

THE CHINESE UNIVERSITY OF HONG KONG

Micro-Module Courseware Development Grant

Scheme 1: Basic Scheme

Final Report (2017-18)

Report due 31 October 2018

Please return by email to The Ad hoc Committee on Planning of eLearning Infrastructure
mmcd@cuhk.edu.hk

PART I

Project title: **Supervision for clinical psychology students – Theory and practice**

Principal supervisor: **Suzanne Ho-wai So**

Department / Unit: **Psychology**

Project duration: **From December 2017 to October 2018**

Date report submitted: **30 October 2018**

1. Project objectives

Is the project on track to meet its objectives?

Yes.

Have the objectives been changed as a result of the experience of working on your MMCDG project?

No. The project remains its objectives as to disseminate knowledge about providing clinical supervision for psychology students and clinical supervisors. In order to reflect the combination of evidence base and real-life practice of clinical supervision, we have named our series of MMs as "The Art and Science of Clinical Supervision". The titles of the 4 MMs are as follows: (1) "Clinical supervision across developmental stages of clinical psychologists"; (2) "Models and approaches of clinical supervision"; (3) "Evaluation and feedback", and (4) "Issues of Clinical Supervision".

2. Process, outcomes or deliverables

Please specify the number of micro modules produced, and the course(s) (with course codes and titles) that have used the micro modules in Part IV, and provide more detailed descriptions here. Must specify duration of each micro-modules (in terms of students online contact hours), total duration time of all deliverables and style. (With reference to the "Summary of video presentation styles" developed by CLEAR)

As proposed, we have produced four micro-modules, each lasting for 10-12 minutes.

Each micro-module is produced in the form of a video, containing presentation styles such as animation illustrations with voice over, interviews and dialogues, tables and graphs, role-plays etc. As the MMs were aimed to bridge science and practice, we included both declarative knowledge and practical experience sharing. For declarative knowledge, we discussed core concepts of clinical supervision, presented the models and developmental stages of clinical psychologists, listed out core issues in relation to supervisory goals/tasks/bond, and end each MM with a detailed reference list. For practical experience sharing, we interviewed more than 20 supervisors, supervisees and faculty members who share with the audience what is effective for clinical supervision. We extracted these interview clips into the corresponding places in the MMs. Therefore, the 4 MMs each have an individual focus, and cover a coherent broad theme.

The process of the MM development was solidly based on scientific evidence, pedagogical research, and design thinking. We based the raw materials on the existing literature about clinical supervision. We reviewed a large amount of papers and guidelines thoroughly, and extracted the research-informed knowledge in the storyboard. We further developed the storyboard by consulting more than 40 supervisors and supervisees from various clinical settings. Specifically, students from PSYC6810, 6820, 6830, 6840, 6850, and 7100 were involved in the design stage. Based on their suggestions and comments, we revised our storyboard so that our content and presentation styles will meet their needs better. Our storyboard and script was finalized after meeting with production houses for feasibility check.

The final MMs have been uploaded to the CUHK Panopto platform. In November 2018, the PI will run a 1.5-hour seminar for students who are on the PSYC6810, 6820, 6830, 6840, 6850 courses. Students will need to view the MMs before coming to the seminar. In January 2019, the PI will run a one-day workshop using the 4 MMs as core teaching materials. The workshop will target the 200 current clinical supervisors, as well as tens of clinical psychologists who are considering to become clinical supervisors.

Has the nature of the deliverables been changed?

No.

Have you adjusted your timeline?

No.

Overall, was the project completed satisfactorily?

Yes.

3. Evaluation Plan

Have you altered your evaluation plans?

No.

What monitoring data did you collect?

Individuals who view the MMs on the Panopto platform will fill out an evaluation survey online. Individuals who view the MMs during the workshop will fill out an evaluation survey on site.

Does your evaluation indicate that you have achieved your objectives?

The dissemination seminar will take place in Nov 2018, and the one-day workshop will take place in Jan 2019. However, we've shown the MMs to all individuals who appear in the videos and we have received overwhelmingly positive responses so far.

4. Dissemination, diffusion and impact

Please provide examples of dissemination: website, presentations in workshops or conferences, or publications.

Please provide examples of diffusion: how the project results/process/outcomes/deliverables have been used in your unit and other parts of CUHK or other institutions?

Please provide examples of impact: how the project results (micro modules) can be adapted to other disciplines.

As proposed, the target audience of the MMs are psychology students and their supervisors. Due to the high level of expertise and sensitivity of the materials, it was not the intention to disseminate the MMs to the general public. We have chosen to disseminate the MMs to the target audience through the CUHK Panopto platform because it allows us to configure file access flexibility and securely. We will present the MMs to our students in a seminar next month, and to clinical supervisors in a workshop in January 2019. The workshop attendees will include clinical supervisors who are appointed by either CUHK or HKU, so our materials will have a cross-institution dissemination. We'll also share the materials to the teaching staff of the HKU clinical psychology programme, so that if their students find the materials helpful they can also see them through our Panopto links. While we focused our materials on clinical supervision for clinical psychologists, our MMs will be relevant to other related disciplines such as counseling psychology, educational psychology, social work etc.

