

Subject Description Form

Subject Code	APSS5028														
Subject Title	Practicum III														
Credit Value	2														
Level	5														
Pre-requisite / Co-requisite/ Exclusion	APSS 5018 Practicum I and APSS 5027 Practicum II														
Minimum Pass Grade	D														
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>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%
100% Continuous Assessment	Individual Assessment	Group Assessment													
Field work evaluation including three written analyses	60%	0%													
Personal development statement	15%	0%													
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Objectives	<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 THIRD practicum aims at providing the Educational Psychologists-in-Training with:</p> <ol style="list-style-type: none"> 1. Opportunities of experience in a wide range of professional work of an educational psychologist working in a particular setting(s); 2. Solid direct practice experiences at different levels (such as individual casework, group work, consultations to parents and teachers, in-service training for teachers, etc.) in the development of both core and advanced practical knowledge and skills; and 3. Adequate knowledge of different types of provisions and systems accessible to students in mainstream schools as well as children with special educational needs, referral procedures; and opportunities for collaborative work with other professionals and associated stakeholders. 														

<p>Intended Learning Outcomes</p> <p><i>(Note 1)</i></p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. integrate the basic and advanced theoretical perspectives, knowledge and skills acquired from the coursework into the real life practice with school-aged clientele, parents, teachers and associated professionals; b. enhance professional awareness and knowledge of different school settings, with particular reference to school organization and structure, roles, policy & practice; c. maintain good practice and professional habits of hypothesis testing, evaluating, recording and reflecting on professional work; d. receive professional supervision in varying forms, including individual consultation, group supervision, informed discussions, etc.; e. develop adequate confidence in the professional role as an educational psychologist and the ability to work in differing contexts and with a wider range of students, with particular reference to the use of framework for problem solving; f. generate new professional insights through active application of the existing assessment and intervention approaches with local school-age clientele and associated stakeholders; and g. develop a personal style of practising as a professional educational psychologist through solid direct experiences of practising a wide range of general and specific assessment and intervention approaches.
<p>Subject Synopsis/ Indicative Syllabus</p> <p><i>(Note 2)</i></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"> 1. Personal qualities and conduct in professional practice 2. Assessment skills 3. Interview skills 4. Intervention skills 5. Consultation and collaboration skills 6. Report writing and record keeping 7. Research and evaluation skills <p>The nature and amount of work carried out on the THIRD practicum depends, to a certain extent, on the style and work available in the individual setting/organization rendering educational psychology services. Each EPiT should work with students, teachers, and parents experiencing sophisticated psycho-educational problems, issues and challenges by drawing on the comprehensive theoretical knowledge and professional skills gained from the coursework.</p>

	<p>Individual cases assigned should be diverse in terms of age, family composition, socio-economic statuses, gender, religion, culture, etc. Each EPiT should also have ample opportunities to work at different stages of professional involvement of an Educational Psychologist; to attend formal and informal meetings; to carry out a number of assessment and interviews respectively with individuals, groups and families; and to engage in formal and informal intervention/ consultations with teachers, parents, and associated professionals/ stakeholders.</p>
<p>Teaching/Learning Methodology</p> <p>(Note 3)</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 & 1987), each Educational Psychologist-in-Training (EPiT) should acquire the qualities as a reflective educational psychologist.</p> <p><i>Required Direct Practice Experience</i></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 THIRD practicum is normally conducted during Semester II of Year II, or Summer Semester of Year II. The EPiTs may attend classes at The Hong Kong Polytechnic University for at least one day 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 Semester. The emphasis in the THIRD practicum is on the development and practice of a comprehensive range of core and advanced 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 sophisticated 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 <i>NOT</i> considered as direct practice.</p> <p><i>Required Supervision</i></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</p>

values in a designated service setting. During the THIRD practicum, The EPiTs should be enabled to apply specific and advanced educational and child psychology theories into professional practice, and to make critical personal and contextual reflections through individual and group supervision sessions, and a wide range of learning activities, such as guided observations, informed discussion, peer learning and sharing workshops.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
		a	b	c	d	e	f	g
Three written analyses	60	✓	✓	✓	✓	✓	✓	✓
Personal development statement	15	✓	✓	✓	✓	✓	✓	✓
Self-evaluation report	25	✓	✓	✓	✓	✓	✓	✓
Total	100 %							

The nature and amount of work carried out on the **THIRD** practicum depends, to a certain extent, on the style and work available in the individual setting/ organization rendering educational psychology services. The **THIRD** practicum should be focused on depth and complexity, and therefore each Educational Psychologist-in-Training (EPiT) is required to undertake **4 to 6 pieces of work, at least 3 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 integrate theories into 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 THIRD practicum and A FINAL Portfolio** are summarized, as follows:

I. Portfolio of the THIRD 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 THIRD 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 THIRD 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 WISC-IV(HK) 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 THIRD practicum, the extended process analysis should reflect learning of each EPiT in relation to application of all the academic subjects taught in coursework. The discussion should also focus on issues relating to mainstream schools in either preschool/ primary or secondary sectors and/or special education provision, depending on the nature and target clientele of the THIRD practicum setting.

