# Appendix VIII

**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  38  37  36  35  34  33  32  31  <30 |  | 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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Appendix IX**

**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

## Appendix X

## Feedback on Placement Centres (EP Programme 2020-20)

# (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:**

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