

GUIDELINES FOR THE DEP SUPERVISION SCHEME

PREAMBLE

1. The Supervision Scheme referred to in this document is defined in the **Criteria for Membership Eligibility and Supervision Scheme** of the Division of Educational Psychology (DEP), the Hong Kong Psychological Society (HKPS). The Criteria are presented in Appendix A.
2. Throughout these Guidelines, the following terms are defined as follows:
 - “**The Division Committee**” shall mean the Committee of the DEP.
 - “**The Scheme**” shall mean the Supervision Scheme of the DEP.
 - “**Supervisee**” shall mean an applicant who has been accepted by the Division Committee to undergo supervised professional practice under the Supervision Scheme.
 - “**Supervisor**” shall mean an educational psychologist who is eligible for Full Membership of the DEP and whose qualifications and experience are acceptable to the Division Committee to provide supervision to the supervisee.
 - “**Period of supervision**” shall mean the minimum number of hours of supervised professional practice required for a particular supervisee in the Supervision Scheme.
3. The Division Committee shall:
 - (a) Set the guidelines for the Supervision Scheme; and
 - (b) Process applications for the Supervision Scheme and also post-supervision applications for Full Membership of the Division in accordance with the guidelines.

PURPOSES

4. The primary purpose of the Scheme is defined in the DEP’s **Criteria for Membership Eligibility and Supervision Scheme** in Appendix A.

5. Other purposes of the Scheme are:
 - a) To enhance the Supervisee's core competences which are required in the educational psychology services in Hong Kong;
 - b) To enable the Supervisee to have at least 1200 hours of supervised professional practice in core areas, which are regarded by the Division Committee as the minimum criteria for practical training in Hong Kong;
 - c) To support the professional development of the Supervisee in ways that will increase his/her effectiveness as an educational psychologist in Hong Kong; and
 - d) To help the Supervisee to develop high ethical and professional standards which are required for the practice in Hong Kong.
6. Supervised professional practice under the Scheme is different from academic programme, personal counseling or psychotherapy. If a Supervisor finds personal counseling or psychotherapy would be beneficial to a Supervisee's personal and/or professional development, the Supervisor should refer the Supervisee out for such services from qualified professional(s) at an institution separate from the supervision arrangement.

CONDITIONS FOR BEING A SUPERVISEE UNDER THE SUPERVISION SCHEME

7. The applicant should meet the eligibility clause stated in the **Criteria for Membership Eligibility and Supervision Scheme** (Appendix A).
8. The Supervisee shall be responsible for finding a qualified Supervisor acceptable to the Division Committee. The Supervisee is solely responsible for the negotiation and payment of the supervision fees.
9. The Supervisee shall be responsible for seeking written approval from and making all necessary administrative arrangements with the organization(s) in which the Scheme will be carried out.
10. If during a period of supervision, a Supervisee receives disciplinary notice for breach of the code of conduct of the HKPS or other professional society to which he/she belongs, or is convicted of any criminal offence, he/she shall inform the Division Committee immediately. The Division Committee may consider the suspension or termination of the supervision.
11. The Supervisee shall be responsible for securing sufficient insurance coverage for his/her practice under the Scheme. The Division Committee will not be held responsible for any professional liability on the part of the Supervisee.

CONDITIONS FOR BEING A SUPERVISOR UNDER THE SUPERVISION SCHEME

12. Throughout the period of supervision, the Supervisor should be eligible for Full Membership of the DEP.
13. The Supervisor should have at least three years of full-time professional experience.
14. The Supervisor should sign the **Declaration by Supervisor** laid out in Appendix B and submit a full curriculum vitae to the DEP.
15. The Supervisor should be appointed subject to the approval of the Division Committee.
16. To ensure the highest quality of professional supervision and to avoid conflicts of interest, a Supervisor should not supervise someone to whom they are related other than in a professional or work context. In case of doubt, the Supervisor and/or applicant should consult the Division Committee. The Supervisor shall comply with those standards laid out in the Code of Professional Conduct of The Hong Kong Psychological Society and the code of practice of other professional psychological body to which he/she belongs.
17. If during a period of supervision, a Supervisor receives disciplinary notice for breach of the code of conduct of the HKPS or other professional society he/she belongs to, or is convicted of any criminal offence, he/she shall inform the Division Committee immediately. The Division Committee may consider the suspension or termination of the supervision.
18. The Supervisor shall be responsible for securing sufficient insurance coverage for his/her role as Supervisor in the Scheme. The Division Committee will not be held responsible for any professional liability on the part of the Supervisor.

