

Educational Psychology

POSTGRADUATE
PROSPECTUS

2024





Department of Psychology

Psychology at HKU is represented by more than 20 faculty members with different areas of expertise, including clinical psychology/ neuropsychology, cognitive psychology/neuroscience, educational and developmental psychology, experimental psychopathology, as well as social/health psychology. In each area, faculty members apply scientific methods in laboratories or field settings. They conduct world-class research in a variety of areas, and the Department is recognized as a leader in research for the region. Students benefit from being taught by leading scholars in their fields, and from having opportunities to be involved with cutting edge research.

The goal of engaged and dedicated professors is to create and instill knowledge in psychology. The Department offers a broad range of programmes and is committed to designing the most appropriate learning experiences that suit students' needs, sharing with them the exciting developments in psychology, and helping them achieve the required level of academic competence.

The field of psychology is dedicated to the scientific study of human behaviour, thoughts, feelings and actions from social, developmental and biological perspectives. Its teaching at the university dates back to before 1950 when it was conducted in a joint Philosophy/Psychology department. In 1968, psychology became a founding department of the Faculty of Social Sciences. Since that time, the Department has contributed to developing the discipline both locally and internationally through dedicated teaching and research work often in collaboration with colleagues from different parts of the world. According to the 2023 QS World University Rankings by subject, Psychology at the HKU ranks 36th in the world, and it is consistently ranked as one of the best psychology programmes in Asia.



EDUCATIONAL PSYCHOLOGY

Educational Psychology is a scientific discipline within psychology. It applies the psychological theories and research findings about human behaviour, affect, cognition, development and personality to educational settings. Educational psychologists are scholars who generate scientific knowledge and theory relevant to education and psychology. They are also practitioners whose services range from remediation to prevention, case work to systems work, and direct services to indirect services. They help teachers design curriculum, improve teaching methods, and motivate students to learn. They also help students and their parents cope with various changes and difficulties in the course of learning and development. Most importantly, they work for the betterment of the micro and macro systems in which students grow up.

PROGRAMMES

The University of Hong Kong offers three post-graduate programmes in educational psychology, including the Master of Social Sciences Programme (Educational Psychology), the Doctor of Psychology Programme (Educational Psychology), and the Doctor of Philosophy Programme with Specialization in Educational Psychology. All these programmes adopt a scientist-practitioner model with the aim to prepare educational psychologists who are strong in both research and practice.

EDUCATIONAL PSYCHOLOGY



MASTER'S DEGREE

The Master of Social Sciences (MSocSc) Programme in Educational Psychology is the first postgraduate programme in Hong Kong that is designed to train professional educational psychologists in serving local communities. It is also the first and only programme in Asia accredited by the International School Psychology Association (ISPA). The programme admits a cohort of students every other year. Since its inception in 1981, the programme has had over 200 graduates.

Programme



DOCTORATE DEGREE

The Doctor of Philosophy (PhD) Programme with Specialization in Educational Psychology, started in 2007, is designed to train educational psychologists who are interested in academic careers. The graduates from this programme are expected to be scientist-practitioners who are not only strong in research and practice but also well-prepared for university-level teaching.

The Doctor of Psychology (PsyD) Programme in Educational Psychology, established in 2008, is the only-of-its-kind programme offered in Hong Kong. Its primary aim is to provide further and specialized training for experienced educational psychologists who hold a recognized MSocSc degree in Educational Psychology or equivalent to develop specialties in educational research and practices.



MASTER OF SOCIAL SCIENCES

in Educational Psychology

The Department of Psychology offers a postgraduate programme leading to the degree of Master of Social Sciences in the field of Educational Psychology. The programme is designed to provide instruction and training in the theory and practice of educational psychology. To this end, emphasis will be placed on both academic studies and related practical experience in the field.

STRUCTURE

The period of study extends over two years full-time, commencing in September and including the intervening vacations. Throughout the programme, in both its theoretical and practical aspects, special attention will be paid to the needs and issues concerning educational psychology in the local setting.



SYLLABUS

For Master's students, they shall complete 15 taught courses, a dissertation and 5 practicum courses over two-year full-time study.

FIRST YEAR

PSYC 6002 & PSYC 6003
Research methods & statistics I & II

PSYC 7010 & PSYC 7011
Psychoeducational assessment I & II

PSYC 7026 & PSYC 7027
Children with special needs I & II

PSYC 7014 & PSYC 7015
Psychoeducational intervention I & II

PSYC 7016 & PSYC 7017
Skills training seminar I & II

PSYC 7028
Dissertation research

PSYC 6012 - PSYC 6014
Practicum I - III

SECOND YEAR

PSYC 6004
Curriculum and instruction

PSYC 6019
Professional ethics and issues in educational psychology

PSYC 8010
Skills training seminar III

PSYC 8007
Applied developmental psychology

PSYC 8008
Motivation and learning

PSYC 7028
Dissertation research

PSYC 6015 - PSYC 6016
Practicum IV - V

ENTRY REQUIREMENTS

To be eligible for admission to the programme, a candidate shall

comply with the regulations for the degree of Master of Social Sciences; and

hold a Bachelor's degree with a major in Psychology or a recognized equivalent qualification; and

be eligible for the Graduate Membership of the Hong Kong Psychological Society; and

preferably have relevant working experience in educational or related settings; and

if necessary, a candidate may be required to pass a qualifying examination prior to admission.

