



THE UNIVERSITY OF HONG KONG

DEPARTMENT OF PSYCHOLOGY

M.Soc.Sc. (Educational Psychology) Programme

**PLACEMENT MANUAL
(2018 – 2020)**

CONTENTS

Overview	1
Course Philosophy with Regard to Practical Training.....	1
Placement Periods.....	2
Table 1: Summary of Placements	3
Progression of Learning in Fieldwork Placements	4
<i>The First Placement</i>	4
A. Case Work at Psychological Services Unit, HKU	5
B. Mentorship Programme	8
C. Group Projects	9
Records of Work in the First Placement	11
<i>The Second and Third Placements</i>	12
Expectations	12
Types of Training Activities	12
Fieldwork Supervision	13
Guidelines for Supervision	14
Report Writing.....	17
Feedback and Evaluation	17
Interpersonal Relationship Issues.....	18
Evaluation of Practical Skills	18
Rating of Skills.....	19
Grades and Marks.....	20
Important Notes.....	21
Submissions after Second and Third Placement.....	21
<i>Declaration on the Sexual Conviction Record</i>	22

Appendices

PSU Peer Observation Form	Appendix I
PSU Passing Out Checklist	Appendix II
Evaluation on PSU Case Work	Appendix III
Mentor's Report.....	Appendix IV
Project Proposal	Appendix V
Evaluation on Project Work	Appendix VI
Fieldwork Learning Log	Appendix VII
Records of Work in Placement	Appendix VIII
Fieldwork Evaluation Report	Appendix IX
A Reference List of Skills/Qualities for Fieldwork	
Performance Evaluation.....	Appendix X
Trainee's Feedback on Placement Centre.....	Appendix XI
Placement Portfolio	Appendix XII
Declaration on the Sexual Conviction Record.....	Appendix XIII

Overview

The practicum works of the M.Soc.Sc. (Educational Psychology) Programme are designed and structured with a view to promoting the gradual development of professional ethics and competence in the practice of educational psychology of the trainees in the Programme.

Trainees need to go through practical training in three fieldwork placements within the two years of training. A minimum of 60 practicum days is required for each placement. A total of not less than 180 days of practical training is needed to fulfil the requirement of the Programme.

The first placement includes three types of training activities: (a) casework at the Psychological Services Unit (PSU), HKU; (b) mentorship programme with experienced educational psychologists in the field; and (c) group project work under supervision and guidance at outside institutions.

The second and third placements both involve placements in outside institutions. The settings might include the psychological services units of the Education Bureau, primary/secondary schools, special schools, pre-school centres as well as child assessment centres. Trainees will normally spend three days a week in the placement setting during these two placements.

Course Philosophy with Regard to Practical Training

The Programme considers practicum work an important and indispensable part of training of educational psychologists (EP), through which trainee EPs will integrate theories discussed at the University with the practice in the field. The Programme encourages trainees to use a creative problem-solving approach in practice, and discourages mechanical application of ready-made packages. Trainees are expected not only to master the basic knowledge and skills in the practice of educational psychology in various settings but also to develop themselves into reflective practitioners.

The Programme adopts a developmental approach to practical training, in order that the trainees would develop competence and independence gradually. The trainees are provided with an intensive orientation programme in the first semester of their study, which will equip them with the very basic skills and knowledge necessary to function in a placement setting. They are then provided with the opportunity to gain experience in the real world of work under the supervision of experienced psychologists. The supervisors will assist the trainee in his/her professional growth and development and to facilitate him/her to become an independent professional EP.

The Programme, while adopting a problem-solving approach, is essentially eclectic in theoretical orientation. Any combination of cognitive, behavioural, psychoanalytic, humanistic, systems or other approaches appropriate for the situation that meets the needs of the clients and suits the theoretical orientation of the trainees and supervisors may be applied. Equal emphasis is given to both the educational and psychological aspects of educational psychology practice and theory building.

The Programme places much emphasis on inter-disciplinary collaboration and team work, which is necessary not only for effective service delivery but also important to the professional development of EPs.

Placement Periods

Placement periods in the two years of the course are scheduled as follows:

The First Placement (October 2018 – July 2020)

- (a) PSU duties and casework at Psychological Services Unit (PSU), HKU (October 2018 – June 2020)
- (b) Mentorship Programme (January 2019 – June 2019)
- (c) Group Project – (January 2019 – June 2019)

The Second Placement (September 2019 – January 2020)

The Third Placement (February 2020 – June 2020)

Details of the placements are summarized in Table 1 below:

Table 1: Summary of Placements

<i>Placement periods</i>	<i>Nature</i>	<i>Start Date</i>	<i>End date</i>	<i>Minimum. Requirement</i>
<i>First</i>	A. PSU:			35 days
	- Casework	<i>Nov. 2018</i>	<i>June 2020</i>	- 20 days
	- Duties	<i>Oct. 2018</i>	<i>Aug. 2020</i>	- 7 days
	- Orientation visits & seminars	<i>Sep. 2018</i>	<i>Nov. 2018</i>	- 6 days
	B. Mentorship	Jan. 2019	June 2019	17 days
	C. Group project	Jan. 2019	June 2019	10 days
			Total:	60 days
<i>Second</i>	Fieldwork	Sept. 2019	Jan. 2020	60 days
<i>Third</i>	Fieldwork	Feb. 2020	June 2020	60 days

Progression of Learning in Placements

EP Trainees must pass all practicum works specified in this Manual. The three placements are arranged in a sequence. Specifically, trainees cannot proceed to the second placement if they fail the mentorship programme or group project in the first placement. Similarly, trainees cannot proceed to the third placement if they fail the second placement. Trainees who have failed his/her first attempt at any placement may be permitted to repeat that placement or any designated component(s) of that placement.

The First Placement

The First placement begins in October 2018 and ends in July 2020 for a total of not less than 60 days. Trainees have to take up projects in the field and case work in PSU. They will also shadow and work on various tasks assigned by a mentor in the field. Visits to various settings served by Educational Psychologists (EP) will also be arranged to familiarize trainees with the range of work they will encounter when they graduate. In addition, they need to undertake the PSU on-call duty and answer enquires directed to PSU (see PSU Operation Manual).

The weighting in terms of practicum work days and grades/marks is as follow:

- A. PSU case work & duties : 50%
- B. Mentorship Programme : 30%
- C. Group Projects : 20%

Trainees must pass all of the above components. If a trainee fails any one of them, he/she is required to retake the component concerned. The grade of the second attempt of this component will be a bare pass.

A. Case Work at Psychological Services Unit (PSU), HKU

Three to four cases will be assigned to the trainees. **At least two** will be **assessment cases** and one or two cases will involve **intervention**. The total number of direct contact sessions with clients including assessment and intervention cases **should not be less than 14 days**. Trainees are required to write full reports on the cases handled. The completed case files and video/ audio clips for each case should be handed to the Teaching Consultant who supervises the case in **not later than one month after the last session with the clients**. It is recommended that trainees should:

1. Start the first assessment case by November 2018 and the second assessment case by March 2019 at the latest.
2. Start the intervention case by September 2019.
3. Start the fourth case, if applicable, not later than January, 2020 and end the case at the latest by 15 June, 2020.

Peer Observation and Co-operative Learning

All trainees have to engage in co-operative learning. Apart from handling the assigned cases, they need to make peer observations on two other cases handled by their peers. They need to do the following:

1. Conduct peer observation in at least four sessions, i.e. one assessment session, one feedback session and two intervention sessions.
2. Discuss with peer on areas for improvement---in relating with clients, test administration, giving feedback, conducting counselling, etc.
3. Do independent scoring on the same assessment for the assessment session.
4. Compare scoring with peer and discuss issues related to scoring (for the assessment case)
5. Discuss the results and their interpretation.
6. Prepare the feedback session together.
7. Fill in the Peer Observation Checklist (Appendix I)

Supervision

Supervision is provided by the following Principal Lecturer/ Lecturers:

Dr. Kathy Wong (Practicum Co-ordinator)

Office: Rm. 430

Office phone no.: 39178055

e-mail: kawong@hku.hk

Ms. Alice Keung
Office: Rm. 430
Office phone no.: 39178055
e-mail: ayckeung@hku.hk

Dr. May Chan
Office: Rm. 430
Office phone no.: 39178055
e-mail: chanmay@hku.hk

Dr. Matthew Chu
Office: Rm. 430
Office phone no.: 39178055
e-mail: matchu@hku.hk

Trainees will have a chance to be supervised by at least two different Principal Lecturer/ Lecturers.