7.2 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 THIRD one, should provide a graduated series of experiences and a consequent gradual increase in the amount of independent work carries out by each EPiT.

7.3 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.

7.4 A Professional Skills Checklist.

Each EPiT should keep records of a wide range of core and advanced professional skills acquired for practice during the THIRD practicum.

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

7.5 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.

7.6 ONE Self-evaluation Report of each EPiT for the **THIRD** 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,

	<p>personal reading and professional consultation. The self-evaluation report aims at monitoring the progress of each EPiT through</p> <p>7.7 the scope and quality of work completed during the practicum;</p> <p>7.8 the opportunities provided through the practicum;</p> <p>7.9 quality assurance of achieving satisfactory level and producing quality of professional work.</p> <p>7.10 Evaluation Report of the Practicum Supervisor for the THIRD practicum (<i>no word limit</i>). Students must achieve a PASS grade (D or above) on the Practicum Supervisor Evaluation Report.</p> <p>8. The grade is calculated according to the percentage assigned;</p> <p>9. The completion and submission of all component assignments are required for passing the subject; and</p> <p>10. Student must achieve a PASS grade (D or above) on the Practicum Supervisor Evaluation Report if he/she is to pass the subject.</p> <p>For evaluation of the THIRD practicum, each EPiT should be evaluated according to <i>four broad categories of criteria</i>, as follows:</p> <p>11. Application of Psycho-educational Knowledge to Professional Practice:</p> <p>11.2 The ability to apply comprehensive theoretical frameworks and psycho-educational paradigms to develop evidence-based interventions to effect positive change for school-age children, their families, teachers, inter-disciplinary professionals, and associated stakeholders;</p> <p>11.3 Demonstration of a broad range of core and advanced professional skills through psycho-educational assessment approach, hypothesis development and testing, consultation approach, evidence-based research, and/or system work;</p> <p>12. Time Management and Organization:</p> <p>12.2 The use of different strategies to effectively prioritize tasks and deliver services to clients.</p> <p>12.3 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;</p> <p>13. Personal Communication and Professional Relationship:</p> <p>13.2 Sensitivity to the ethos of some psycho-educational services experienced and relationships developed/ observed within the boarder service contexts;</p> <p>13.3 Awareness of individual behaviour and how it impacts on others with the direct psycho-educational services;</p> <p>13.4 Developing professional relationships with students and parents, teachers and school staff, and/or inter-disciplinary professional colleagues;</p> <p>13.5 Application of appropriate confidentiality and codes of professional conduct;</p> <p>14. Professional Awareness and Personal Reflection:</p> <p>14.2 The ability to reflect on the THIRD practicum, and evaluate own contribution to both direct practice and supervision /consultation sessions.</p>
Student Study	Class contact:

Effort Required	Direct practicum hours	400 hours
	Total student study effort	400 hours
Medium of Instruction	NA	
Medium of Assessment	English	
Reading List and References	<p><u>Recommended Textbooks and Journal Articles</u></p> <p>Alber, S., Bicard, D., & 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> (7th 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> (8th ed.). Belmont, Calif. : Thomson Brooks/Cole.</p> <p>Corey, G., Corey, M., & Callanan, P. (2007). <i>Issues and ethics in the helping professions.</i> Pacific Grove, CA: Brooks/Cole.</p> <p>Dryden, W., Charles-Edwards, D. & Woolfe, R. (Eds.). (1989). <i>Handbook of counseling in Britain.</i> London: Tavistock/ Routledge.</p> <p>Egan, G. (2002). <i>The skilled helper: A problem-management and opportunity-development approach to helping.</i> (8thed.). 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., & Harrison, P. L. (Eds.). (2005). <i>Contemporary intellectual assessment: Theories, tests, and issues.</i> (2nded.). New York: Guilford.</p> <p>Frederickson, N., Miller, A., & 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. [http://www.prenhall.com/gladding].</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.</p> <p>Hawkins, P. & Shohet, R. (2006). <i>Supervision in the helping professions</i> (3rd</p>	