ADMISSIONS

The Programme is offered in alternate years. The next class will commence in September of 2024.

Details of the application procedure and programme information can be obtained from the admission website and the application shall be made on-line via <http://www.aal.hku.hk/tpg/>.

**Application deadline
for September 2024 entry is
February 09, 2024**





DOCTOR OF PSYCHOLOGY

(Educational Psychology)

The Department of Psychology offers a postgraduate programme leading to the degree of Doctor of Psychology (Educational Psychology). The programme is designed to provide instruction and training in the theory and practice of educational psychology. To this end, emphasis will be placed on both academic studies and related practical experience in the field.

STRUCTURE

The curriculum extends over a minimum of twenty-four months of full-time study or thirty-six months of part-time study. Students will need to complete satisfactorily the required courses and a thesis as set out below. The courses cover theoretical and applied aspects of educational psychology.

SYLLABUS

Doctoral candidates should attend all 8 courses in List A and at least 1 course in List B:

LIST A

PSYC 6021	Supervised reading in specialty of educational psychology
PSYC 6010 & PSYC 6011	Conceptual and methodological issues in psychological research I & II
PSYC 6022	Thesis
PSYC 6023	Practical training in educational psychology
PSYC 6029	Clinical Seminars
GRSC 6101	Responsible Conduct of Research
GRSC 6102	Stream-based Responsible Conduct of Research

LIST B

PSYC 6024	Research methods in applied educational psychology
PSYC 8008	Motivation and learning
PSYC 6004	Curriculum and instruction
PSYC 8007	Applied developmental psychology
PSYC 6025	Postgraduate seminar in scientific writing for psychology
PSYC 7021	Postgraduate seminar in cognitive psychology
PSYC 7022	Postgraduate seminar in social psychology
PSYC 7023	Postgraduate seminar in developmental psychology

PSYC8008, PSYC6004, PSYC8007

Shared courses with M.Soc.Sc. in Educational Psychology programme

PSYC7021, PSYC7022, PSYC7023, PSYC6025

Shared courses with research postgraduate degree programmes

ENTRY REQUIREMENTS

To be eligible for admission to the programme, a candidate shall

comply with the General Regulations; and

hold a Master's degree in the field of Educational Psychology or a recognized equivalent qualification;

be eligible for membership in the Hong Kong Psychological Society, Division of Educational Psychology and

satisfy the examiners in a qualifying examination, if required.

ADMISSIONS

The programme admits students every year. Application shall be made on-line via the website:
<http://www.aal.hku.hk/tpg/>.

The closing date of application for September 2024 entry is
May 31, 2024



PHD

with a specialization in
Educational Psychology

The Department of Psychology offers a Doctor of Philosophy (PhD) programme, with a specialization in the field of Educational Psychology. Emphasis will be placed on a scientist-practitioner model of education to produce professional educational psychologists well prepared for research, university-level teaching, and professional practice. We also offer a King's College London and The University of Hong Kong joint PhD programme where high caliber PhD students are given opportunity to spend up to half of their time to be trained at each institution and be awarded PhD degrees from both universities on completion of this four-year programme.

STRUCTURE

The curriculum extends over a minimum of four years full-time, including two years of coursework & educational practicum. The courses cover the theoretical and applied aspects of educational psychology. Candidates also complete a doctoral level research dissertation presenting original scientific work in a chosen area of educational psychology.

SYLLABUS

For 4-year PhD students, they are required to complete 21 compulsory courses (List A) and 1 elective course (List B).

LIST A

PSYC 6010 & PSYC 6011

Conceptual and Methodological Issues in Psychological Research I & II

PSYC 6004

Curriculum and instruction

PSYC 7010 & PSYC 7011

Psychoeducational assessment I & II

PSYC 6019

Professional ethics and issues in educational psychology

PSYC 7026 & PSYC 7027

Children with special needs I & II

PSYC 8007

Applied developmental psychology

PSYC 7014 & PSYC 7015

Psychoeducational intervention I & II

PSYC 8008

Motivation and learning

PSYC 7016, PSYC 7017, PSYC 8010

Skills training seminar I - III

PSYC 6012 - PSYC 6016

Practicum I - V

PSYC 6025

Postgraduate Seminar in Scientific Writing for Psychology

LIST B

PSYC 7021

Postgraduate seminar in cognitive psychology

PSYC 7022

Postgraduate seminar in social psychology

PSYC 7023

Postgraduate seminar in developmental psychology

ENTRY REQUIREMENTS

To be eligible for admission to the programme, a candidate shall

comply with the general regulations for the admission to the PhD programme at the University of Hong Kong; and

have a first degree in Psychology, or its equivalent.