REQUIRED HOURS AND FORMAT OF SUPERVISION

18. In each of the core areas that the Supervisee falls short of, he/she shall:

18.1 satisfactorily complete the required number of hours of supervised practice as specified in the approved plan. The supervised practice should be completed within one year, counting from the date of the written notice of admission to the Supervision Scheme by the Division Committee;

18.2 have a minimum of one hour's formal supervision session for every 40 hours of supervised professional practice, evenly spread over the period of supervision.

19. At least 75% of the supervision sessions should be in a one-to-one direct professional supervision format.
20. If a Supervisee cannot fulfill the requirements stated in paragraph 18 because of unforeseen circumstances in any period of supervision, he/she shall apply for an extension to the Division Committee as soon as practically feasible.
21. The number of sessions specified in paragraph 19 is the absolute minimum. The Supervisor should ensure that the Supervisee can perform at an acceptable standard of professional practice. If deemed necessary, the Supervisor may require the Supervisee to have additional days of professional experience and/or supervision as a condition for completing the Scheme.

DEFINITION OF COMPLETION OF THE SUPERVISION SCHEME

22. At the end of the Scheme, relevant documents (Appendix C2) should be completed and submitted to the Division Committee. The Scheme will be considered successfully completed if the conditions below are fulfilled:
 - 22.1 the minimum number of hours of supervised professional practice:
 - a) A total of at least 1200 hours of supervised professional practice (including the number of practical training hours that the Supervisee has undertaken in previous postgraduate training in Educational/School Psychology); and
 - b) Completion of the minimum number of hours of supervised practice in the core area(s) that the Supervisee falls short of.
 - 22.2 In the Internship Evaluation Report (Appendix C2), the Supervisee must obtain a PASS in each and every category in order to complete the Scheme.

PROCEDURES FOR THE SCHEME

23. An applicant should submit an application form for the Scheme (Appendix B) to the Division Committee, with all sections duly completed.
24. The Supervisee may start the Scheme upon receiving a written notice of admission to the Scheme from the Division Committee and paying the required fee.
25. Upon the completion of the Scheme as specified in the written notice of admission, the Supervisee is required to submit a set of completion documents (Appendix C2).
26. The Division Committee will inform the Supervisee whether the Scheme has been completed successfully.

FEE

27. The Scheme is a fee-charging professional service provided by the DEP. The Supervisee has to pay a fee of HK\$3,000 for this service before the Scheme will take effect. This sum does not cover any payments to supervisors or related organizations and is non-refundable.

REAPPLICATION AFTER FAILURE

28. If the Supervisee fails the Scheme, he/she may be allowed to re-apply for the second time after an appropriate time lag.
29. The time lag is usually a year, subject to the kinds of preparation the Supervisee needs to take for the second Supervisee Scheme as advised by the Division Committee.
30. Reapplication after the second failure is normally not allowed.

DISPUTE AND ISSUES

31. In case of any dispute and/or issue related to admission to, or implementation or completion of the Scheme, the decision of the Division Committee shall be final.

**HONG KONG PSYCHOLOGICAL SOCIETY
Division of Educational Psychology, HKPS**

**Criteria for Membership Eligibility
and Supervision Scheme**

Endorsed in the EGM of the DEP
on December 2, 2000

Eligibility for DEP membership

1. Membership of the Division shall be open to members of the Hong Kong Psychological Society who:
 - 1.1 Have an honours degree in Psychology or its equivalence acceptable to the Division; and
 - 1.2 Have a Master's or Doctoral degree in educational or school psychology acceptable to the Division. The degree programme should consist of all the following components:
 - (i) course work covering all the core areas specified in Appendix 1;
 - (ii) empirical research work;
 - (iii) supervised internship of a minimum of 1200 hours.
2. Individuals who satisfy requirements 1.1, 1.2(i) and 1.2(ii) with a supervised internship of more than 600 hours but less than 1200 hours will be required to complete a supervision scheme before being eligible for membership of the Division. Exemption from the scheme will be granted to individuals who graduate from the relevant higher degree programmes on or before December 31, 2001.