Passing Out Requirement

In order to ensure the quality of case work of EP trainees and the ability to work independently, they need to fulfil the minimum requirement for passing out, as set out in the Passing Out Checklist (Appendix II). This Checklist will be filled in by the Principal Lecturer /Lecturers who supervise the first assessment case and the last/second intervention case. Trainees who fail to meet the minimum requirement will be obliged to work on more PSU cases until they can pass out. (See Programme Handbook for details.)

Trainees should take note that, before they can proceed to Mentorship placement in January 2019, they are required to meet the PSU passing out criteria for assessment cases **before the end of December 2018**.

Calculation of Placement Days

Assessment Cases

Each session of meeting with a client will be counted as one day. It includes preparation, phone contacts, discussion with supervisor/peer, writing up case recording/ case summaries and filing, etc. In addition, for each case, one day is counted for report writing.

Observing Peers

A total of four days will be counted for the four sessions observed. It includes making observations, discussing with peer, and filling in the Peer Observation Form. Informal peer-buddy will not be counted as placement day.

Intervention Case

It is expected that for the intervention case, trainees would meet the client for at least 8 sessions. Trainees might otherwise be asked to take up one more case. Each session with a client will be counted as one day. It includes the work time for preparation, phone contacts, discussion with supervisor, writing up case recordings/ case summaries and filing, etc. In addition, for each case, one day is counted for report writing.

Evaluation

Each assessment case will contribute to 10% while the intervention case will contribute 30% towards the mark for the PSU placement. In other words, a total of 50% of the mark is determined by the performance in the PSU cases handled.

If the trainee has worked on more than three cases, the best 2 assessment cases and the best intervention case will be considered in the final grading. If the trainee fails an assessment or intervention case, he/she will need to retake a case of same nature and will get a bare pass for his/her next attempt. Evaluation will be done by the Principal Lecturer/ Lecturer who supervises the case (Appendix III).

B. Mentorship Programme

Under the Mentorship Programme, a practising EP with at least two years of experience will serve as a mentor. He/she will take up a trainee as his/her mentee for the stipulated period of time. The EP will guide the trainee in his/her learning in the field by providing opportunities such as:

- a) Orientation/shadowing of the mentor, with observations and discussions on the role of EP;
- b) Assessment case: one to two cases involving children with learning needs might be appropriate;
- c) One individual or group intervention, with four to eight sessions;
- d) Other learning experiences such as consultation for teachers and parents, staff development etc. are also deemed relevant.

The Principal Lecturer/ Lecturers from the Department will keep close liaison with the EP mentors and the trainees so as to offer assistance whenever necessary.

Mentorship placement will be arranged once a week on Tuesdays from January to June 2019, for a total of 17 days.

The Mentor's Report (Appendix IV) should be completed by the mentors and handed in to the Department by 1 August, 2019.

Trainees have to submit a summary on the cases handled and group work conducted to Dr. Matthew Chu, Lecturer, no later than 31 August, 2019.

Supervision

Supervision of the group work, project and cases will be given by the mentor of the trainee.

Evaluation

Evaluation by the mentor: 30% (Appendix IV)

C. Group Projects

EP Trainees will gain valuable fieldwork experiences through taking up group project work. Opportunities for the trainees to take part in a variety of projects from the field are therefore most needed. Trainees are required to work in groups of 2-3. The actual group size could vary depending on the scale of the project. Project work suitable for participation by the trainees should include some direct services to students, parents or teachers. Some examples of the projects could be: a try-out study for an assessment tool, development of a resource package, a screening exercise for children with certain special educational needs, some curriculum development work, training workshops for parents, teachers or students on certain topics, etc. The list is not exhaustive.

Group Projects will be arranged once a week on either Thursdays or Fridays from January to June 2019, for a total of 10 days.

The trainees are expected to furnish to their project supervisor at the end of the Group Project period some kind of written products of a scale commensurate to the extent of their involvement. These could be, for example, a summary of work done, a progress report, a report on findings in a survey, a training manual for a student workshop, a number of lesson plans in a guidance curriculum for schools, information leaflets on children with special needs, a resource package of some sort for schools etc.

Project Selection

The Department will call for submission of project proposal from the EPs in the field in November 2018. EPs interested in offering to the trainees the training opportunities in terms of group project work could make use of the Project Proposal form (Appendix V) to provide details of their projects. All project proposals will be considered. Selection is based on the following consideration:

- Training benefits to the trainees
- Suitability in terms of timing relative to trainee's other training engagement
- Suitability in terms of workload
- Suitability in terms of level of skills trainees might have at the time the project is implemented.

The EP in charge of the projects will be informed of the result of the selection within one month after submission of the project proposal.

Supervision

To ensure that the trainees can learn through participation and at the same time contribute to the projects, the EP in charge of the project is expected to serve as their project supervisor and provide guidance and supervision to the trainees. The nature of the trainees' involvement, their work duties and the required end product, etc. will have to be worked out at the beginning between the trainees and their project supervisor.

In connection with the project work, the Principal Lecturer/ Lecturers of the Programme will work in close liaison with project supervisors and provide any necessary support to ensure smooth operation of the group project.

Project Materials

To facilitate sharing among EP trainees of their group project experience, each group of trainees is required to submit the project materials, together with a project summary, to the Principal Lecturer/ Lecturers within one month after the completion of the project. The project summary should include the following:

- Objective and theoretical framework of the project
- Brief description of project implementation
- Reflection / Evaluation of the project etc.

The project materials and project summary should be submitted to Dr. May Chan, Lecturer, within one month after the completion of the project.

Evaluation

At the end of the project, the project supervisors are expected to evaluate the performance of the trainees. A standard evaluation form for this purpose is in Appendix VI.

Evaluation by EP project supervisor: 20% (Appendix VI)

Record of work in the First Placement

Trainees have to keep track of their learning through filling in the Fieldwork Learning Log (Appendix VII) and have to submit a photocopy to the Principal Lecturer/ Lecturers who supervised the last PSU case by the end of July, 2020.

Trainees need to submit the record of work on the First placement (Appendix VIII) twice (by July 2019 and July 2020) to Ms Alice Keung.

In completing the record of work for the First Placement, (Appendix VIII), trainees are reminded to include the following activities as PSU placement days:

- a) Orientation visits/talks
- b) PSU intake duties: 3.5 days for fulfilling PSU intake for a week; Extra one day will be counted for receiving more than 7 phone calls in a week.

The Second and Third Placements

Expectations

As a substantial portion of the first placement is in-house training at the PSU, the second placement in the second academic year is the first formal outside fieldwork placement for the trainees. Emphasis of this placement is on breadth and depth. Trainees are expected to learn the roles and functions of EPs within a particular setting and to gain initial experience in developing their professional skills. In their third placement they should gradually consolidate and expand their range of skills and grow towards greater professional independence.

Each of these two outside placements aims at providing the trainees with:

- a) exposure to a broad spectrum of work of an EP working in a particular setting;
- b) adequate hands-on 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 the necessary knowledge and practical skills;
- c) knowledge of different types of provisions and support systems accessible to children with special educational needs and related referral procedures;
- d) opportunities for collaborative work with other professionals.

At each of these placements, the trainees might need to shadow and to co-work with the supervisor on some tasks but should gradually take up some independent work as deemed appropriate under supervision. At the end of each placement, the trainees are expected to have acquired the basic knowledge and skills required of the EPs in that setting and gained good understanding of the issues and problems EPs have to deal with in their work.

Types of Training Activities

The type of tasks that can be assigned to the trainee may vary from setting to setting. As a general rule, they should be assigned some simple and straightforward tasks at the beginning and gradually moving to more complex and challenging activities. The supervisor is probably the best person to decide on the most appropriate training experiences in terms of the range of training activities and workload for the trainee, based on the trainee's knowledge and skill level as well as the actual training opportunities available in that setting. The following are some types of work that could be offered to the trainees. Supervisors should be aware that these are mere suggested activities and they are not meant to be restrictive nor exhaustive. Supervisors might consider:

- a) providing assessment and intervention services to **individual** cases and, if necessary, making referrals to other professionals.:
(Note: The nature of the individual cases may vary but would generally involve children with learning, behavioural or emotional difficulties as well as children with special educational needs, etc. In a mainstream school setting, about 6 to 10 cases might be appropriate;
- b) organizing and conducting remedial or developmental **groups** for children, parents and teachers on various topics and issues. In a mainstream school setting, about 8 to 16 sessions in total might be appropriate;
- c) providing **professional consultations** to parents or teachers in meetings, case conferences, etc.;
- d) conducting **talks, seminars and workshops** for various client groups;
- e) conducting **surveys and research** on various issues in the school system and/or on the needs of different groups of clients in the placement setting;
- f) taking part in various **projects at the systems or policy level** (e.g. those relating to curriculum reforms or support to better teaching and learning).