ADMISSIONS

The programme admits students every year.

Details of application procedure could be obtained from the homepage of Graduate School:

<http://www.gradsch.hku.hk/gradsch/>.



COURSES FOR

Master of Social Sciences in Educational Psychology



Course Description

PSYC 6002 **Research methods and statistics I** (6 credits)

The topics in this course include intermediate research methods and statistics. This course is designed to extend the knowledge and skills of students on research design and quantitative methods, using empirical examples in psychology to illustrate the key concepts and statistical reasoning involved. Students learn to become more intelligent consumers of research findings and more independent in conducting their own empirical studies.

Assessment: 100% coursework

PSYC 6003 **Research methods and statistics II** (6 credits)

The topics in this course include intermediate research methods and statistics. This course is designed to extend the knowledge and skills of students on research design and quantitative methods, using empirical examples in psychology to illustrate the key concepts and statistical reasoning involved. Students learn to become more intelligent consumers of research findings and more independent in conducting their own empirical studies. At the end of this course, each student will have developed a viable research proposal in preparation for his/her thesis according to standards of the American Psychological Association.

Assessment: 100% coursework

PSYC 7028 **Dissertation research** (12 credits)

The dissertation should be a critical study within the field, normally including an empirical element, and should not exceed 20,000 words in length. Where appropriate, studies involving qualitative methodology and other approaches may also be included. The title of the dissertation shall be submitted for approval on March 31 of the final academic year of study, and the dissertation shall be presented by July 15 of the final academic year of study. The candidate shall submit a statement that the dissertation represents his own work (or in the case of conjoint work, a statement countersigned by his coworker, which shows his share of the work) undertaken after registration as a candidate for the degree. The examiners may also prescribe an oral examination on the subject of the dissertation.

Only courses offered by the Department of Psychology are listed below.
For the most updated information about the course description, please visit <http://www.psychology.hku.hk>

COURSES SHARED BY

Master of Social Sciences in Educational Psychology

A N D

PhD with a specialization in Educational Psychology



PSYC 7010
Psychoeducational assessment I
(6 credits)

This course provides students with theoretical foundations of psychoeducational assessment and basic concepts in measurement. Starting with standards related to professional conduct and ethics in assessment, the course introduces students to formal and informal techniques and instruments used most frequently in the local setting. Focus will be put on the assessment of intelligence, achievement, and learning disabilities. The assessment of infants and young children is a special topic. The integration of assessment data into a comprehensive psychological report with associated recommendations for intervention is an essential component of this course.

Assessment: 100% coursework

PSYC 7011
Psychoeducational assessment II
(6 credits)

The focus of this course is on the assessment of behavioural and adjustment problems in children and adolescents. Using the problem-solving and systems approach as framework, students will be introduced to important concepts, procedures and instruments associated with the assessment of behaviour, personality, and social-emotional functioning in the school context.

Assessment: 100% coursework

PSYC 7026
Children with special needs I
(6 credits)

This course introduces some basic concepts and issues on educating students with special educational needs with focus on the characteristics, identification and intervention strategies for students with intellectual and learning related disabilities. The course covers the following topics: Historical background; inclusive education; early identification and early intervention; provisions for students with intellectual disability and learning disability.

Assessment: 100% coursework

PSYC 7027
Children with special needs II
(6 credits)

This course focuses on the basic characteristics, identification and intervention measures for students with emotional and behavioural related disabilities. Topics include different classification systems, general remediation strategies and specific training programmes in mainstream and special educational settings for students with emotional and behavioural problems.

Assessment: 100% coursework



PSYC 6019
Professional ethics and issues in educational psychology
(6 credits)

This course prepares students for professional practice in educational psychology by examining the organizational, ethical, and legal considerations as well as current issues related to such practice in Hong Kong. Ethical and legal guidelines pertinent to the delivery of school psychological services will be introduced to enable students to make well-informed choices in resolving professional problems and ethical dilemmas when they occur. Students will also engage in discussion and analysis of contemporary issues related to educational psychology practice. Topics covered are broad and diversified and are highly relevant to the local context.

