

Clinical/practicum supervisors take up a substantial part of professional psychology training, translating classroom theoretical and empirical knowledge into practices. While these supervisors are all experienced practitioners in clinical psychology, they may have less experience to be supervisor-educators. The micro-module series of “The Art and Science of Clinical Supervision” is aimed to raise the standard of supervisor training by developing evidence-based and practice-oriented multimedia learning materials, tailed for clinical supervisors.

MM 1 is titled “Clinical supervision across developmental stages of clinical psychologists” and includes concepts such as functions of clinical supervision, benefits of clinical supervision, and developmental stages of clinical psychologists.

MM 2 is titled “Models and approaches of clinical supervision” and includes components such as supervisory goals, supervisory tasks, and supervisory bond.

MM 3 is titled “Evaluation and feedback” and includes components such as summative and formative evaluation, tripartite meeting, grade appeal, and giving constructive feedback.

MM 4 is titled “Support and development for supervisees and supervisors” and covers important topics such as supporting students’ stress and emotions, as well as supporting supervisors’ continuous development.

The MMs are 10-12 minutes long, and incorporate both declarative knowledge (through animated PPT, voice over, and interviews) and experience sharing (through role plays, interviews, dialogues). Conceptual knowledge is illustrated with hands-on experience and sharing from supervisors and supervisees from various settings, so that textbook knowledge can come alive and that viewers can reflect on how they can make effective supervision happen in their own setting. Each MM ends with a reference list, so that viewers can do extended reading after viewing the videos. MMs will be disseminated both online (for passive viewing) and through seminars and workshops (so that target audience can have deeper learning through guided discussions and reflective practices).