, the grade awarded by the agency Practicum Supervisor is the final grade awarded.
- If there is disagreement between the Senior Practicum Co-ordinator and the agency Practicum Supervisor, the case will be brought back to the program leader and assistant program leader for discussion. If necessary, a program panel will be called for discussion. The program panel consists of the program leader, the assistant program leader, and all Senior Practicum Co-ordinators.
- If there is no clear majority or consensus in the program panel, or if the program panel's consensus/clear majority view is the same as the agency Practicum Supervisor, then the grade awarded by the agency Practicum Supervisor is the final grade.
- If there is consensus or clear majority in the program panel, and the view of the program panel is different from that of the agency Practicum Supervisor, then the agency Practicum Supervisor will be invited to a case conference with the program panel.
- In the case conference, the aim is to arrive at a consensus towards the final grade. If there is no consensus, the panel would have to make the decision and submit the case to the Subject Assessment Review Panel for decision.

By the end of the **SECOND** practicum, each EPiT should be evaluated according to **four broad categories of criteria**, as follows:

**12. *Application of Psycho-educational Knowledge to Professional Practice:***

- The ability to apply essential theoretical frameworks and psycho-educational paradigms to develop some interventions to effect positive change for school-age children, their families, teachers, inter-disciplinary professionals, and associated stakeholders;
- Demonstration of a broad range of professional skills through psycho-educational assessment approach, hypothesis development and testing, consultation approach, evidence-based research, and/or system work;

**13. *Time Management and Organization:***

- The use of different strategies to effectively prioritize tasks and deliver services to clients.
- Consideration on what and how to conduct psycho-educational assessment and intervention for meeting with individual / service demands, including diary management skills, keeping to time limits, and completing organised administrative tasks;

**14. *Personal Communication and Professional Relationship:***

- Sensitivity to the ethos of some psycho-educational services experienced and relationships developed/ observed within the boarder service contexts;
- Awareness of individual behaviour and how it impacts on others with the direct psycho-educational services;
- Developing professional relationships with students and parents, teachers and school staff, and/or inter-disciplinary professional colleagues;
- Application of appropriate confidentiality and codes of professional conduct;

**15. *Professional Awareness and Personal Reflection:***

	<ul style="list-style-type: none"> <li>• The ability to reflect on the second practicum, and evaluate own contribution to both direct practice and supervision /consultation sessions.</li> </ul>	
<b>Student Study Effort Required</b>	Direct practicum hours	400 hours
	Total student study effort	400 hours
<b>Medium of Instruction</b>	Not applicable	
<b>Medium of Assessment</b>	English	
<b>Reading List and References</b>	<p><b><u>Recommended Textbooks and Journal Articles</u></b></p> <p>Alber, S., Bicard, D., &amp; Wood, C, (2005). <i>Student study guide to accompany exceptional children.</i></p> <p>Berns, R.M. (2007). <i>Child, family, school, community: Socialization and support.</i> (7<sup>th</sup> ed.). Singapore: Wadsworth Cengage Learning.</p> <p>Cicchetti, D. V. (1994). Guidelines, criteria, and rules of thumb for evaluating normed and standardized assessment instruments in psychology. <i>Psychological Assessment</i>, 6, 284-290.</p> <p>Corey, G (2009). <i>Theory and practice of counselling and psychotherapy</i> (8<sup>th</sup> ed.). Belmont, Calif. : Thomson Brooks/Cole.</p> <p>Corey, G., Corey, M., &amp; Callanan, P. (2007). <i>Issues and ethics in the helping professions.</i> Pacific Grove, CA: Brooks/Cole.</p> <p>Dryden, W., Charles-Edwards, D. &amp; Woolfe, R. (Eds.). (1989). <i>Handbook of counseling in Britain.</i> London: Tavistock / Routledge.</p> <p>Duck, S. (2007). <i>Human relationships</i> (4<sup>th</sup> ed.). London: Sage Publications. [HKPolyU Call no. HM132 .D82 2007 ]</p> <p>Egan, G. (2007). <i>The skilled helper: A problem-management and opportunity-development approach to helping.</i> (8<sup>th</sup>ed.). Belmont, Calif. : Thomson/Brooks/Cole.</p> <p>Erford, B.T. (2006). <i>Counselor's guide to clinical, personality, and behavioral assessment.</i> Boston, MA: Lahaska Press.</p> <p>Flanagan, D. P., &amp; Harrison, P. L. (Eds.). (2005). <i>Contemporary intellectual assessment: Theories, tests, and issues.</i> (2<sup>nd</sup>ed). New York: Guilford. [Referred to as F &amp; H in reading list].</p> <p>Frederickson, N., Miller, A., &amp; Cline, T. (Eds.) (2008). <i>Educational psychology: Topics for applied psychology.</i> London: Hodder Arnold.</p> <p>Gladding, S. (2008). <i>Counselling: A comprehensive profession.</i> Upper Saddle River, NJ: Pearson Education Ltd. [<a href="http://www.prenhall.com/gladding">http://www.prenhall.com/gladding</a> ] .</p> <p>Haugaard, J. (2008). <i>Child psychopathology.</i> Singapore: McGraw-Hill Education (Asia). ISBN13: 978-0-07-340550-6, MHID: 0-07-126354-3 [IE]</p> <p>Hawkins, P. &amp; Shohet, R. (2006). <i>Supervision in the helping professions</i> (3<sup>rd</sup> ed.). Maidenhead : Open University Press.</p> <p>Jacob, S., &amp; Hartshorne, T. S. (2007). <i>Ethics and law for school psychologists</i> (5<sup>th</sup> ed.). Hoboken, NJ: John Wiley &amp; Sons.</p> <p>Johnson, D. W., &amp; Johnson, F.P. (2009). <i>Joining together: Group theory and group skill</i> (10<sup>th</sup> ed.). Upper Saddle River, N.J. : Pearson.</p> <p>Kamphaus, R. W., &amp; Campbell, J. M. (Eds.) (2006). <i>Psychodiagnostic assessment of children: Dimensional and categorical approaches.</i> New York: Wiley.</p> <p>Kaplan, R.M., &amp; Saccuzzo, D.P. (2007). <i>Psychological testing: Principles,</i></p>	

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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.