Supervision Scheme

Purpose

3. The Scheme is designed and implemented to assist eligible candidates to gain overall competence in educational psychology practice so as to qualify for membership of the Division. The Membership Subcommittee shall process the application for enrolment in the Supervision Scheme and implement the Scheme according to the guidelines approved by the Division Committee.

Eligibility

4. To be eligible for the Supervision Scheme, a candidate should:
 - 4.1 Be a Member of the Hong Kong Psychological Society; and
 - 4.2 Has satisfactorily completed a higher degree in educational or school psychology Specified in paragraph 1 above but with a supervised internship of more than 600 hours and less than 1200 hours.

Duration of supervised internship

5. The duration of the internship depends on the discrepancy between the hours of supervised internship covered in the relevant higher degree programme and the minimum hours of such internship required for membership of the Division. The Scheme should be completed within one year of enrolment in the Scheme. A minimum of one hour's formal supervision for every 40 hours of practice is required for the whole duration.

Work setting

6. The candidate shall specify the work setting of his/her supervised internship when applying to the Supervision Scheme. The placement setting is subject to the approval of the Membership Subcommittee of the Division.

Qualifications of supervisors

7. Supervisors for the Supervision Scheme should:
 - 7.1 Be eligible for membership of the Division; and
 - 7.2 Have worked as an educational or school psychologist for at least three years on a full time basis, or its equivalence; and
 - 7.3 Be appointed subject to the approval of the Membership Subcommittee of the Division.

Duties of supervisors

8. The supervisor shall:
 - 8.1 Oversee the work of the candidate and provide a minimum of one hour's formal supervision for every 40 hours of practice by the candidate;
 - 8.2 Submit an interim report and a final report to the Membership Subcommittee of the Division.

Completion of the Supervision Scheme

9. Upon the completion of the Supervision Scheme, the Membership Subcommittee of the Division will review the reports submitted by the supervisor and decide if the candidate has satisfactorily completed the Scheme. Candidates deemed to have satisfactorily completed the Scheme shall be eligible for membership of the Division.

Course work component of Master's or Doctoral degrees deemed acceptable by the DEP as a requirement for eligibility of DEP membership.

The course work component of higher degrees acceptable to the DEP specified as Point 1.2(i) under the section “Eligibility for DEP membership” in the document “Proposed Criteria for Membership Eligibility and Supervision Scheme” should cover all the core areas and their respective elements listed below:

1. Professional issues and standards in educational/school psychology practice

- (i) History and foundations of professional educational/school psychology
- (ii) Legal and ethical issues
- (iii) Professional issues and standards
- (iv) Roles and functions of professional educational/school psychologists
- (v) Alternative models for the delivery of educational/school psychology services

2. Psychological foundations

- (i) Social and cultural basis of behaviour
- (ii) Child and adolescent development
- (iii) Human learning
- (iv) Individual differences

3. Educational foundations

- (i) Curriculum and instruction
- (ii) Organization and operation of schools
- (iii) Education of children with special needs

4. Assessment

- (i) Intellectual assessment
- (ii) Social-emotional assessment
- (iii) Educational assessment
- (iv) Assessment of special educational needs

5. Intervention

- (i) Direct intervention (individual and group levels)
- (ii) Indirect intervention (consultation and school/systems level)

6. Research methods and statistics

- (i) Research and evaluation methods
- (ii) Statistics

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

**Supervision Scheme
Application Form**

Part I. Personal Particulars:

Please use **block capitals**

Title: Ms/ Miss/ Mrs./ Mr./ Dr (please circle the appropriate)

Surname: _____ Firstname: _____

Name in Chinese: _____

Address: _____

Telephone No.: _____ (day) _____ (evening)

_____ (Mobile/Pager)

Fax No. : _____ E-mail Address: _____

Membership of the Hong Kong Psychological Society

(Please tick the relevant box)

Fellow ☐

Associate Fellow ☐

Graduate Member ☐

ACADEMIC QUALIFICATIONS

Tertiary Institutes	Major	Degree/Diploma (date awarded)

* Please attach evidence of your qualifications (e.g. copies of certificates, full transcripts including grades awarded, and descriptions of the coursework component).