Assessment: 100% coursework

PSYC 7014
Psychoeducational intervention I
(6 credits)

The nature and basic principles of psychoeducational intervention are introduced. The first half of the course will cover the fundamentals of counselling and guidance. It focuses on the process and stages of counselling in a pan-theoretical way. The second half of the course will cover some of the major approaches in counselling and intervention (e.g., person-centred therapy and behavior modification). It aims at equipping the students with specific and useful techniques and procedures derived from these approaches. Students are expected to master both theories and practical skills. Practical training is an indispensable component of this course.

Assessment: 100% coursework

PSYC 7015
Psychoeducational intervention II
(6 credits)

Major approaches and different levels of psychoeducational intervention are covered. The course emphasizes both direct and indirect intervention. Students are encouraged to go beyond the remedial model and are expected to work as an active agent with broader perspective in preventive intervention. Practical training is an indispensable component of this course. The students are expected to apply the acquired knowledge and practical skills to their work in educational settings. Topics include cognitive-behavioural intervention, systems and ecological approaches, school consultation, family work, psychodynamic approaches, alternative forms of therapy with children and adolescents, and career and vocational counselling.

Assessment: 100% coursework

PSYC 7016
Skills training seminar I
(6 credits)

This course is the first in a series of practical skills training seminars. It provides an initial orientation programme immersing students into settings related to roles and functions of educational psychologists. Subsequently more intensive discussion and hands-on practice of assessment skills and intervention programmes are provided. Students observe and practise skills related to consultation and interviewing, observational techniques, testing procedures, reporting test results and recommending interventions.

Assessment: 100% coursework

PSYC 8010
Skills training seminar III
(6 credits)

This course is the last in a series of practical skills training seminars. It is offered in the second year when the students are immersed in practicums. It provides a platform for them to further polish the micro-skills that are required in field work. It also provides them with opportunities to seek support and guidance for the challenges they come across in practicum. In addition, it is a forum in which educational psychologists and allied professionals from the field can share with the students their experience in difficult cases and latest development in intervention.

Assessment: 100% coursework

PSYC 7017
Skills training seminar II
(6 credits)

This course is the second in a series of practical skills training. It is offered when the students start their first practicum. It provides a platform for the students to polish the micro-skills that are required in their first practicum. These are the skills in assessment, counselling, consultation, inter-disciplinary collaboration, and systems-intervention. This course also provides a forum in which experienced educational psychologists from the field can share their specialties and expertise with the students.

Assessment: 100% coursework





PSYC 6012 - 6016
Practicum I - V
(54 credits)

The programme considers practicum an important and indispensable part of the training and whenever possible tries to integrate theories discussed at the University with that of fieldwork practice. All students are required to do fieldwork for a total of 180 days in five practicums.

PSYC6012	Practicum I (9 credits)
PSYC6013	Practicum II (3 credits)
PSYC6014	Practicum III (6 credits)
PSYC6015	Practicum IV (18 credits)
PSYC6016	Practicum V (18 credits)

Each credit is equivalent to 27 hours of practical work. The total duration of the five practicum courses is 180 days (1,458 hours). Adjustment of the length will be made according to the specific requirements of the settings. Each practicum aims at providing the students with:

exposures to a broad spectrum of work of an EP working in a particular setting;

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 practical knowledge and skills;

knowledge of different types of provisions and systems accessible to children with special educational needs and referral procedures; and

opportunities for collaborative work with other professionals.

Assessment: 100% practicum

Prerequisite requirements:

PSYC6014 - prerequisite: PSYC6013

PSYC6015 - prerequisite: PSYC6012

PSYC6016 - prerequisite: PSYC6012



COURSES SHARED BY

*Master of Social Sciences in Educational Psychology
PhD with a specialization in Educational Psychology*

A N D

Doctor of Psychology (Educational Psychology)

PSYC 6004

Curriculum and instruction (6 credits)

This course helps students understand and enact the principles of curriculum design, teaching, and assessment of learning, as they apply to the contexts and issues educational psychologists are likely to meet. A systemic view of children's learning problems will be emphasized. Curriculum and instructional issues for both mainstream and special schools in Hong Kong will be reviewed.

Assessment: 100% coursework

PSYC 8007

Applied developmental psychology (6 credits)

This course focuses on an integrated study of human development with implications for educational psychology. It aims at familiarizing students with current state of knowledge and major theories of human development with particular emphasis on childhood and adolescence. The interrelationship among biological, cognitive, social, and educational factors that influence human development will be examined. In particular the influence of Chinese culture and context on development during the childhood and adolescence will be discussed.

Assessment: 100% coursework

PSYC 8008

Motivation and learning (6 credits)

This course aims at familiarizing students with theories, research, and practices in the field of motivation and learning. It focuses on how educational psychologists can use existing knowledge in motivation and learning to enhance teachers' instruction and students' learning. Topics include theories of motivation and learning; their application in educational settings; effects of social cognitions on motivation; instructional environment that fosters motivation; and biological, cultural and contextual factors of learning.