	<p>ed.). Maidenhead : Open University Press.</p> <p>Jacob, S., & Hartshorne, T. S. (2007). <i>Ethics and law for school psychologists</i> (5th ed.). Hoboken, NJ: John Wiley & Sons.</p> <p>Johnson, D. W., & Johnson, F.P. (2009). <i>Joining together: Group theory and group skill</i> (10th ed.). Upper Saddle River, N.J. : Pearson.</p> <p>Kamphaus, R. W., & Campbell, J. M. (Eds.) (2006). <i>Psychodiagnostic assessment of children: Dimensional and categorical approaches</i>. New York: Wiley.</p> <p>Kaplan, R.M., & Saccuzzo, D.P. (2007). <i>Psychological testing: Principles, applications and issues</i>. Website: www.wpcbj.com.cn.</p> <p>Kelly, B., Woolfson, L. & Boyle, J. (2008). <i>Frameworks for practice in educational psychology: A textbook for trainees and practitioners</i>. London: Jessica Kingsley.</p> <p>Ladd, G.W., Buhs, E.S., & Troop, W. (2002). Children's interpersonal skills and relationships in school settings: Significance and implications for school-based prevention and intervention programs.</p> <p>Lerner, J. (2008). <i>Learning Disabilities: Theories, diagnosis, and teaching strategies</i>. NY: Houghton Mifflin Company.</p> <p>Lichtenberger, E. O., Mather, N., Kaufman, N. L., & Kaufman, A. S. (2004). <i>Essentials of assessment report writing</i>. New York: Wiley. [Referred to as L & M in reading list].</p> <p>Lunt I. (2002). Competence, fitness to practice and continuing professional development: The ethical basis of educational psychologists' practice. <i>Educational and Child Psychology</i> 19, 1, 70-80.</p> <p>Lunt I., & Majors K. (2000). The professionalisation of educational psychology: Challenges to practice. <i>Educational Psychology in Practice</i> 15, 4, 237-245.</p> <p>Lunt, I., & Norwich, B. (1999). <i>Can effective schools be inclusive schools?</i> London, UK: Institute of Education.</p> <p>Maag, J. W. (2004). <i>Behavior management: From theoretical implications to practical applications</i>. Singapore: Wadsworth Cengage Learning.</p> <p>Morgan G. (2006). <i>Images of organization</i>. Thousand Oaks, Calif. : Sage Publications.</p> <p>Murphy, K.R., & Davidshafter, C.O. (2006). <i>Psychological testing: Principles and applications</i>. Pearson Ed. Asia Ltd., Prentice-Hall, Inc.</p> <p>Payne, D.A. (2003). <i>Applied educational assessment</i>. (2nd ed.). Singapore: Wadsworth Cengage Learning. (with Book companion CD-ROM, Info</p>
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	<p>Trac College edition).</p> <p>Reis, S. M. (2007). <i>Research-based practices for talented readers</i>. Pearson/Scott Foresman: Research Brief.</p> <p>Reis, S. M., & Rubin, L. M. (2004). Students with both gifts and learning disabilities. In T. M. Newman & R. J. Sternberg. (Eds), <i>Students with both gifts and learning disabilities</i>. New York: Kluwer Academic. (pp. 155-198).</p> <p>Santrock, J. W. (2007). <i>Educational psychology</i>. Singapore: McGraw-Hill Education (Asia). ISBN 0-07-298142.</p> <p>Sattler, J. M. (2006). <i>Assessment of children: Cognitive applications</i>. San Diego, CA: Jerome M. Sattler, Publisher, Inc. [Referred to as Sattler in reading list] Ch. 21 Principles of Report Writing.</p> <p>Scheuermann, B., & Webber, J. (2002). <i>Autism: Teaching does make a difference</i>. Singapore: Wadsworth Cengage Learning.</p> <p>Sharp, P. (2001). <i>Nurturing emotional literacy: A practical guide for teachers, parents, and those in the caring professions</i>. [PolyU Call no. BF576 .S52 2001]</p> <p>Slavin, R.E. (2007). <i>Educational psychology: Theory and practice</i>. (8thed). Baltimore: John Hopkins University. [Companion website with an interactive study].</p> <p>Squires, G., Farrell, P., Woods, K., Lewis, S., Rooney, S., & O'Connor, M. (2007). Educational psychologists' contribution to the every child matters agenda: The parents' view. <i>Educational Psychology in Practice</i>, 23(4), 343-361. [Online Publication at HKPolyU Library]</p> <p>Thompson, C.L., Henderson, L.B.R., & Henderson, D.A.A. (2007). <i>Counseling children: A developmental approach</i>. Singapore: Wadsworth Cengage Learning.</p> <p>Wallander, J. L., Dekker, M. C., & Koot, H. M. (2003). Psychopathology in children and adolescents with intellectual disability: Measurement, prevalence, course, and risk. In L. M. Glidden (Ed.), <i>International Review of Research in Mental Retardation</i>, Vol. 26, (pp. 93-134). New York: Academic Press.</p> <p>Webster A., & Lunt I. (2002). Ethics, professionalisation and the future landscape of educational psychology. <i>Educational and Child Psychology</i> 19, 1, 97-107.</p> <p>Wenar, C., & Kerig, P. (2007). <i>Developmental Psychopathology</i>. NY: McGraw Hill.</p> <p>Wilson, M. S., & Reschly, D. J. (1996). Assessment in school psychology training and practice. <i>School Psychology Review</i>, 25(1), 9–23.</p>
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Scott D., Brown A., Lunt I., & Thorne L. (2003). Integrating academic and professional knowledge: constructing the practitioner-researcher. *4th International Biennial Conference on Professional Doctorates proceedings: Research Training for the Knowledge Economy*. Queensland University of Technology, Brisbane, Australia.