PART II

Financial data

Funds available: \$80,000

Funds awarded from MMCDG \$ 100,000

Funds secured from other sources \$
(please specify)

Total: \$ 100,000

Expenditure:

Item	Budget as per application	Expenditure	Balance
Personnel (project coordinator)	100000	100000	0
Total:			0

PART III

Lessons learnt from the project

Please describe your way forward.

This has been a good experience developing MMs. We are already developing others.

Please describe any of the following item(s) accordingly:

- *Key success factors, if any*
Interviews were conducted with experienced clinical supervisors. They have worked in the fields for many years and have shared their views on specific questions wholeheartedly. Interviews with students/graduate are very important as the textbook knowledge can come alive with first-hand experience sharing. Design thinking and involvement of potential users of the MMs at the development stage is very important, too, so that the MMs are produced by the users for the users.
- *Difficulties encountered and remedial actions taken, if any*
Animation production is harder than expected. Given the small budget, only rather simple and standardized animation can be done.
- *The role of other units in providing support, if any*
ELITE has helped with the making of the report video.
- *Suggestions to CUHK, if any*
 - *Example: what should be done differently?*

PART IV

Information for public access

Summary information and brief write-ups of individual projects will be uploaded to a publicly accessible CUHK MMCDG website. Please extract from Part I the relevant information to facilitate the compilation of the publicly accessible website and reports.

1. Keywords

Please provide five keywords (in the order of most relevant to your project to least relevant) to describe your micro-modules/pedagogies adopted.

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|------------------|-----------------------------------|
| (Most relevant) | Keyword 1: Clinical supervision |
| | Keyword 2: Clinical psychology |
| | Keyword 3: Clinical psychologists |
| | Keyword 4: Reflective practice |
| (Least relevant) | Keyword 5: Professional training |

2. Summary

Please provide information, if any, in the following tables, and provide the details in Part I.

Table 1: Publicly accessible online resources (if any)
<p>(a) Project website: No public access.</p> <p><i>If a publicly accessible project website has been constructed, please provide the URL.</i></p>
<p>(b) Webpage(s): No public access.</p> <p><i>If information of your project is summarized in a webpage (say a page in the department's or faculty's website), please provide the URL(s) here.</i></p>
<p>(c) Tools / Services: Panopto CUHK</p> <p>https://panopto.cuhk.edu.hk/Panopto/Pages/Home.aspx</p> <p><i>If you have used any tools or services for the project, please provide names of the tools or services in here.</i></p>
<p>(d) Pedagogical Uses: A seminar will be held for students in Nov 2018 and a workshop will be held for supervisors in January 2019. Online access to the MMs will be made available to hundreds of target audience.</p> <p><i>If any flipped classroom activities have been conducted, please provide information in here. If relevant, please indicate how your project output can be used to support flipped classroom activities.</i></p>
<p>(c) Others (please specify):</p>

Table 2: Resources accessible to a target group of students (if any)			
<p><i>If resources (e.g. software) have been developed for a target group of students (e.g. in a course, in a department) to gain access through specific platforms (e.g. Blackboard, facebook), please specify.</i></p>			
<u>Course Code/ Target Students</u>	<u>Term & Year of offering</u>	<u>Approximate No. of students</u>	<u>Platform</u>
PSYC6810, 6820, 6830, 6840, 6850	All MSSc clinical psychology students	36 in each cohort	Panopto
<i>Eg2: Dept of xxxx</i>	<i>All 1st year students</i>	40	<i>facebook</i>
Table 3: Presentation (if any)			
<p><i>Please classify each of the (oral/poster) presentations into one and only one of the following categories</i></p>			Number
(a) In workshop/retreat within your unit (e.g. department, faculty)			1
(b) In workshop/retreat organized for CUHK teachers (e.g. CLEAR workshop, workshop organized by other CUHK units)			0

(c) In CUHK ExPo jointly organized by CLEAR and ITSC	1
(d) In any other event held in HK (e.g. UGC symposium, talks delivered to units of other institutions)	1
(e) In international conference	0
(f) Others (please specify)	0

Table 4: Publication (if any)	N/A
<i>Please classify each piece of publication into one and only one of the following categories</i>	Number
(a) Project CD/DVD	N/A
(b) Project leaflet	N/A
(c) Project booklet	N/A
(d) A section/chapter in a booklet/ book distributed to a limited group of audience	N/A
(e) Conference proceeding	N/A
(f) A chapter in a book accessible internationally	N/A
(g) A paper in a referred journal	N/A
(h) Others (please specify)	N/A

3. A one-page brief write up

Please provide a one-page brief write-up of no more than 500 words and a short video.

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).

[A short video is attached with this report]