Assessment: 100% coursework

PSYC 6010

Conceptual and methodological issues in psychological research I

First semester course, put on especially for 1st year postgraduate students, covering the basic research techniques used in psychological research. Topics include various data collection and data analysis techniques. Students in this course will learn how to design, conduct, analyze and report psychological research; and to evaluate other people's research critically.

Assessment: 100% coursework

PSYC 6011

Conceptual and methodological issues in psychological research II

Second semester problem-based (i.e., PBL) course put on jointly for 1st year research postgraduate students and advanced undergraduates. The course is a follow-up of "Conceptual and methodological issues in psychological research I". It adopts a problem-based approach to further students' knowledge of the techniques used in psychological research. Students will be asked to solve various problems and complete different tasks related to psychological research. They will have a chance to develop their ability to work and learn independently. The problems and tasks will also require them to learn the more advanced research designs and data analysis techniques.

Prerequisite: Conceptual and methodological issues in psychological research I

Assessment: 100% coursework

PSYC 6025

Postgraduate seminar in scientific writing for psychology

This seminar course addresses writing skills in relation Psychological research. Students will engage in a series of assignments designed to improve the fluency and quality of their writing. Particular efforts will be focused on improving the conceptual clarity of writing. Regular feedback will help students improve upon their writing skills.

Assessment: 100% coursework

COURSES SHARED BY

PhD with a specialization in Educational Psychology

A N D

Doctor of Psychology (Educational Psychology)





PSYC 7021

Postgraduate seminar in cognitive psychology

This seminar course will cover recent developments in the field of Cognitive Psychology, concentrating particularly on theoretical debates and empirical results that are likely to have considerable impact on the field. Theoretical and empirical articles will be read each week, and discussed in class. Discussions will be led by both the instructor and students in the class.

Assessment: 100% coursework

PSYC 7022

Postgraduate seminar in social psychology

This seminar course will cover recent developments in the field of Social Psychology, concentrating particularly on theoretical debates and empirical results that are likely to have considerable impact on the field. Theoretical and empirical articles will be read each week, and discussed in class. Discussions will be led by both the instructor and students in the class.

Assessment: 100% coursework

PSYC 7023

Postgraduate seminar in developmental psychology

This seminar course will cover recent developments in the field of Developmental Psychology, concentrating particularly on theoretical debates and empirical results that are likely to have considerable impact on the field. Theoretical and empirical articles will be read each week, and discussed in class. Discussions will be led by both the instructor and students in the class.

Assessment: 100% coursework



COURSES FOR Doctor of Psychology (Educational Psychology)

PSYC 6021

Supervised reading in specialty of educational psychology

Candidates are required to attend, during the first year, weekly 2-hour research seminars or equivalent relevant to a chosen area of specialization in the field of Educational Psychology. Examples include special educational needs (e.g., autism spectrum disorder, dyslexia), cognitive development, achievement motivation, psychology of teaching and learning, and positive psychology. A literature review and conceptual analysis of the thesis area is due at the end of the first semester; a research proposal is due at the end of the second semester.

Assessment: 100% coursework

PSYC6023

Practical training in educational psychology

Students should complete 180 days of practical training on different topics (e.g., special educational needs, cognitive development, achievement motivation, psychology of teaching and learning, and positive psychology) that includes research and psychoeducational work, the plan of which is agreed by the students and the respective supervisors, endorsed by the Practicum Coordinator." The work of students is under continuous assessment (e.g. submission of logbook, case reports/presentation, research reports) by supervisors of the practical training.

Assessment: 100% practicum

PSYC 6022

Thesis

Candidates will complete a thesis that embodies a critical study within the field of educational psychology, including an empirical element, and represents an original contribution to knowledge deserving publication. Candidates may commence their work early in candidature concurrently with Supervised Reading Specialty of Educational Psychology. Candidates will also participate in research seminars commencing after confirmation of candidature which will contribute to their research programmes and will serve as forums for presenting their work in progress on a regular basis.

Assessment: 100% coursework

PSYC 6024

Research methods in applied educational psychology

The increasing emphasis of evidence-based practice in educational psychology underscores the role of educational psychologists as both consumers as well as scientists in applied research. This course covers some of the latest research methodologies available to and used by educational psychologists and researchers in related fields. Major focus will be placed on programme evaluation strategies that are commonly used in evaluation of school-based interventions and preventions. The course also covers study designs relevant to the work of educational psychologists, such as those used in applied developmental research, instructional and learning approach research, action research, and school-based assessment research. Design and analytical issues in relation to such research will be highlighted and discussed throughout the course.

