

Subject Description Form

Subject Code	APSS 5040																	
Subject Title	Foundational Competencies																	
Credit Value	6																	
Level	5																	
Pre-requisite/ Co-requisite/ Exclusion	Nil																	
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>1. Skills assessment</td> <td>15% (skills lab) 15% (quiz)</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Practicum performance</td> <td>30% (practicum supervisor) 5% (supervision attendance and seminar participation)</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Portfolio</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>4. Seminar Presentation</td> <td style="text-align: center;">15%</td> <td></td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Skills assessment	15% (skills lab) 15% (quiz)	--	2. Practicum performance	30% (practicum supervisor) 5% (supervision attendance and seminar participation)	--	3. Portfolio	20%	--	4. Seminar Presentation	15%	
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Objectives	<p>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.</p> <p>The subject Foundational Competencies intends to:</p> <ol style="list-style-type: none"> 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 case studies in chosen settings. 																	

Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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

	<p>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.</p>
<p>Teaching/ Learning Methodology</p>	<p><u>Workshop</u> Most contact hours will be allocated to observations and supervised practices in the delivery of practical skills related to core competencies of applied psychology. Learning sessions such as video workshops, mock interviews and groups will be conducted.</p> <p><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. 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.</p> <p><u>Practice based attachment</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.</p>
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<ol style="list-style-type: none"> 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 It is a collection of evidence chosen by students to reflect their own learning and development earned during the course of studies. 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.

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 performance	30% (practicum supervisor) 5% (supervision attendance and seminar participation)	✓	✓	✓	✓	✓	
3. Portfolio	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:	
▪ Lecture	30 Hrs.
▪ Group Supervision (Seminar)	15 Hrs.
▪ Counselling Skills, Practice and Evaluation	3 Hrs.

	(Workshop)	
	▪ 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	231 Hrs.
Reading List and References	<p><u>Textbook</u></p> <p>Kenkel, M.B. & Peterson, R. L. (Eds.) (2010). <i>Competency based education for professional psychology</i>. Washington, DC: American Psychological Association</p> <p><u>Related readings</u></p> <p>Bagnato S. J. and Simeonsson, R. J. (Eds). (2009). <i>Authentic Assessment for Early Childhood Intervention: Best Practices</i>. NY: The Guilford Press.</p> <p>Davey, G. (Ed). (2011). <i>Applied Psychology</i>. UK: Wiley-Blackwell</p> <p>Cormier, S., & Hackney, H. (2012). <i>Counseling strategies and interventions</i>. 8th Edition. Boston : Pearson.</p> <p>Ivey, A. E., Ivey, M.B. & Zalaquett, C.P. (2012). <i>Essentials of intentional interviewing and counseling in a multicultural world</i>. Belmont, Calif.: Thomson Higher Education.</p> <p>Kaufman, A.S. (2009). <i>IQ Testing 101</i>. New York: Springer Publishing</p> <p>Leach, M.M. & Stevens, M.J. (Eds.). (forthcoming) <i>International Handbook of Psychological Ethics</i>. London: Oxford University Press</p> <p>Mertens, D.M., and Wilson, A.T. (2012) <i>Program Evaluation Theory and Practice</i>:</p>	

A Comprehensive Guide. NY: The Guilford 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

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

Selected psychological tests will be introduced in this and other subjects as and when relevant to the acquisition of related competencies. Code of practice and the required training / background standards as well as other copyright issues will be observed strictly.

Verbal fluency

Woods, S. P., Scott, J. C., Sires, D. A., Grant, I., Heaton, R. K., & Tröster, A.I. (2005). Action (verb) fluency: Test-retest reliability, normative standards, and construct validity. *Journal of the International Neuropsychological Society*, 11, 408- 415.

Paced Auditory Serial Addition Task

Diehr, M. C., Heaton, R. K., & Miller, W. (1998). *The paced auditory serial addition task (PASAT): Norms for age, education, and ethnicity. Assessment*, 5, 375-387.

Trail Making Test

Gaudino, E. A., Geisler, M. W., Squires, N. K. (1995). Construct validity in the Trail Making Test: What makes Part B harder? *J Clin Exp Neuropsychol*, 17 (4), 529-535.

Grooved Pegboard

Heaton, R. K., Grant, I., & Matthews, C.G. (1991). Comprehensive norms for an expanded Halstead-Reitan battery: Demographic corrections research findings, and clinical applications. Odessa, FL: *Psychological Assessment Resources*.

Rey-Osterrieth Complex Figure Test

Shin MS, Park SY, Park SR, Seol SH, Kwon JS (2006). "Clinical and empirical applications of the Rey-Osterrieth Complex Figure Test". *Nature Protocol* 1 (2): 8929.

Patient's Assessment of Own Functioning Inventory

Chelune G, Heaton R, Lehman R. Neuropsychological and personality correlates of patients complaints of disability. In: *Tarter R, Goldstein G, editors. Advances in clinical neuropsychology*. New York: New York Plenum Press; 1986. pp. 95126.

The Achenbach System of Empirically Based Assessment (ASEBA)

Achenbach, T. M. (2009). *The Achenbach System of Empirically Based Assessment (ASEBA): Development, Findings, Theory, and Applications*. Burlington, VT: University of Vermont Research Center for Children, Youth and Families.

Depression Anxiety Stress Scales (DASS)

Lovibond, P.F. (1995). *Manual for the Depression Anxiety Stress Scales. (2nd. Ed.)* Sydney: Psychology Foundation.

Lovibond, P.F. & Lovibond, S.H. (1995). The structure of negative emotional states: Comparison of the Depression Anxiety Stress Scales (DASS) with the Beck Depression and Anxiety Inventories. *Behaviour Research and Therapy*, 33, 335-343.

香港小學生讀寫困難行為量表(第二版) [2010]

The Hong Kong Behaviour Checklist of Specific Learning Difficulties in Reading and Writing for Primary School Students (Second Edition) Manual (BCL-P(II))

香港初中學生讀寫困難行為量表 [2009]

The Hong Kong Behaviour Checklist of Specific Learning Difficulties in Reading and Writing for Junior Secondary School Students (BCL-JS)

香港學前兒童學習行為量表(家長版) [2006]

The Hong Kong Learning Behaviour Checklist for Preschool Children (Parent Version)

Community assessment

Perkins, D. D. et al (1990). Participation and the social environment of residential blocks. *American Journal of Community Psychology*, 18. 83-116.

Social Climate Scales/ Group environment scale (R. Moos)

The Group Environment Scale (GES) are a set of environmental assessment procedures designed to be used by qualified clinicians, consultants, program evaluators, and researchers.

It assesses ten dimensions of the social climate of psychotherapy and mutual support groups, task-oriented groups such as health care staff teams, and social-recreational groups.

Goodman, R., Speers, M., McLeroy, K., Fawcett, S., Kegler, M., & Parker, E. (1998). Identifying the dimensions of community capacity to provide a basis for measurement. *Health Education Behavior*, 25, 258-278.

Basically it is not a measurement, but Goodman et al. identified 10 useful dimensions of community capacity (including citizen participation, leadership, skills, resources, social and inter-organizational networks, sense of community, understanding of community history, community power, community values, critical reflection) as a foundation for later tools development.