Part II. Internship Plan

(I) Experiences in Previous Internship

(A) Placement Settings and Period *(please list in chronological order).*

Placement Setting	Main Clientele	Nature of placement	Date		No. of hours
1.			From	To	
2.			From	To	
3.			From	To	
4.			From	To	

(B) Range of Work in Previous Placements *(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 parents workshops, please put 3 in the corresponding box)*

1 Student Case Work

1.1 Case Nature

- a. learning difficulties
- b. emotional and behavioural difficulties
- c. known psychiatric conditions
- d. multiple difficulties
- e. others (pl. specify) _____

Placements

1	2	3	4

1.2 Assessment

Psychometric assessment (e.g. WISC, BAS)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____

Other forms of assessment (e.g. interview, observation)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

1	2	3	4

1.3 Intervention (e.g. development of IEP, consultation)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

2 Group Work (include small groups, seminars, talks, and workshops)

2.1 Students

- a. study skills
- b. thinking / creativity
- c. personal growth
- d. social skills / communication
- e. others (pl. specify) _____

2.2 Parents

- a. providing learning support to children
- b. managing behavioural and emotional difficulties
- c. communicating with children
- d. understanding a particular type of special needs (pl. specify)

- e. others (pl. specify) _____

2.3 Teachers

- a. stress management
- b. guidance / discipline work in school
- c. classroom management skills
- d. counselling skills
- e. topics related to classroom teaching and learning
- f. understanding a particular type of special needs (pl. specify)

1	2	3	4

3 Systems Work / Consultation

3.1 Consultation on:

- a. remedial / developmental programmes / projects
- b. policies and operations (e.g. SEN policy)
- c. curriculum development
- d. others (pl. specify) _____

3.2 Collaborated with teachers/school personnel on:

- a. group work or mass programmes
- b. curriculum related work
- c. others (p. specify) _____

3.3 Research Work / Projects (pl. specify topics)

- a. _____
- b. _____
- c. _____
- d. _____

(II) Internship Plan

Proposed setting and period (permission of the agency/ies must be obtained)

Setting	Main Clientele	Work Nature	Date		No. of hours
			From	To	

Proposed supervisor: _____

(consent of supervisor must be obtained)

In relation to the above section, identify your professional development needs and objectives, and formulate a professional development plan, considering the area below (in conjunction with your supervisor). You may wish to refer to the attached reference list of skills/qualities.

➤ **Professional Conduct & Personal Qualities**

➤ **Assessment Skills**

➤ **Interview Skills**

➤ **Intervention Skills**

Individual Level

Group Level

School/Systems Level

➤ **Consultation Skills**

➤ **Report Writing and Record Keeping**

Acknowledgement

The Division of Educational Psychology (DEP) of the Hong Kong Psychological Society (HKPS) would like to thank the M. Soc. Sc. Programme in Educational Psychology of The University of Hong Kong for giving permission to adapt their fieldwork practicum learning log for the Supervision Scheme.

Part III. Declaration by Supervisor

I declare that I

- 1) am eligible for Membership of the Division of Educational Psychology;
- 2) have _____ years* of professional experience in educational/school psychology;
- 3) am willing to supervise _____ for the DEP's Supervision Scheme and I am not related to him/her other than in a professional capacity;
- 4) have no outstanding case of complaint against me for breach of any code of professional conduct of The Hong Kong Psychological Society and of any professional psychological society to which I belong;
- 5) am willing to comply with standards related to offering supervision, as laid out in the Code of Professional Conduct of the Hong Kong Psychological Society and the code of practice of other professional psychological body to which I belong;
- 6) have read the Guidelines of the Supervision Scheme, and am willing to comply with all the requirements related to being a Supervisor;
- 7) understand that taking up the role of Supervisor for a particular supervisee under this Supervision Scheme will in no event give rise to an employer-employee relationship between the Division and me.
- 8) have read and endorse the Proposed Internship Plan prepared by the Supervisee.

This is true to the best of my knowledge and belief.

**At least 3 years of full-time experience is required to qualify as a Supervisor of DEP's Supervision Scheme.*

Signature: _____

Full Name: _____ Title: _____

Organisation: _____ Date: _____

Part IV. Approval from Organization Offering Internship Opportunities

This is to certify that our organization is willing to accommodate the Supervision Scheme _____ has applied for under the Division of Educational Psychology, the Hong Kong Psychological Society. He/she is allowed to carry out professional work with the students, parents, and school personnel served by our organization during the period of the Scheme.