Assessment: 100% coursework

PSYC6029

Clinical seminars

This seminar course provides in-depth discussions of work of educational psychologists at all levels (individual, group and system), with a focus on contemporary issues on comprehensive service provision of educational psychologists, such as assessment and intervention for children with SEN, positive psychology, the role of educational psychologists in advocacy. Emphasis is placed on integration and extension of skill development in their work settings. Students will get the chance to learn advanced knowledge and skills in specialist areas of psychological practice through in depth group discussions or presentations. Experienced clinicians and scholars will be invited to share their expertise on specialized topics.

Assessment: 100% coursework





Psychological Services Unit (PSU)

The PSU was established in 1988. It serves both as an outpatient service organization and a training facility for trainees from clinical psychology and educational psychology.

This in-house clinic aims at providing a platform for trainees to practise as well as to integrate and apply their knowledge and skills while providing psychological services to the general public. It provides valuable opportunities for trainees to

- a) follow through a case from inception to termination,
- b) handle cases independently including administrative work, assessment and treatment, and
- c) learn from each other through the buddy system and clinical supervision.

Trainees are expected to take up two to three cases over two years, and the work includes both assessment and intervention.



Status of Programmes

Both the MSocSc and the PhD Programmes in Educational Psychology are funded by public money through advice of the University Grants Committee (UGC). The PsyD Programme in Educational Psychology is a self-funded programme.

All the graduates from the MSocSc, the PsyD, and the PhD Programmes in Educational Psychology are eligible to apply for the membership of the Division of Educational Psychology (DEP), the Hong Kong Psychological Society (<http://www.dep.hkps.org.hk/>) and Hong Kong Association of Educational Psychologists Ltd. (www.hkaep.org.hk).

The DEP is the professional body of educational psychologists in Hong Kong with membership covering almost all the qualified educational psychologists practicing in the public sectors with government funding. Our programmes are in line with the standards for the training of professional educational psychologists in Hong Kong.

Hong Kong Association of Educational Psychologists (HKAEP) is an organization of educational psychologists and is accredited by Department of Health under the Accredited Registers Scheme for healthcare professionals (www.ars.gov.hk).

Career Prospects

In Hong Kong, most educational psychologists enter the profession with a recognized master's degree in Educational Psychology (Professional Practice).

With the exception of those who leave Hong Kong or the profession, graduates of our educational psychology programmes have always found employment as educational psychologists in Hong Kong.

Our graduates are represented in different professional settings, including preschools, primary schools, secondary schools, special schools, tertiary institutes, non-government organizations, and the Education Bureau. A small number of them work in the private sector.

Some of our graduates have immigrated to other countries. Whether they can work as educational psychologists in those countries is dependent upon specific laws and regulations.





Scholarships,
Awards

and

Exchange
Opportunities

Various scholarship opportunities are provided to support students studying in our educational psychology programmes. Some of these scholarships are open for application while some are awarded through nomination. There are also exchange and overseas attachment scholarships with funding support to help candidates gain international exposure. Some examples of these scholarships and awards offered by the programmes are listed as follows:

THE THANKSGIVING SCHOLARSHIPS FOR OVERSEAS ATTACHMENT

The scholarship is awarded to students of the MSocSc in Educational Psychology programme on the basis of outstanding performance in coursework and practicum to support them in attending an educational attachment at a nominated prestigious overseas institution.

THE CHIU-KWAN-YING MEMORIAL SCHOLARSHIP

The scholarship is awarded every other year to one student of the MSocSc in Educational Psychology programme on the basis of outstanding performance in the practicum.

DR. GERALDINE MAO-NG PRIZE IN PSYCHOLOGY

The prize is awarded to one MSocSc in Educational Psychology student who has achieved the best overall performance and the best research dissertation in his/her final year.

LEUNG CHE KWONG LAI SHIM SCHOLARSHIP

The prize is awarded to one MSocSc in Educational Psychology student who has achieved the best overall performance and the best research dissertation in his/her final year.

HKSAR GOVERNMENT SCHOLARSHIP FUND

The scholarships are awarded to students of full-time publicly-funded degree or above level programmes with excellent performance in academic studies. The scholarship is tenable for the normal duration of the programme concerned and renewable annually subject to satisfactory academic performance of the awardees.

Apart from the above, a substantial number of students with outstanding achievements are also honoured with prestigious awards, such as:

- Hong Kong PhD Fellowship
- Postgraduate Scholarships
- Sir Edward Youde Memorial Fellowships
- University Postgraduate Fellowships

Jockey Club Keen and Active Kids Project



Research Excellence

Our postgraduate programmes integrate a strong research focus, coherent coursework, and specialty training. Students actively present their research findings in local and international conferences, and are well prepared to publish their outputs in leading international journals. Some examples of our graduates' publication in recent years are listed below with their names underlined:

Chan, R. F. Y., Qiu, C., & Shum, K. K. M. (2021). Tuning in to kids: A randomized controlled trial of an emotion coaching parenting program for Chinese parents in Hong Kong. *Developmental Psychology*, 57(11), 1796-1809.