Fieldwork Supervision

In each placement, trainees are assigned a placement supervisor who will guide them in their practical training and professional development in that setting. While supervisors are generally invited among the more experienced EPs, a practicing EP with a minimum of three years of post-qualification experience is regarded as qualified for such task. Under such circumstances, the Programme's Principal Lecturer/ Lecturer would be in close contact with the supervisor in case of any need.

At the start of a placement, a tripartite meeting would be set up with the trainee, the supervisor, and the Principal Lecturer/ Lecturer to discuss the needs and interests of the trainee. The goals of the practical training in that particular placement would be set up for the trainee and ways in which these goals could be accomplished would be discussed, taking into consideration the trainee's previous experience, as well as the expectations and available training opportunities in that placement setting. The Field Practicum Learning Log (Appendix VII) and Record of Work (VIII) summarizing the kind of exposures and training experiences the trainee has had in his/her previous placement(s) can be used as a starting point for this discussion. During the course of the placement, one or more tripartite meetings will be held to discuss the progress of the training.

Guidelines for Supervision

During the fieldwork practice, the trainee tries to apply the knowledge and skills acquired in the Programme to help his/her clients. Supervisors will also make efforts to fill major gaps in the trainee's experience, with reference to the trainee's past experiences. The following are some suggestions that might facilitate this transfer of knowledge and ensure the smooth running in the training process:

a. Orientation

When the trainee begins a new placement he/she can be allowed one to two weeks to become familiar with the placement setting and the tasks expected of him/her. The following activities are suggested to facilitate the trainee's adjustment during this period:

- i. welcoming the trainee, introducing yourself, getting to know the trainee and learning about his or her experiences and expectations;
- ii. introducing the trainee to other professionals, colleagues and members of the organization and getting him/her familiarized with the facilities in the placement setting;
- iii. answering questions and putting the trainee at ease by acknowledging that many experiences will be new to the trainee;
- iv. explaining the context in which you work and the available services;
- v. explaining your various tasks, your approach to the job and your style;
- vi. listening to the trainee, sharing and/or eliciting feedback from visits to placement centres or other activities;
- vii. allowing the trainee to shadow you by observing you at work and participate in all your activities as an EP in that setting as you deem appropriate;
- viii. explaining the aims of the placement and discussing mutual expectations with regard to these goals. Objectives tailored for the trainee's needs are set and formally recorded;
- ix. assigning the trainee tasks to be carried out relevant to his/her stage of training and observing him/her at work at least initially and giving him/her constructive feedback;
- x. reminding the trainee to keep a log of his/her daily activities in the placement setting.

b. Modes of Supervision

Supervisors might need to adjust their style of supervision depending on the level of training and experiences of the trainees. Trainees in their earlier placement will generally require considerably more supervision, need more coaching and a more detailed explanation of the basic techniques and procedures that they are asked to use. Such elaboration in techniques and procedures might not be necessary for more experienced trainees but should be available if required. Similarly, new trainees will need much closer monitoring of their work, and may also need to observe supervisors at work more often or do more joint work with their supervisors. As trainees are developing their skills progressively, they should also be encouraged to work independently and supervision should have more of an educational than monitoring function.

Regardless of the stage of training, it is important that the trainee and the supervisor have opportunities to see each other at work. In the initial stages of the placement, in particular, it is important that whenever possible the trainee be allowed to observe the supervisor at work, and when possible, supervisor should also observe the trainee in order to have first-hand observation of the trainee's performance. Collaborative work with the trainee is encouraged. This is essential if the supervisor is to give the trainee accurate and constructive feedback. It also provides an opportunity for useful discussions and sharing and often leads to mutual learning. As the trainee adjusts to the new environment and becomes familiar with the nature of work and setting, the supervisor should provide supervision to prepare the trainee to work competently and independently.

The trainee should not take full responsibility for any statutory work. Supervisors have the legal responsibility for the trainee's work during his/her training in the placement setting.

c. Quantity and Type of Work

It is important that the trainees be involved in an appropriate amount of work. If the amount of work is limited, trainees will not have enough learning experience. On the other hand, if the amount of work is excessive, they may not have time for adequate planning and preparation. The type of work, level and scope of involvement will depend on the nature of the placement as well as the level of the trainees' previous experience and training. It is important that trainees be involved in all aspects of the role of an educational psychologist. This includes individual and group work, consultative and collaborative work with teachers / parents, collaborative work with other professionals, participating in training, research and in administrative work.

d. Supervision Hours

Trainees will be placed in the placement centre for three days a week. Supervisors should set aside a minimum of one hour per week for the formal supervision meetings. Longer supervision may be necessary depending on the trainees' stage of training. In addition, supervisors should make themselves available for informal discussions when the need arises.

e. Format of the Supervision Meetings

Supervision meetings should focus primarily on the trainees' work and development. During these sessions, the trainees receive constructive and accurate feedback on their performance. The supervisors and their trainees should critically examine past activities, share thoughts, draw implications and formulate new ideas and principles for future plans.

Report Writing

There is a wide variation in the psychological reports of professional psychologists, which may vary in their writing style, presentation and amount of details provided. The content and style of report are also different depending on the reader for whom it is intended. In the Programme, the trainees are given instructions about the basic and essential aspects of reporting. They are taught the importance of confidentiality and how to write reports that are appropriate to the recipient and to avoid jargons. In addition to these general guidelines, the trainees are expected to follow the conventions normally adopted in the placement setting where they are working. The reports should be signed by the individual trainee, stating his/her position as "Educational Psychology Trainee, University of Hong Kong". They may be circulated to a third party only with the agreement of the supervisor, who will countersign the reports and may wish to write a covering letter. With the consent of their supervisor, trainees may be allowed to keep a copy of their client's report as a record of work in their fieldwork portfolio. Trainees are required to ensure that their clients' anonymity is protected and the confidentiality rules observed.

Feedback and Evaluation

Supervisors should keep a record of all the work done by the trainee in his/her placement. These records will help the supervisor to write an evaluation report on the trainee at the end of the placement, the content of which should be discussed with the trainee. The content of the report will help the Practicum Coordinator of the Educational Psychology Programme in planning future placements.

The supervisor should provide regular feedback on the trainee's performance. The areas of concern or suggestions for improvement should be brought up during the course of the placement or at least in the mid-term tripartite meeting rather than left only to appear in the written report.

Interpersonal Relationship Issues

Supervisors should be tolerant and open-minded with regard to differences in interest and orientations between themselves and the trainee. They should help the trainee develop his/her own interest in an appropriate way. Where they decide to overrule the way the trainees wish to work, they should give their reasons rather than simply assert that this is how things should be done. In other words, supervisors should be accepting and be prepared to provide sound reasons should they wish to adopt a different approach, always taking into consideration the client's best interest.

Supervisors should be alert to any relationship issues which might arise between the trainee and clients or between the trainee and other staff members in the placement setting, and be prepared to raise these issues for discussion in a supportive way when they are considered to be affecting the trainee's work.

Evaluation of Practical Skills

For the purpose of evaluating and providing feedback regarding the trainee's performance during his/her placement, supervisors are required to complete the Fieldwork Evaluation Report Form (Appendix IX) wherein grades and marks are assigned using a five-point scale corresponding to classifications of FAIL, PASS, SATISFACTORY, GOOD AND EXCELLENT.

Rating of Skills

When completing the standard evaluation form, it is recommended that supervisors rate the trainee on each of the six relevant skill areas for a particular placement, with considerations given to the trainee's stage of training and the practical demand in the placement setting. A reference list of the skills/ qualities for fieldwork evaluation is given in Appendix X. The ratings for each of the skill areas could then be used as a reference point for deciding on the overall grade and mark for the trainee at the end of the evaluation report. The following 5-point classification system is used:

FAIL	PASS	SATISFACTORY	GOOD	EXCELLENT
generally indicates that the trainee has made some major errors in their work during the placement and has not shown much improvement despite substantial guidance from the supervisor	generally indicates that the trainee can make up for the errors in his/her work during the placement but needs monitoring and guidance from the supervisor	generally indicates that the trainee is quick to notice and make up for the errors in his/her work during the placement and is able to show substantial improvement with guidance from the supervisor	generally indicates that the trainee performs well in most tasks in the placement	generally indicates that the trainee performs well in almost all areas and is able to work rather independently

Important Notes

Supervisors' attention is drawn to the following important notes when completing the trainee's evaluation report:

- i. The trainee must pass all placements to satisfy the requirements of the Programme.
- ii. If one placement is failed, the trainee may be permitted to repeat a similar placement at the end of the placement period but not necessarily under the same supervisor.
- iii. The evaluation report should be submitted to the Programme within one month upon the completion of the placement.
- iv. It is at the discretion of the supervisor whether, apart from verbal feedback, the written report is copied for the trainee or shown to the trainee or not. Nonetheless, the trainee has the right to make a request to the Department for getting access to the written report if he/she opts to do so afterwards.