For further questions, please contact the undersigned by telephone (_____) or e-mail (_____).

Name of Organization: _____

Name of the Responsible Person in the Organization: _____

Position: _____ Signature: _____

Date

Official Chop of the Organization

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

**Supervision Scheme
Interim Report**

Part I. Internship Log

(To be completed by supervisee)

Name of supervisee: _____

EXPERIENCES IN SUPERVISED INTERNSHIP

(A) Settings and Period (*please list in chronological order*).

Setting	Main Clientele	Work Nature	Date		No. of hours
			From	To	

(C) Range of Work (*please put a number in the appropriate box to denote the number of occasion you have had certain supervised experiences during the internship, e.g., if you have conducted three parent workshops, please put 3 in the corresponding box*)

1 Student Case Work

1.1 Case Nature

- a. learning difficulties
- b. emotional and behavioural difficulties
- c. known psychiatric conditions
- d. multiple difficulties
- e. others (pl. specify) _____

1.2 Assessment

Psychometric assessment (e.g. WISC, BAS)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

Other forms of assessment (e.g. interview, observation)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

1.3 Intervention (e.g. development of IEP, consultation)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2 Group Work (include small groups, seminars, talks, and workshops)

2.1 Students

- a. study skills
- b. thinking / creativity
- c. personal growth
- d. social skills / communication
- e. others (pl. specify) _____

2.2 Parents

- a. providing learning support to children
- b. managing behavioural and emotional difficulties
- c. communicating with children
- d. understanding a particular type of special needs (pl. specify)

- e. others (pl specify) _____

2.3 Teachers

- a. stress management
- b. guidance / discipline work in school
- c. classroom management skills
- d. counselling skills
- e. topics related to classroom teaching and learning
- f. understanding a particular type of special needs (pl. specify)

3 Systems Work / Consultation

3.1 Consultation on:

- a. remedial / developmental programmes / projects
- b. policies and operations (e.g. SEN policy)
- c. curriculum development
- d. others (pl. specify) _____

3.2 Collaboration with teachers/school personnel on:

- a. group work or mass programmes
- b. curriculum related work
- c. others (p. specify) _____

3.3 Research Work / Projects (pl. specify topics)

- a. _____
- b. _____
- c. _____
- d. _____

Signed:

Endorsed by:

()

Supervisee

()

Supervisor

Date: _____

Acknowledgement

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Part II. Internship Evaluation Report

(To be completed by supervisor)

Name of Supervisee: _____

Internship Setting: _____

Internship Period: from _____ to _____ (inclusive) Total hours : _____

No. of Supervision Session: _____ Total hours: _____

Date of Report: _____ Date of Feedback to Supervisee: _____

Please comment on and evaluate the supervisee's performance in the following domains. A list of relevant skills and qualities is attached for reference.

A. Professional Conduct & Personal Qualities

Feedback and comments on strengths and areas for improvement:

Performance evaluation : Pass ☐ / Fail ☐

B. Assessment Skills

Feedback and comments on strengths and areas for improvement:

Performance evaluation: Pass ☐ / Fail ☐

C. Interview Skills

Feedback and comments on strengths and areas for improvement:

Performance evaluation: Pass ☐ / Fail ☐

D. Intervention Skills

Feedback and comments on strengths and areas for improvement:

Performance evaluation: Pass ☐ / Fail ☐

E. Consultation Skills

Feedback and comments on strengths and areas for improvement:

Performance evaluation: Pass ☐ / Fail ☐

F. Report Writing and Record Keeping

Feedback and comments on strengths and areas for improvement:

Performance evaluation: Pass ☐ / Fail ☐

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

Recommendation (please tick):

☐ The supervisee has satisfactorily completed the first half of the Supervision Scheme.

☐ I recommend further supervised practice before the supervisee is considered to have successfully completed the Scheme.

Please specify:

Signed:

Feedback provided to:

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()

Supervisor

Supervisee

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

**Supervision Scheme
Completion Report**

Part I. Internship Log

(To be completed by supervisee)

Name of supervisee: _____

EXPERIENCES IN SUPERVISED INTERNSHIP

(A) Settings and Period (*please list in chronological order*).