Keung, A. Y. C., Ho, V. F. L., & Shum, K. K. M. (2022). Early cognitive intervention using mediated learning for preschoolers with developmental delay: A randomized controlled trial. *British Journal of Educational Psychology*, 92, 1109-1132.

Tam, Y. P., & Chan, W. W. L. (2022). The differential relations between sub-domains of spatial abilities and mathematical performance in children. *Contemporary Educational Psychology*, 71, 102101.

Tong, C. K.-Y., Yip, E. S.-K., & Wong, T. T.-Y. (2023). Examining the unique contributions and developmental stability of individual forms of relational reasoning to mathematical problem solving. *Contemporary Educational Psychology*, 73, 102181.

Wong, T. T.-Y. & Yip, E. S.-K. (2023). What is the unknown? The ability to identify the semantic role of the unknown from word problems longitudinally predicts mathematical problem solving performance. *Contemporary Educational Psychology*, 73, 102183.

Yeung, K. Y., Chan, T. C., Chan, H. Y., Shum, K. K. M., & Tso, R. V. Y. (2023). Word reading transfer in two distinct languages in reading interventions: How Chinese-English bilingual children with reading difficulties learn to read. *Research in Developmental Disabilities*, 137, 104501.

Yip, E. S.-K., Wong, T. T.-Y., & Kwan, K. T. (2023). The relation between complement understanding and computational skills: A random intercept cross-lagged panel model. *Developmental Psychology*, 59(3), 431-441.

Zheng, Q., Cheng, Y. Y., Sonuga-Barke, E., & Shum, K. K. M. (2022). Do executive dysfunction, delay aversion, and time perception deficit predict ADHD symptoms and early academic performance in preschoolers? *Research on Child and Adolescent Psychopathology*, 50, 1381-1397. <https://doi.org/10.1007/s10802-022-00937-x>

Zheng, Q., Wang, X., Chiu, K. Y., & Shum, K. K. M. (2022). Time perception deficits in children and adolescents with ADHD: A meta-analysis. *Journal of Attention Disorders*, 26(2), 267-281. <https://doi.org/10.1177/1087054720978557>



Staff Information



Dr. Kathy Kar-man Shum

Hors BSc (U. of Toronto), MS (U. of Toronto), PCFa (HKU), PCPsy (HKU) PhD (HKU), FHEA

Dr. Kathy Shum graduated from the University of Toronto with an Honours Bachelor Degree in Human Biology and Master Degree in Physiology, with special research interest in diabetes. She chose to pursue a career in education after obtaining her Postgraduate Certificate in Education from the University of Hong Kong. After several years of teaching at a secondary school in Hong Kong, she started anew in the field psychology under the Postgraduate Certificate of Psychology, and continued to complete her doctoral degree in Educational Psychology at the University of Hong Kong. She is currently the Director of the Master of Social Sciences Programme in Educational Psychology. She was awarded the Fellowship from the Higher Education Academy (HEA) in 2019 and the Social Sciences Outstanding Teaching Award in 2020. Her research interests include parenting, socioemotional development, autism spectrum disorder (ASD), and attention deficit/hyperactivity disorder (ADHD).



Dr. Lucy Shih-Ju Hsu

BS (U. of Michigan), MS (U. of Michigan), PhD (HKU)

Dr. Lucy Hsu obtained her bachelor's and master's degrees (Developmental Psychology) from the University of Michigan, and her doctoral degree in Educational Psychology from the University of Hong Kong. She is a Registered Psychologist under the Hong Kong Psychological Society. She worked as an educational psychologists for several years. Currently, she is the Director of the PsyD Programme in Educational Psychology. Her research interests include reading fluency development in young children with/at risk of dyslexia.



Dr. Terry Tin-Yau Wong

BSocS. (CUHK), PhD (HKU)

Dr. Terry Wong completed his bachelor degree in the Chinese University of Hong Kong and his doctoral degree with a specialization in Educational Psychology in The University of Hong Kong. He is a Registered Psychologist under the Hong Kong Psychological Society. He is currently the Chief Examiner of the PsyD Programme in Educational Psychology. Dr. Terry Wong is an active researcher and has been recognized by the Association for Psychological Science as a Rising Star in 2019. His research focuses on children's cognitive development in general and mathematical cognition in particular. He is particularly interested in the cognitive profiles of children with mathematics learning disabilities.





Dr. Kathy Wong

BASc (U of Guelph), PCPsy (HKU), PGDE (HKIEd), MSocSc (HKU), DPsy (HKU)

Dr. Wong obtained her bachelor's degree in Canada, her post graduate certificate in Psychology, master of social sciences (Educational Psychology) and doctor of psychology degree (Educational Psychology) from the University of Hong Kong. Her research interests lie in children with Autism Spectrum Disorder.