Submissions after Second and Third Placement

After each field placement, trainees are required to complete and submit the following forms (items 1 – 3 listed below) and the placement portfolio (item 4) to the Lecturers.

- 1) A photocopy of Field Practicum Learning Log (Appendix VII)
- 2) Record of Work in Placement (Appendix VIII)
- 3) Trainee's Feedback on Placement Centre (Appendix XI)
- 4) Placement portfolio (Appendix XII)

Submission of these records of the Second Placement should be made to Dr. Matthew Chu on **14 February 2020 (Fri)** and those of the Third Placement to Dr. May Chan on **17 July 2020 (Fri)**.

Declaration on the Sexual Conviction Record

For placement purpose, all trainees are required to sign a declaration to confirm that they do not have any conviction records against the specified list of sexual offences stated under the SCRC Scheme (App. XIII).

END

**The University of Hong Kong
Department of Psychology
M.Soc. Sc. Programme in Educational Psychology
PSU Peer Observation Form**

(to be completed by trainees and filed in the respective case files)

Case: _____
 Age of Client: _____ Date: _____
 Trainee: _____ Peer Observer: _____
 (“Y”: Yes “N”: No “NA”: Not Applicable)

Domain	Specific Skills	Y	N	NA
A. Intake Interview	1. Initial contact			
	a. <i>introduced oneself to client(s) and ensured client(s) comfortably settled down before interview began</i>			
	b. <i>socialized with client(s) in an attempt to build initial rapport</i>			
	c. <i>properly oriented them on services to be provided, clarified the roles of the clients and what they can reasonably expect from the service</i>			
	2. Probe for Information			
	a. <i>conveyed questions and information clearly to client</i>			
	b. <i>proper attention given to child client while conversing with the parent</i>			
	c. <i>was sensitive to client’s non-verbal communication cues and responded appropriately</i>			
	d. <i>was spontaneous and sensitive to client’s feelings and reaction throughout the interviewing process</i>			
	e. <i>appropriately communicated empathy</i>			
	f. <i>obtained relevant information without too much side tracking/repetition</i>			
	3. Closing of Session			
	a. <i>adequately summarized clients’ major concern</i>			
	b. <i>created in client(s) some sense of hope</i>			
	c. <i>fostered in client(s) a collaborative spirit with therapist</i>			
	d. <i>motivated client towards making changes</i>			

	4. Other areas of attention:
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Domain	Specific Skills	Y	N	NA
B. Assessment	1. Test preparation			
	<i>a. testing materials, manuals, accessories, etc. in proper order and ready for use</i>			
	2. Familiarity with test tools used			
	<i>a. adequately followed the standardized testing procedures required by the test</i>			
	<i>b. ensured the correctness of client's name, date of birth, date of test and the calculation of chronological age</i>			
	<i>c. used standardized symbols in scoring</i>			
	<i>d. did not have to read each questions directly from the manual</i>			
	<i>e. transitions between sub-tests were quite smooth</i>			
	<i>f. began and end test at the proper level</i>			
	<i>g. no detrimental errors made on instructions</i>			
	<i>h. no detrimental errors made on scoring</i>			
	<i>i. noted down relevant observations during testing</i>			
	3. Attention to examinee's physical and psychological conditions prior to and throughout testing period			
	<i>a. made sure examinee was physically comfortable</i>			
	<i>b. built rapport and put examinee at ease before testing</i>			
	<i>c. adjusted the speed of administering test to temperament and other conditions of the examinee</i>			
	<i>d. sensitive to signs of boredom, fatigue and did something to alleviate the problems</i>			
	<i>e. praised appropriately during the testing process</i>			
	<i>f. provided proper closure at end of testing</i>			

	4. Attention to possible distracting factors during testing			
	a. <i>ensured physical environment was suitable for testing</i>			
	b. <i>ensured examinee was comfortably seated</i>			
	c. <i>kept testing materials, toys, other equipment at hand but out of sight/ easy reach when not in use</i>			
	d. <i>recorded responses and scores unobtrusively</i>			
	5. Other areas of attention:			

Domains	Specific Skills	Y	N	NA
C. Feedback to Parents	1. Clarity			
	a. <i>provided a clear and concise verbal report of findings:</i>			
	- <i>means/tools used</i>			
	- <i>results explained/presented</i>			
	- <i>an idea of how results are interpreted and implications</i>			
	- <i>client's strength/weaknesses</i>			
	b. <i>ensured parents and client correctly interprets and use information provided by the assessment</i>			
	2. Use of language			
	a. <i>simple and appropriate to parent's level of understanding</i>			
	3. Recommendations			
	a. <i>addressed to referral questions and other concerns noted by therapist or from parent</i>			
	b. <i>realistic and practicable</i>			
	4. Sensitivity and flexibility			
a. <i>showed patience and gave ample clarification when parents appeared confused</i>				

	<i>b. engaged client in the feedback process if s/he is present in the session with parents</i>			
	<i>c. sensitive to parent and client's verbal and non-verbal responses on hearing assessment feedback</i>			
	<i>d. supportive and adequately addressed immediate concerns, worries noted</i>			
	<i>e. ensured clients viewed assessment positively and motivated client towards making changes</i>			
5. Other areas for attention:				

Domains	Specific Skills	Y	N	NA
D. Counseling & Intervention	1. Preparation			
	<i>a. materials/tools planned to be used for session ready</i>			
	<i>b. clients appropriately settled down for session</i>			
	2. Case Formulation			
	<i>a. had initial hypotheses about clients' problems</i>			
	<i>b. had clear direction and objectives for the session</i>			
	<i>c. planned and methodical in seeking relevant information; questions asked guided by formulation</i>			
	<i>d. adapted/refined hypotheses in light of new information obtained</i>			
	3. Appropriate use of basic skills			
	<i>a. attending</i>			
	<i>b. active listening</i>			
	<i>c. paraphrasing</i>			
	<i>d. reflection of feelings</i>			
	<i>e. summarizing</i>			
	<i>f. interpreting</i>			
	<i>g. open-end questioning</i>			

4. Confidence, Composure and Control			
<i>a. properly attired</i>			
<i>b. created impression in client of a confident, supportive professional</i>			
<i>c. remained in charge of session throughout</i>			
<i>d. session was smooth and well-paced</i>			
5. Sensitivity and flexibility			
<i>a. adapted planned activities to demands of situation and client' states and conditions</i>			
<i>b. picked up and responded appropriately to verbal and non-verbal cues of important issues or concerns of client</i>			
6. Case recordings			
<i>a. Important events, observations, assessment, formulations and directions for follow-up work adequately recorded in progress notes</i>			
<i>b. case file in order</i>			
7. Other areas for attention:			

The University of Hong Kong
Department of Psychology
M.Soc. Sc. Programme in Educational Psychology
PSU Passing Out Checklist
 (to be completed by PSU case supervisors)

Trainee: _____ **Case No.:** _____

Criteria for passing out:

Applicable to the first assessment case and the last intervention case. To successfully complete each case, trainees have to pass all the domains (A to E) listed below. If the overall number of ticks “√” in the “NR” column of each domain is more than half of the total number of items in that domain, or when there is a “√” in the “S” column, the trainee is considered to have failed in that particular domain and is not ready for outside placement.

