



**DIVISION OF EDUCATIONAL
PSYCHOLOGY
THE HONG KONG PSYCHOLOGICAL
SOCIETY**

Address: Room 506, Lemmi Centre, 50 Hoi Yuen Road, Kwun Tong, Kowloon

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Division of Educational Psychology, HKPS

Criteria for Membership Eligibility

Effective from March 15, 2018

1. Membership of the Division shall be open to members of the Hong Kong Psychological Society who:
 - 1.1 hold an undergraduate degree in Psychology or its equivalence acceptable to the Division; and
 - 1.2 hold a Master's or Doctoral degree in educational/school psychology acceptable to the Division.(See Appendix 1 and Appendix 2.)

2. Grandfather's Clause:

Current members admitted before January 1, 2010 may retain their membership of the Division, irrespective of whether they have or have not fulfilled the above membership criteria. Applicants who graduated before January 1, 2010 may be admitted if they fulfill the membership criteria of the Division between December 2, 2000 and December 31, 2009 (see the membership criteria before Dec 31, 2009).

*The Criteria for Membership Eligibility was originally endorsed in the AGM of the DEP on May 17, 2008 w.e.f. January 1, 2010, and Appendices 1 and 2 were later revised on May 15, 2015. The current criteria were endorsed in the EGM of the DEP on March 14, 2018.

Appendix 1. Master's or Doctoral degrees deemed acceptable by the DEP as a requirement for eligibility of DEP membership

The length of programme should be no less than two years of full-time study or the equivalent part-time study leading to a Master's degree, or three years of full-time study or the equivalent part-time study leading to a Doctoral degree.

The training provided by the programme should be based on the “scientist-practitioner” model, emphasizing empirically-based professional practice in addition to the required research training. It should aim at preparing students to carry out professional work at the individual, group, and systems levels. The coursework, research and practicum components should add up to a minimum of 60 semester credits (US system) or 120 semester credits (European system), with the quantitative value of one semester credit (US system) or two semester credits (European system) being equivalent to one contact hour per week throughout a semester for coursework. The total hours of practicum are no less than 1,200 hours. The delivery of the programme should be mainly on a face-to-face resident study basis.

1. Coursework:

The coursework component should cover all the following areas at an advanced level:

- (a) ***Professional issues and standards in educational psychology practice***
 - (i) History, foundations, and models of educational psychology services
 - (ii) Legal and ethical issues
 - (iii) Professional issues and standards
- (b) ***Psychological foundations***
 - (i) Social and cultural basis of behavior
 - (ii) Individual differences
 - (iii) Developmental Psychology
 - (iv) Human learning
- (c) ***Educational foundations***
 - (i) Curriculum and instruction
 - (ii) Organization and operation of schools
 - (iii) Education of children with special needs
- (d) ***Psychoeducational Assessment***
 - (i) Assessment of intelligence, aptitude, and achievement
 - (ii) Behavioral, social, and emotional assessment

- (iii) Assessment of special educational needs
- (e) **Intervention**
 - (i) Direct intervention (individual and group levels)
 - (ii) Indirect intervention (consultation and school/systems level)
- (f) **Research methods and statistics**
 - (i) Research and evaluation methods
 - (ii) Statistics

2. Research:

All students on the programme should conduct an empirical research project and submit a dissertation. The dissertation should be of a Master's/Doctoral standard and is on a topic that has direct relevance to the field of Educational Psychology.

3. Practicum:

The programme should contain supervised fieldwork training of a minimum of 1,200 hours with at least three placements. Of the 1,200 hours, at least 600 hours should be in educational settings. Fieldwork supervisors should have at least three years of relevant professional experience (full-time or equivalent) in educational or clinical psychology.

Practical training should aim at helping students become reflective practitioners with strong systems perspectives and problem-solving abilities. The placements should provide adequate hands-on experience in relation to individual work, group work, and systems work, encompassing a wide range of student/school needs. This should include experiences of working with students, families, teachers, and improving the school system, during which the following skills/qualities are developed up to the required professional standards:

- (a) Personal qualities and conduct in professional practice
- (b) Assessment skills
- (c) Interview skills
- (d) Intervention skills
- (e) Consultation and collaboration skills
- (f) Report writing and record keeping
- (g) Research and evaluation skills

For other details about programmes deemed acceptable to the DEP, please refer to the *Standards for the Training of Professional Educational Psychologists in Hong Kong*.

Appendix 2. Examples of academic and professional training that may lead to eligibility for DEP membership

Hong Kong: an undergraduate degree in Psychology or its equivalence acceptable to the Division and a relevant Master's/Doctoral degree acceptable to the Division

England, Wales and Northern Ireland: an undergraduate degree in Psychology or its equivalence (qualifying for Graduate Basis for Chartered Membership [GBC] of the British Psychological Society) and a Doctoral degree in educational psychology from programmes accredited by the British Psychological Society (BPS) or the Health and Care Professions Council (HCPC)

Scotland: an undergraduate degree in Psychology or its equivalence (qualifying for Graduate Basis for Chartered Membership [GBC] of the British Psychological Society) and a Master's/Doctoral degree in educational psychology from BPS-accredited programmes

U.S.A.: an undergraduate degree in Psychology or its equivalence acceptable to the Division and a Master's/Doctoral degree in school psychology from programmes accredited by the National Association of School Psychology (NASP) or the American Psychological Association (APA)

Canada: an undergraduate degree in Psychology or its equivalence acceptable to the Division and a Master's/Doctoral degree in school psychology from programmes accredited by the Canadian Psychological Association

Australia: an undergraduate degree in Psychology or its equivalence (qualifying for Associate Membership of the Australian Psychological Society), a relevant Master's degree accredited by the Australian Psychology Accreditation Council (APAC) (with 1,000 hours of practicum), and 200 hours of top-up supervised practicum provided by an accredited programme

Applicants with a Master's/Doctoral degree in educational/school psychology from a non-accredited programme by the above international accreditation bodies or organizations have to (1) submit a qualifications assessment report conducted by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ)

on the degree, which supports that the educational and professional qualifications meet at least a Master's/Doctoral level of training in educational/school psychology; and (2) provide supporting documents that professional training for the obtained degree fulfill all of the membership requirements specified in Appendix 1.