Dr. Matthew Ho-tat Chu

BA (HKU), PCPsy (HKU), PCEd (HKU), MSoc.Sc (HKU), DPsy (HKU)

Dr. Chu obtained his bachelor's degree, postgraduate certificate in Psychology, postgraduate certificate in Education, master's degree (Educational Psychology) and doctor of psychology degree (Educational Psychology) from the University of Hong Kong. His research interests lie in mindfulness, positive psychology, and psychological well-being.



Dr. Sonia Man Kuen Chan

PCPsy, MSocSc(HKU), DPsy(HKU)

Dr. Sonia Chan obtained her Postgraduate certificate in Psychology, Master's degree and Doctor of Psychology degree (Educational Psychology) from the University of Hong Kong. Dr. Chan has extensive experiences in supporting students with special educational needs. Her interests lie in children with Autism Spectrum Disorder, parent education and teacher development.



Dr. Melody Jia Qi Xu

BSocSc, MSocSc, PhD (HKU)

Dr. Xu had completed her bachelor's degree in psychology and PhD degree in psychiatry before she obtained her master's degree in Educational Psychology from the University of Hong Kong. She had worked as an Educational Psychologist in a local NGO before joining HKU. Her research interests lie in positive education, mental health, mindfulness and language-related difficulties.



Ms. Elsa Lai-yi Chiu

BSo:Sc, PGDE (CUHK), M.SoSc(HKU)

Ms. Chiu obtained her bachelor's degree and postgraduate diploma in education from the Chinese University of Hong Kong, master's degree (Educational Psychology) from the University of Hong Kong. She has rich knowledge and solid skills in providing support to parents and teachers in the education of children with specific learning difficulties in reading and writing or with autism spectrum disorder.





Ms. Rachelle Wing Sze Li

BSocSc, PGDE, MSocSc (HKU)

Ms. Li obtained her academic degrees in the University of Hong Kong. Upon graduation, she began her career as a school-based educational psychologist, rendering services in primary and secondary schools. She later expanded her scope of professional service to kindergartens, offering support to younger children, parents and teachers in the preschool setting.



Dr. Kitty Kit-yu Yeung

*BArts (Hons) UBC, PGDE (Hons)(CUHK),
MEd (Hons)(CUHK), PGDP (CUHK),
MSocSc (HKU), DPsy (HKU)*

Prior to beginning her career as an educational psychologist (EP), Dr. Yeung taught at Hong Kong primary and secondary schools. As an EP, she provided school-based services in primary and secondary schools as well as special schools. In 2015 she joined the NLPRA and for the next five years worked on the JC A-Connect Project, serving students with Autism Spectrum Disorder (ASD). She is currently a school-based EP as well as an advisor for NGOs and kindergartens located in Hong Kong and Macau. In addition, she provides school-based services for kindergartens, NGOs and local primary and secondary schools. She has also collaborated with the Education University of Hong Kong on several research projects aimed at supporting primary school and university students with SEN.



External Examiners



To ensure that the training in the programmes keeps abreast with international standards, we appoint external examiners who help to examine samples of the students' examination scripts, written assignments, and dissertations. They have the responsibility to comment on the students' overall performance and provide feedback to the programme staff on the improvement of the training. In the past, internationally renowned scholars in the field of educational/school psychology had served as our external examiners. They included Prof. Peter Farrell from the University of Manchester, Prof. Thomas Oakland from the University of Florida, Prof. Shane Jimerson from the University of California, Santa Barbara, Prof. Federick Medway from the University of South Carolina, Prof. Beth Doll from the University of Nebraska-Lincoln, Prof. Jack Cummings from Indiana University Bloomington, and Prof. Bonnie Nastasi from Tulane University.



Advisory Mechanisms

Other than receiving advice from external examiners who are internationally renowned scholars in the field, the programme staff members have also been in frequent consultation with the key local stakeholders in the profession on matters pertaining to the programme and professional training of educational psychologists. Suggestions and feedback are sought from them through (1) regular supervisors meetings, (2) Educational Psychology Network meetings, (3) Educational Psychology Liaison meetings, and (4) program retreats.

The supervisors meetings are attended by the senior educational psychologists who supervise the students in practicum. The Educational Psychology Network is composed of representatives from professional bodies and educational psychologists from different sectors in the profession. Compared to the Educational psychology Network, the Educational Psychology Liaison is a smaller group. It is composed of representatives from the Education Bureau, professional bodies, and the two universities that train educational psychologists in Hong Kong. Advice is also solicited from the graduates of the programme who are taking leadership in different sectors in the field during program retreats.





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The Department of Psychology and The University of Hong Kong
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