Record of Attainment of Essential Basic Skills Case Work

Overall Skill Level Attained: **Not ready (NR) / Ready (R) / Serious error committed (S)**

Please put “√” in the appropriate box

Domain	Specific Skills	NR	R	S
A. Intake Interview	1. Initial contact			
	a. <i>introduced oneself to client(s) and ensured client(s) comfortably settled down before interview began</i>			
	b. <i>socialized with client(s) in an attempt to build initial rapport</i>			
	c. <i>properly oriented them on services to be provided, clarified the roles of the clients and what they can reasonably expect from the service</i>			
	2. Probe for Information			
	a. <i>conveyed questions and information clearly to client</i>			
	b. <i>proper attention given to child client while conversing with the parent</i>			
	c. <i>was sensitive to client’s non-verbal communication cues and responded appropriately</i>			
	d. <i>was spontaneous and sensitive to client’s feelings and reaction throughout the interviewing process</i>			
	e. <i>appropriately communicated empathy</i>			
	f. <i>obtained relevant information without too much side tracking/repetition</i>			

	3. Closing of Session			
	<i>a. adequately summarized clients' major concern</i>			
	<i>b. created in client(s) some sense of hope</i>			
	<i>c. fostered in client(s) a collaborative spirit with therapist</i>			
	<i>d. motivated client towards making changes</i>			
	4. Other areas of attention:			

Domain	Specific Skills	NR	R	S
B. Assessment	1. Test preparation			
	<i>a. testing materials, manuals, accessories, etc. in proper order and ready for use</i>			
	2. Familiarity with test tools used			
	<i>a. adequately followed the standardized testing procedures required by the test</i>			
	<i>b. ensured the correctness of client's name, date of birth, date of test and the calculation of chronological age</i>			
	<i>c. used standardized symbols in scoring</i>			
	<i>d. did not have to read each questions directly from the manual</i>			
	<i>e. transitions between sub-tests were quite smooth</i>			
	<i>f. began and end test at the proper level</i>			
	<i>g. no detrimental errors made on instructions</i>			
	<i>h. no detrimental errors made on scoring</i>			
	<i>i. noted down relevant observations during testing</i>			
	3. Attention to examinee's physical and psychological conditions prior to and throughout testing period			
	<i>a. made sure examinee was physically comfortable</i>			
	<i>b. built rapport and put examinee at ease before testing</i>			
<i>c. adjusted the speed of administering test to temperament and other conditions of the examinee</i>				

	<i>d. sensitive to signs of boredom, fatigue and did something to alleviate the problems</i>			
	<i>e. praised appropriately during the testing process</i>			
	<i>f. provided proper closure at end of testing</i>			
	4. Attention to possible distracting factors during testing			
	<i>a. ensured physical environment was suitable for testing</i>			
	<i>b. ensured examinee was comfortably seated</i>			
	<i>c. kept testing materials, toys, other equipment at hand but out of sight/ easy reach when not in use</i>			
	<i>d. recorded responses and scores unobtrusively</i>			
	5. Other areas of attention:			

Domains	Specific Skills	NR	R	S
C. Feedback to Parents	1. Clarity			
	<i>a. provided a clear and concise verbal report of findings:</i>			
	<i>- means/tools used</i>			
	<i>- results explained/presented</i>			
	<i>- an idea of how results are interpreted and implications</i>			
	<i>- client's strength/weaknesses</i>			
	<i>b. ensured parents and client correctly interprets and use information provided by the assessment</i>			
	2. Use of language			
	<i>a. simple and appropriate to parent's level of understanding</i>			
3. Recommendations				
<i>a. addressed to referral questions and other concerns noted by therapist or from parent</i>				
<i>b. realistic and practicable</i>				
	4. Sensitivity and flexibility			
	<i>a. showed patience and gave ample clarification when parents appeared confused</i>			

	<i>b. engaged client in the feedback process if s/he is present in the session with parents</i>			
	<i>c. sensitive to parent and client's verbal and non-verbal responses on hearing assessment feedback</i>			
	<i>d. supportive and adequately addressed immediate concerns, worries noted</i>			
	<i>e. ensured clients viewed assessment positively and motivated client towards making changes</i>			
5. Other areas for attention:				

Domains	Specific Skills	NR	R	S
D. Counseling & Intervention	1. Preparation			
	<i>a. materials/tools planned to be used for session ready</i>			
	<i>b. clients appropriately settled down for session</i>			
	2. Case Formulation			
	<i>a. had initial hypotheses about clients' problems</i>			
	<i>b. had clear direction and objectives for the session</i>			
	<i>c. planned and methodical in seeking relevant information; questions asked guided by formulation</i>			
	<i>d. adapted/refined hypotheses in light of new information obtained</i>			
	3. Appropriate use of basic skills			
	<i>a. attending</i>			
	<i>b. active listening</i>			
	<i>c. paraphrasing</i>			
	<i>d. reflection of feelings</i>			
	<i>e. summarizing</i>			
	<i>f. interpreting</i>			
<i>g. open-end questioning</i>				

4. Confidence, Composure and Control			
<i>a. properly attired</i>			
<i>b. created impression in client of a confident, supportive professional</i>			
<i>c. remained in charge of session throughout</i>			
<i>d. session was smooth and well-paced</i>			
5. Sensitivity and flexibility			
<i>a. adapted planned activities to demands of situation and client' states and conditions</i>			
<i>b. picked up and responded appropriately to verbal and non-verbal cues of important issues or concerns of client</i>			
6. Case recordings			
<i>a. Important events, observations, assessment, formulations and directions for follow-up work adequately recorded in progress notes</i>			
<i>b. case file in order</i>			
7. Other areas for attention:			

Domains	Specific Skills	NR	R	S
E. Report Writing	1. Basic attitude and orientation			
	<i>a. ensured confidentiality of the report</i>			
	<i>b. had clear idea of conventional formats of a psychological report</i>			
	<i>c. attempts made to ensure that information contained were accurate and accountable</i>			
	<i>d. report completed in timely fashion</i>			
	<i>e. had clear idea of what target reader(s) the report was intended</i>			
	<i>f. purpose of report clearly spelt out</i>			
	2. Selection of information			
	<i>a. appropriate background information selected or included in report</i>			

	<i>b. information provided in sufficient detail and clearly expressed</i>			
	<i>c. little unnecessary/inappropriate information included</i>			
3. Reporting of assessment results				
	<i>a. means/tools used in assessment were reported</i>			
	<i>b. assessment results were clearly presented</i>			
	<i>c. assessment results were clearly explained</i>			
	<i>d. findings from various sources had been integrated and utilized in attempt to understand client's problem</i>			
4. Interpretation and recommendations				
	<i>a. key issues related to problem sufficiently spelt out</i>			
	<i>b. causes or related issues sufficiently discussed</i>			
	<i>c. referral questions sufficiently addressed to</i>			
	<i>d. provided a clear summary of findings and key issues</i>			
	<i>e. recommendations for intervention clearly conveyed</i>			
5. Use of language				
	<i>a. minimal grammatical errors made</i>			
	<i>b. no spelling/ typo errors made</i>			
	<i>c. language used were intended for target reader</i>			
	<i>d. gave care to choice of words to avoid mislead readers or bring about undesirable consequences to client</i>			
6. Other areas for attention:				

PSU Case Supervisor: _____

Date: _____

Appendix III

The University of Hong Kong
Department of Psychology
M.Soc.Sc. Programme in Educational Psychology
Evaluation on PSU Case Work
(to be completed by PSU case supervisors)

Name of Trainee: _____ Case No: _____
 Nature of Case handled: _____ assessment / intervention _____
 Period : From _____ To _____
 PSU case supervisor : _____ Date of Report: _____

Rating Key: A= Excellent; B= Good; C=Satisfactory; D = Pass; F= Fail; N/A=Not applicable

Pl circle one grade for each item below:

1. Professional Conduct and Personal Qualities	A	B	C	D	F	N/A
2. Interview Skills	A	B	C	D	F	N/A
3. Assessment Skills	A	B	C	D	F	N/A
4. Consultation Skills	A	B	C	D	F	N/A
5. Intervention Skills	A	B	C	D	F	N/A
6. Report writing & record keeping	A	B	C	D	F	N/A
7. Others (if any):	A	B	C	D	F	N/A

B. Comments

C. Overall grade and mark (Please circle one):

Step 1: Please circle the assigned grade in the chart below.

Step 2: Please circle the assigned mark in the box immediately underneath the assigned grade.