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海峽兩岸心理與教育測驗學術研討會論文集及撮要 (1992-現在)
(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

Selected papers, journals and special series relevant to Practicum and Supervision of Educational Psychologists-in-Training are, as follows:

1. *British Journal of Educational Psychology*
2. *Contemporary Educational Psychology*
3. *Educational and Child Psychology*
4. *Educational Psychologist*
5. *Educational Psychology in Practice*, published by The Association of Educational Psychologists, Durham, England, U.K.
6. *Journal of Applied School Psychology*
7. *Journal of Educational Psychology*
8. *Journal of Educational and Child Psychology, and DCEP Newsletter*, published by Division of Educational and Child Psychology, British Psychological Society.
9. *Psycho-educational Assessment*
10. *School Psychology Quarterly*
11. *School Psychology Review*
12. 台灣(中國)測驗學會期刊 *Periodicals of Taiwan Psychological Tests (in Complicated Chinese)*

Useful Websites on Professional Codes of Ethics and Standards

AERA, APA, & NCME (current). *Standards for educational and psychological testing*. Washington, DC: AERA. [Referred to as Standards in reading list].

	<p>American Counseling Association (current). <i>Code of ethics and standards of practice</i>. Alexandria, VA: Author.</p> <p>American School Counselor Association (ASCA). <i>National Standards: Conducting a Program Audit; Competencies and Indicators; Developmental Cross-Walking Tool; Curriculum Crosswalking Tool</i>.</p> <p>American Psychological Association (current). <i>Ethical principles of psychologists and code of conduct</i>. Washington, DC: Author. (Emphasis on Standard 9). Document retrievable at: http://www.apa.org/ethics/code2002.pdf</p> <p>Association of Educational Psychologists (AEP), Durham, U.K. Document retrievable at: http://www.aep.org.uk</p> <p>British Psychological Society (BPS). (current). <i>Code of ethics and conduct</i>. Leicester, UK: BPS. Document retrievable at website: http://www.bps.org.uk/the-society/code-of-conduct/code-of-conduct_home.cfm</p> <p>British Psychological Society, Division of Educational and Child Psychology (current). <i>Specific codes of conduct</i>. Document retrievable at: http://www.bps.org.uk/decp</p> <p>Children’s Workforce Development Council and its Educational Psychology Administrative Team, Leeds, U.K. Document retrievable at: http://www.cwdcouncil.org.uk/educational_psychology/</p> <p>DfES (2001c). <i>Special Educational Needs Code of Practice</i>. Nottingham: DfES Publications.</p> <p>Division of Educational Psychology, Hong Kong Psychological Society (2008). <i>Standards for the training of professional educational psychologists in Hong Kong</i>. The Hong Kong Special Administrative Region: China. Document retrievable at: http://www.hkps.org.hk/dep</p> <p>Hong Kong Psychological Society (2009). <i>Revised code of professional conduct</i>. The Hong Kong Special Administrative Region: China. Document retrievable at: http://www.hkps.org.hk <i>Joint Committee on Testing Practices</i> (current).U.S.A. <i>National Board for Certified Counsellors</i> (current). U.S.A.</p> <p>National Association of School Psychologists (current). <i>National Association of School Psychologists’ principles of professional ethics</i>. Washington, DC: Author</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.