Setting	Main Clientele	Work Nature	Date		No. of hours
			From	To	

(D) Range of Work (*please put a number in the appropriate box to denote the number of occasion you have had certain supervised experiences during the internship, e.g., if you have conducted three parent workshops, please put 3 in the corresponding box*)

1 Student Case Work

1.1 Case Nature

- a. learning difficulties
- b. emotional and behavioural difficulties
- c. known psychiatric conditions
- d. multiple difficulties
- e. others (pl. specify) _____

1.2 Assessment

Psychometric assessment (e.g. WISC, BAS)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

Other forms of assessment (e.g. interview, observation)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

1.3 Intervention (e.g. development of IEP, consultation)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2 Group Work (include small groups, seminars, talks, and workshops)

2.1 Students

- a. study skills
- b. thinking / creativity
- c. personal growth
- d. social skills / communication
- e. others (pl. specify) _____

2.2 Parents

- a. providing learning support to children
- b. managing behavioural and emotional difficulties
- c. communicating with children
- d. understanding a particular type of special needs (pl. specify)

- e. others (pl specify) _____

2.3 Teachers

- a. stress management
- b. guidance / discipline work in school
- c. classroom management skills
- d. counselling skills
- e. topics related to classroom teaching and learning
- f. understanding a particular type of special needs (pl. specify)

3 Systems Work / Consultation

3.1 Consultation on:

- a. remedial / developmental programmes / projects
- b. policies and operations (e.g. SEN policy)
- c. curriculum development
- d. others (pl. specify) _____

3.2 Collaboration with teachers/school personnel on:

- a. group work or mass programmes
- b. curriculum related work
- c. others (p. specify) _____

3.3 Research Work / Projects (pl. specify topics)

- a. _____
- b. _____
- c. _____
- d. _____

Signed:

Endorsed by:

()

Supervisee

()

Supervisor

Date: _____

Acknowledgement

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Part II. Internship Evaluation Report

(To be completed by supervisor)

Name of Supervisee: _____

Internship Setting: _____

Internship Period: from _____ to _____ (inclusive) Total hours : _____

No. of Supervision Session: _____ Total hours: _____

Date of Report: _____ Date of Feedback to Supervisee: _____

Please comment on and evaluate the supervisee's performance in the following domains. A list of relevant skills and qualities is attached for reference.

A. Professional Conduct & Personal Qualities

Feedback and comments on strengths and areas for improvement:

Performance evaluation : Pass ☐ / Fail ☐

B. Assessment Skills

Feedback and comments on strengths and areas for improvement:

Performance evaluation: Pass ☐ / Fail ☐

C. Interview Skills

Feedback and comments on strengths and areas for improvement:

Performance evaluation: Pass ☐ / Fail ☐

D. Intervention Skills

Feedback and comments on strengths and areas for improvement:

Performance evaluation: Pass ☐ / Fail ☐

E. Consultation Skills

Feedback and comments on strengths and areas for improvement:

Performance evaluation: Pass ☐ / Fail ☐

F. Report Writing and Record Keeping

Feedback and comments on strengths and areas for improvement:

Performance evaluation: Pass ☐ / Fail ☐

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

Recommendation (please tick):

☐ The supervisee has satisfactorily completed the Supervision Scheme.

☐ I recommend further supervised practice before the supervisee is considered to have successfully completed the Scheme.

Please specify:

Signed:

Feedback provided to:

()

()

Supervisor

Supervisee

A Reference List of Skills/Qualities for Fieldwork Performance Evaluation

The following is a list of skills/qualities that you might want to consider when evaluating the performance of the supervisee. 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 ones work and active in seeking to improve oneself
- receptive to suggestions and comments from supervisors
- sincere and accepting to clients
- demonstrate adequate self-confidence in carrying out professional work
- demonstrate a commitment to the professional role of a psychologist

B. Assessment Skills

Able to:

- establish rapport with clients during assessment sessions
- conduct assessment session smoothly and efficiently
- make appropriate choice of specific tests and procedures for assessment
- follow standard procedures as laid down in 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 questions and information 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 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 (students, parents, teachers, etc)
- cooperate 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 wholistic view of the school system and be reflective on the role and work of EP in the school
- offer to schools 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. Consultation Skills

Able to :

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

F. 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
- case notes written in organized and concise manner
- observe confidentiality rules and handle files in a proper manner

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