FAIL	PASS	SATISFACTORY	GOOD	EXCELLENT
	/	/	/	/
F	D D+	C- C C+	B- B B+	A- A A+
39 and below	40 46 41 47 42 48 43 49 44 45	50 53 57 51 54 58 52 55 59	60 63 67 61 64 68 62 65 69 66	70 75 80 71 76 and 72 77 above 73 78 74 79

Step 3: Please enter here the assigned grade and mark: _____ / _____
 (grade) (mark)

Supervisor's signature: _____

Appendix IV

The University of Hong Kong
Department of Psychology
M.Soc.Sc. Programme in Educational Psychology
Mentor's Report
(to be completed by mentor)

Name of Trainee: _____

Organization/Work Setting: _____

Mentoring Period: from _____ to _____ Total no. of days: _____

Mentor: _____ Date of Report: _____

A. Impression of the mentee:

Rating Key: A= Excellent; B= Good; C=Satisfactory; D = Pass; F= Fail; N/A=Not Applicable

Please circle one grade for each item below:

1. Understanding of EP's roles and functions	A	B	C	D	F	N/A
2. Commitment to the EP profession	A	B	C	D	F	N/A
3. Receptiveness to ideas	A	B	C	D	F	N/A
4. Sensitivity towards issues and limitations	A	B	C	D	F	N/A
5. Reflectiveness	A	B	C	D	F	N/A
6. Readiness to contribute ideas constructively	A	B	C	D	F	N/A
7. Interpersonal skills	A	B	C	D	F	N/A
8. Others (if any):	A	B	C	D	F	N/A

B. Trainee's performance during his/her participation in the group/project:

Rating Key: A= Excellent; B= Good; C=Satisfactory; D = Pass; F= Fail; N/A=Not applicable

Please circle one grade for each item below:

1. Commitment to the project	A	B	C	D	F	N/A
2. Collaboration in teams (if applicable)	A	B	C	D	F	N/A
3. Planning and time Management	A	B	C	D	F	N/A
4. Managing work stress	A	B	C	D	F	N/A
5. Reflectiveness	A	B	C	D	F	N/A
6. Related skills: a) Interpersonal	A	B	C	D	F	N/A
b) Group work	A	B	C	D	F	N/A
c) Presentation	A	B	C	D	F	N/A
d) Formal and informal assessments	A	B	C	D	F	N/A
e) Consultation skills	A	B	C	D	F	N/A
f) Research skills	A	B	C	D	F	N/A
g) Report writing skills	A	B	C	D	F	N/A
7. Others (if any):	A	B	C	D	F	N/A

C. Case work skills

Rating Key: A= Excellent; B= Good; C=Satisfactory; D = Pass; F= Fail; N/A=Not applicable

Please circle one grade for each item below:

1. Professional Conduct and Personal Qualities	A	B	C	D	F	N/A
2. Interview Skills	A	B	C	D	F	N/A
3. Assessment Skills	A	B	C	D	F	N/A
4. Consultation Skills	A	B	C	D	F	N/A
5. Intervention Skills	A	B	C	D	F	N/A
6. Report writing & record keeping	A	B	C	D	F	N/A
7. Others (if any):						

D. Overall grade and mark (Please circle one):

Step 1: Please circle the assigned grade in the chart below.

Step 2: Please circle the assigned mark in the box immediately underneath the assigned grade.

FAIL	PASS	SATISFACTORY	GOOD	EXCELLENT
	├───┤	├───┤	├───┤	├───┤
F	D D+	C- C C+	B- B B+	A- A A+
39 and below	40 46 41 47 42 48 43 49 44 45	50 53 57 51 54 58 52 55 59 56	60 63 67 61 64 68 62 65 69 66	70 75 80 71 76 and 72 77 above 73 78 74 79

Step 3: Please enter the assigned grade and mark: _____ / _____
(grade) (mark)

E. Comments (if any):

Mentor's signature : _____

Project Proposal

(to be completed by EPs who want to have EP trainees to work on their projects)

Title of Project: _____

Name of Organization: _____

Preferred Days of Week for conducting the project (please circle):

Mon / Tues / Wed / Thurs / Fri / Sat / any day

Duration: _____ to _____ **Expected Implementation Date:** _____

No. of trainees required: _____ **Estimates of no. of days required:** _____

EP in charge: _____ **Contact phone no.:** _____

Nature of the project (please circle):

Curriculum work / Resource package development / Training workshops /

Others (pl. specify) _____

Objective: _____

Target clients: _____

Knowledge and Skills required of Trainees: _____

Brief Description: _____

Signature of EP in charge: _____ **Date:** _____

Appendix VI

**The University of Hong Kong
Department of Psychology
M.Soc.Sc. Programme in Educational Psychology
Evaluation on Project Work**

(to be completed by project works supervisors)

Name of Trainee: _____
 Organization/Work Setting : _____
 Participation Period: from _____ to _____ Total Number of Days : _____
 Project supervisor (s) : _____ Date of Report: _____

A. Trainee's performance during his/her participation in the project:

Rating Key: A= Excellent; B= Good; C=Satisfactory; D = Pass; F= Fail; N/A=Not applicable

Please circle one grade for each item below:

1. Commitment to the project	A	B	C	D	F	N/A
2. Collaboration in teams	A	B	C	D	F	N/A
3. Planning and time Management	A	B	C	D	F	N/A
4. Managing work stress	A	B	C	D	F	N/A
5. Reflectiveness	A	B	C	D	F	N/A
6. Related skills: a) Interpersonal	A	B	C	D	F	N/A
b) Group work	A	B	C	D	F	N/A
c)Presentation	A	B	C	D	F	N/A
d)Formal and informal assessments	A	B	C	D	F	N/A
e)Consultation skills	A	B	C	D	F	N/A
f)Research skills	A	B	C	D	F	N/A
g)Report writing skills	A	B	C	D	F	N/A
7. Others (if any):	A	B	C	D	F	N/A

B. Overall grade and mark (Please circle one):

Please circle the assigned grade and mark in the chart below.

FAIL	PASS		SATISFACTORY			GOOD			EXCELLENT		
F	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
39 and below	40	46	50	53	57	60	63	67	70	75	80
	41	47	51	54	58	61	64	68	71	76	and
	42	48	52	55	59	62	65	69	72	77	above
	43	49		56			66		73	78	
	44								74	79	
	45										

Please enter the assigned grade and mark: _____ / _____
 (grade) (mark)

C. Other comments (if any):

Supervisor's signature: _____

The University of Hong Kong
 Department of Psychology
 M.Soc.Sc. Programme in Educational Psychology

Name of Trainee: _____ (2018/2020)

Fieldwork Learning Log

(To be Completed by Trainee and Endorsed by his/her Supervisor and then pass on to the Supervisor in the next Placement)

Please put a number in the appropriate box to denote the number of occasion you have had certain training experience during the placement, e.g., if you have conducted three parent workshops, please put 3 in the corresponding box.

A. Background of Placement Setting

	1st			2nd	3rd
	(a) PSU	(b) Mentorship	(c) Project		
Placement School/Centre:	HKU				
* No of placement days:					
Main Clientele:					
Supervisor(s):					

* No of placement days for PSU should not include orientation visits/seminars here

B. Student Casework Nature

Placements

- Has had experience working on cases of
 - learning problems
 - behavioural and emotional problems
 - known psychiatric conditions
 - multiple problems
 - others (pl. specify): _____

	1st	2nd	3rd

Assessment

- Has administered the following test on intellectual functioning
 - WISC-IV (HK)
 - WAIS-IV (HK)
 - WPPSI
 - Standford-Binet V
 - Merrill-Palmer II
 - Bayley
 - others (pl. specify): _____

	1st	2nd	3rd

3. Has administrated other formal/informal tests:

- a)
- b)
- c)
- d)
- e)
- f)
- g)

	1st	2nd	3rd
a)			
b)			
c)			
d)			
e)			
f)			
g)			

C. Group work

Has conducted small groups (g)*/seminars (s)*/ talks (t)*/workshops (w)* in the following areas:

* Please indicate in the brackets provided in the placements columns the type of group work conducted

1. **Students**

- a) study skills
- b) others (pl. specify)

	1st	2nd	3rd
a)	()	()	()
b)	()	()	()
	()	()	()
	()	()	()

2. **Parents**

- a) providing learning support to children
 - b) managing behavioural emotional problems
 - c) communicating with children
 - d) understanding a particular developmental problems or special needs (pl. specify):
-

	1st	2nd	3rd
a)	()	()	()
b)	()	()	()
c)	()	()	()
d)	()	()	()

3. **Teachers**

- a) stress management
 - b) guidance/discipline work in school
 - c) classroom management skills
 - d) counseling skills
 - e) topics related to classroom teaching and learning
 - f) understanding a particular developmental problems or certain special needs (pl. specify):
-

	1st	2nd	3rd
a)	()	()	()
b)	()	()	()
c)	()	()	()
d)	()	()	()
e)	()	()	()
f)	()	()	()

D. Consultation/Systems Work

Teachers

Placements

1. Provided consultations to teachers on:
 a) remedial or developmental programmes/projects
 b) policies and operations (e.g., referral procedures)
 c) curriculum development
 d) others (pl. specify):

1st	2nd	3rd

2. Collaborated with teachers on:
 a) group work or mass programmes
 b) curriculum related work
 c) others (pl. specify):

1st	2nd	3rd

Research Work

3. Has conducted survey and research work on the following topics (pl. specify):
 a)
 b)
 c)
 d)

1st	2nd	3rd

Supervisor's Signature: _____ Date: _____
 (1st placement/PSU)
 Please indicate if you have 3 or more years of EP experience: Yes / No

Supervisor's Signature: _____ Date: _____
 (1st placement/Mentorship)

Supervisor's Signature: _____ Date: _____
 (1st placement/Project)
 Please indicate if you have 3 or more years of EP experience: Yes / No

Supervisor's Signature: _____ Date: _____
 (2nd placement)
 Please indicate if you have 3 or more years of EP experience: Yes / No

Supervisor's Signature: _____ Date: _____
 (3rd placement)
 Please indicate if you have 3 or more years of EP experience: Yes / No

The University of Hong Kong
 Department of Psychology
 M.Soc.Sc. Programme in Educational Psychology

Record of Work in Placement
 (to be completed by trainee)

Name of Trainee : _____

Placement Centre : _____

First /Second /Third Placement : From _____ to _____ Total no. of placement days : _____

Supervisor(s) : _____

Initials of Client/ Group/Agency	Individual or group sessions	Date of first session	Date of last session	Total no. of sessions	Nature of Services offered*	Remarks

* A = Assessment
 R = Research

I = Intervention
 PE = Public education

CD = Curriculum development
 S = Staff development/training

C = Consultation
 P = Parent Training

The University of Hong Kong
 Department of Psychology
 M.Soc.Sc. Programme in Educational Psychology

Fieldwork Evaluation Report
 (to be completed by fieldwork supervisors)

Name of Trainee: _____ Placement No.: _____

Placement School/Centre(s): _____

Placement Period: from _____ to _____(inclusive) Total no. of days : _____

Supervisor (s): _____

Date of Report: _____ Date of Feedback to Trainee: _____

Please rate and comment on the trainee’s performance in the following Qualities and Competence Domains (A to F). A list of the skills and qualities that might be relevant for purpose of evaluating the trainee’s performance in the different domains is attached with this form for ease of reference. Please also give an overall grade and mark at the end of the report.

A. Professional Conduct & Personal Qualities

Feedback and comments to trainee on strengths and areas for improvement:

Performance evaluation (pl. place a check mark underneath the appropriate performance description) :

Fail	Pass	Satisfactory	Good	Excellent

B. Assessment Skills

Feedback and comments to trainee on strengths and areas for improvement:

Performance evaluation (pl. place a check mark underneath the appropriate performance description):

Fail	Pass	Satisfactory	Good	Excellent

C. Interview Skills

Feedback and comments to trainee on strengths and areas for improvement:

Performance evaluation (pl. place a check mark underneath the appropriate performance description) :

Fail	Pass	Satisfactory	Good	Excellent

D. Intervention Skills

Feedback and comments to trainee on strengths and areas for improvement:

Performance evaluation (pl. place a check mark underneath the appropriate performance description):

Fail	Pass	Satisfactory	Good	Excellent

E. Report Writing and Record Keeping

Feedback and comments to trainee on strengths and areas for improvement:

Performance evaluation (pl. place a check mark underneath the appropriate performance description):

Fail	Pass	Satisfactory	Good	Excellent

F. Consultation Skills

Feedback and comments to trainee on strengths and areas for improvement:

Performance evaluation (pl. place a check mark underneath the appropriate performance description):

Fail	Pass	Satisfactory	Good	Excellent

G. Overall Grade and Mark

Please circle in the boxes below the grade and mark assigned to the trainee:

Step 1: Please circle the assigned grade in the chart below.

Step 2: Please circle the assigned mark in the box immediately underneath the assigned grade.

FAIL	PASS		SATISFACTORY			GOOD			EXCELLENT		
F	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
39 and below	40 41 42 43 44 45	46 47 48 49	50 51 52	53 54 55 56	57 58 59	60 61 62	63 64 65 66	67 68 69	70 71 72 73 74	75 76 77 78 79	80 and above

Step 3: Please enter the assigned grade and mark: _____ / _____
(grade) (mark)

Overall Comments (pl. use additional sheets if required):

Supervisor's signature: _____

A Reference List of Skills/Qualities for Fieldwork Performance Evaluation

The following is a list of skills/qualities that the supervisor might want to consider when evaluating the performance of the trainee. Please note that the list is not an exhaustive one and is meant for reference purposes only.

A. Professional Conduct & Personal Qualities

Able to:

- observe and act in accordance with the “Code of Ethics” for psychologists
- work independently; take initiative and discharge responsibility adequately
- be punctual and keep all appointments
- make adequate preparation before seeing cases or carrying out other professional work
- maintain good working relationships with teachers, school heads and other professionals
- maintain proper attire for professional work
- be reflective in one’s work and active in seeking to improve oneself
- be receptive to suggestions and comments from supervisors
- be sincere and accepting to clients
- demonstrate adequate self-confidence in carrying out professional work
- demonstrate a commitment to the professional role of an educational psychologist

B. Assessment Skills

Able to:

- establish rapport with clients during assessment sessions
- conduct assessment sessions smoothly and efficiently
- make appropriate choice of specific tests and procedures for assessment
- follow standard procedures as laid down in the test manuals
- score tests accurately
- demonstrate adequate use of observation skills during assessment
- formulate and employ appropriate formal and informal assessment strategies
- appropriately integrate, interpret and draw hypotheses/conclusions from findings

C. Interview Skills

Able to:

- establish rapport with clients during interview
- convey information and questions clearly to the interviewees
- demonstrate appropriate use of skills such as active listening, paraphrasing, reflection of feelings, summarizing during interviews
- maintain the flow of conversation during interview
- demonstrate sensitivity towards interviewee's reactions
- obtain relevant information from clients

D. Intervention Skills

Individual Level

Able to:

- make appropriate formulations about client's problems and difficulties
- formulate appropriate intervention strategies using available home, school or other resources
- work efficiently and effectively in carrying out interventions
- demonstrate adequate counselling techniques and knowledge of a variety of counselling approaches
- design, implement and monitor appropriate IEPs and behavioural programmes

Group Level

Able to:

- set clear goals and objectives in developmental or remedial programmes that meet the needs of the target group (of students, parents, teachers, etc)
- collaborate with teachers and other professionals in the planning and implementation of the programmes
- show careful planning and conscientious efforts when preparing for a programme
- show originality and fluency in ideas when designing programmes
- be flexible and appropriate in adapting planned activities to better suit the situation during implementation
- be facilitative and make appropriate use of group dynamics to achieve objectives of the programme
- be reflective when evaluating the programmes

School/Systems Level

Able to:

- show adequate awareness and understanding of current educational/social issues and relate them to problems in the placement setting
- actively seek out opportunities to understand the school system
- have a holistic view of the school system and be reflective on the role and work of EP in the school
- offer to the school views and constructive suggestions on policies, curriculum, future plans
- design staff development or other programmes that adequately address issues and problems at systems level

E. Report Writing and Record Keeping

Able to:

- convey relevant information in sufficient details about the client (developmental, family, school, social aspects, etc.)
- write in a style that are intelligible to recipients of the report
- present in an organized, clear and concise style
- make practicable recommendations
- hand in reports in a timely manner
- write case notes in an organized and concise manner
- observe confidentiality rules and handle files in a proper manner

F. Consultation Skills

Able to:

- demonstrate sensitivity in discussions and presentations when meeting with teachers, parents and other professionals
- demonstrate confidence in presenting one's views and making recommendations to others
- approach problems and issues from a holistic perspective
- address referral questions adequately
- empower and enlist support from relevant parties concerned in solving problems

Feedback on Placement Centres (EP Programme 2018-20)
(to be completed by trainees)

We would like to do a review on the various placement settings to facilitate our future planning. The following is a brief survey of your experiences in/general impressions about the various placement centres you've attended during your training years. Much obliged if you would assist us in this review exercise by completing the questionnaire below.

Second Placement /Third Placement (Please circle one)

Education Bureau / Mainstream / Special Centres or Schools / Preschool (Please circle one)

Name of Placement Centre / Organization: _____

<p>Please circle your comments for items 1 – 6 and provide further comments on 7 :</p> <p>1. Workload: can take up more/ just right / quite demanding/ seem overwhelming</p> <p>2. Exposure: too focused/ about right/ quite broad / very broad</p> <p>3. Expectation on Trainee: can be higher/ about right / on the high side/ seem too high</p> <p>4. Supervision Time: not frequent enough/ about right/ more than adequate</p> <p>5. Gains from Supervision: less than expected/ about right/ more than expected</p> <p>6. Recommendation: suitable for <u>2nd/ 3rd / All / None</u> placement (s)</p> <p>7. Other Comments :</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Placement Portfolio

(to be handed in by trainees at the end of second and third placements)

The placement portfolio should include the following items in the prescribed order.

1. *Table of content*

List all items that are included in the portfolio.

2. *Summary of work record*

Use the form in Appendix VII of the Fieldwork Manual to give a summary record of your work in each placement. Make a mark against those items that you will include as work samples in Item 3 below.

3. *Samples of work*

Include in the portfolio some representative **SAMPLES** of your work in the placement. The purpose of this is to allow us to know what you have learned in the placement. Since your experience varies from one placement setting to another, there is no strict requirement to what should be included in each portfolio.

As a rough guideline for the selection of work samples, you may include in a portfolio two cases of different nature (e.g., one with learning problems and another with behavioural problems) and one project that you have conducted in the placement.

Case work

For sample work of cases, you should include case records, work sheets, psychological reports, and intervention record (if any). Assessment protocols are not needed. You should also evaluate how well you have performed on the reported cases.

Group or project work

For group or project work, you should include the project plan (including objectives, content and schedule), share of work among various team members or your role in the project, project materials, activity sheets, and feedback from participants. You should also include an evaluation of the effectiveness of the project. The project materials and activity sheets may be presented in their original format without translation.

Always include a covering sheet listing the attached information on the first page of each case/project record.

Do NOT include everything that you have done in a placement.

4. Reflection paper

Your reflection may include the followings:

- a. Your attitude and motivation
- b. Your achievement
- c. Difficulties encountered and solutions sought
- d. Your strengths and weaknesses
- e. What you have learned in terms of personal growth and professional growth
- f. What can be improved in the future
- g. Any other reflections

Limit this part to ***not more than 4 pages of double-line spacing.***

The portfolio accounts for **20%** of your mark in each placement. The deadlines for submission of the portfolios are:

Second placement : 14 February 2020 (Fri)

Third placement : 17 July 2020 (Fri)

有關性罪行定罪紀錄聲明

致： 香港大學 心理學系

本人以見習教育心理學家身分謹此聲明，本人* 有 / 沒有
附錄所列明任何一項性罪行之定罪紀錄。

本人確認以上聲明真確無誤。如有虛報資料或隱瞞事實，校
方有權立刻終止本人之實習，並有權向本人追究。

見習教育心理學家姓名：

身分證號碼：

見習教育心理學家簽署：

日期：

*請刪除不適用者

Declaration on the **Sexual Conviction Record**

To: Department of Psychology, The University of Hong Kong

I, being the Educational Psychology Trainee, hereby declare that I *
HAVE / DO NOT HAVE conviction record(s) against the specified
list of sexual offences stated under the SCRC Scheme as in the Attachment.

I confirm that the above statement is true and correct. I also
acknowledge that if any false information is provided or if any material fact
is withheld, the University has the right to terminate my practicum with
immediate effect and has the right to make claims against me.

Name of Educational Psychology Trainee :

HKID Card No. : _____

Signature : _____

Date : _____

*Please delete whichever is inappropriate.

附 錄 性罪行定罪紀錄查核機制所涵蓋指明列表中的性罪行
《刑事罪行條例》(香港法例第200章)

第47條	男子亂倫
第48條	16歲或以上女子亂倫
第118條	強姦
第118A條	未經同意下作出的肛交
第118B條	意圖作出肛交而襲擊
第118C條	由21歲以下男子作出或與21歲以下男子作出 同性肛交 (只限於受害人為未滿16歲者)
第118D條	與21歲以下女童作出肛交 (只限於受害人為未滿16歲者)
第118E條	與精神上無行為能力的人作出肛交
第118G條	促致他人作出同性肛交 (只限於促致的受害人為未滿16歲者)
第118H條	由21歲以下男子作出或與21歲以下男子作出 嚴重猥褻行為 (只限於受害人為未滿16歲者)
第118I條	男子與男性精神上無行為能力的人作出嚴重猥褻行為
第119條	以威脅或恐嚇手段促致他人作非法的性行為
第120條	以虛假藉口促致他人作非法的性行為
第121條	施用藥物以獲得或便利作非法的性行為
第122條	猥褻侵犯
第123條	與年齡在13歲以下的女童性交 (只限於罪犯年滿18歲者)

第124條	與年齡在16歲以下的女童性交 (只限於罪犯年滿18歲者)
第125條	與精神上無行為能力的人性交
第126條	拐帶年齡在16歲以下的未婚女童
第127條	拐帶年齡在18歲以下的未婚女童為使她與人性交
第128條	拐帶精神上無行為能力的人離開父母或監護人 為使其作出性行為

《刑事罪行條例》(香港法例第200章)

第129條	販運他人進入或離開香港目的在於賣淫
第130條	控制他人而目的在於使他與人非法性交或賣淫
第132條	促致年齡在21歲以下的女童與人非法性交
第133條	促致精神上無行為能力的人與人非法性交
第134條	禁錮他人為使他與人性交或禁錮他人於賣淫場所
第135條	導致或鼓勵16歲以下的女童或男童賣淫； 導致或鼓勵他人與其性交 或向其猥褻侵犯
第136條	導致或鼓勵精神上無行為能力的人賣淫
第138A條	利用、促致或提供未滿18歲的人以製作色情物品或作真人色情表演
第140條	准許年齡在13歲以下的女童或男童經常前往或 置身於處所或船隻以 與人性交
第141條	准許青年經常前往或置身於處所或船隻以作出性交、賣淫、肛交或同

	性性行為(只限於受害人為未滿16歲者而罪犯為年滿18歲者)
第142條	准許精神上無行為能力的人經常前往或置身於 處所或船隻以作出性交、賣淫或同性性行為
第146條	向年齡在16歲以下的兒童進行猥褻行為

《防止兒童色情物品條例》(香港法例第579章)

第3條	關於兒童色情物品的罪行
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相關的初步罪行

● 煽惑他人干犯任何上述罪行
● 協助、教唆、慫使或促致他人干犯任何上述罪行
● 串謀干犯任何上述罪行
● 企圖干犯任何上述罪行

資料來源：警務處網頁 (<http://twdc.police.gov.hk/scrc>)

Appendix**Specified List of Sexual Offences Covered under the SCRC Scheme
Crime Ordinance (Cap. 200, Laws of Hong Kong)**

Section 47	Incest by men
Section 48	Incest by women of or over 16
Section 118	Rape
Section 118A	Non-consensual buggery
Section 118B	Assault with intent to commit buggery
Section 118C	Homosexual buggery with or by a man under 21 (only if the victim was under 16)
Section 118D	Buggery with a girl under 21 (only if the victim was under 16)
Section 118E	Buggery with a mentally incapacitated person
Section 118G	Procuring others to commit homosexual buggery (only if to procure a victim under 16)
Section 118H	Gross indecency with or by a man under 21 (only if the victim was under 16)
Section 118I	Gross indecency by a man with a male mentally incapacitated person
Section 119	Procurement of an unlawful sexual act by threats or intimidation
Section 120	Procurement of an unlawful sexual act by false pretences
Section 121	Administering drugs to obtain or facilitate an unlawful sexual act
Section 122	Indecent assault
Section 123	Sexual intercourse with a girl under 13 (only if the offender was 18 or above)
Section 124	Sexual intercourse with a girl under 16 (only if the offender was 18 or above)
Section 125	Sexual intercourse with a mentally incapacitated person
Section 126	Abduction of an unmarried girl under 16
Section 127	Abduction of an unmarried girl under 18 for sexual intercourse
Section 128	Abduction of a mentally incapacitated person from parent or guardian for sexual act
Section 129	Trafficking in persons to or from Hong Kong for the purpose of prostitution
Section 130	Control over persons for the purpose of unlawful sexual intercourse or prostitution
Section 132	Procurement of girl under 21
Section 133	Procurement of a mentally incapacitated person to have unlawful sexual intercourse
Section 134	Detention for intercourse or in a vice establishment
Section 135	Causing or encouraging prostitution of, intercourse with, or indecent assault on, a girl or boy under 16
Section 136	Causing or encouraging prostitution of a mentally incapacitated person
Section 138A	Use, procurement or offer of persons under 18 for making pornography or for live pornographic performances

Crime Ordinance (Cap. 200, Laws of Hong Kong)

Section 140	Permitting a girl or boy under 13 to resort to or be on premises or vessel for intercourse
Section 141	Permitting a young person to resort to or be on premises or vessel for intercourse, prostitution, buggery or homosexual act (only if the victim was under 16 and the offender was 18 or above)
Section 142	Permitting a mentally incapacitated person to resort to or be on premises or vessel for intercourse, prostitution or homosexual act
Section 146	Indecent conduct towards a child under 16

Prevention of Child Pornography Ordinance (Cap 579, Laws of Hong Kong)

Section 3	Offences relating to child pornography
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Related inchoate offences

● Inciting another to commit any of the above offences
● Aiding, abetting, counselling or procuring the commission of any of the above offences
● Conspiracy to commit any of the above offences
● Attempting to commit any of the above offences

Source: Police homepage - <http://twdc.police.gov.hk/srcr>