


The Department of Health announced on 31st October 2019 that HKICP was granted full accreditation status under the Pilot Accredited Registers Scheme for Healthcare Professions.


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Guideline on the Remedial Training as a Transitional Arrangement for the Registration of Hong Kong Institute of Clinical Psychologists Limited

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(Distribution list: This Policy should be read by all staff and members of HKICP, Professional Council and its committees, and the general public.)

1. Objective

- 1.1 This guideline describes the standards of the remedial training as a transitional arrangement for applicants for registration with Hong Kong Institute of Clinical Psychologists (HKICP) (i.e. to be a member of Register of Clinical Psychologists accredited by Department of Health) via Alternative Qualifying Requirement (Membership Registration and Handling Policy, HKICP-RSD-PO-002)
- 1.2 The aim of this Remedial Training is to enhance inclusiveness of the register.

2. Scope

- 2.1 The remedial training presented here applies to practitioners who have received training in Clinical Psychology but have shortfall in full competency in terms of body of knowledge and clinical skills required for safe and effective practice in local settings.
- 2.2 The remedial training focuses on the body of knowledge and issues pertinent to local practice. These elements are essential for protection of the interest and safety of service users as well as upholding professional standards and ethics that are of value in local context.
- 2.3 Training institute that provide the remedial training should fulfill all the requirements set by the HKICP and make progress report to the Education Committee of HKICP upon completion of the training.


3. Aim and Objectives of the training

3.1 Aim

To provide remedial training for applicants for registration with HKICP, who are eligible for transitional arrangement via Alternative Qualifying Requirement as specified in Membership Registration and Handling Policy of Hong Kong Institute of Clinical Psychologists Limited (HKICP-RSD-PO-002).

3.2 Objectives

- 3.2.1 To cover the basic knowledge, clinical skills and competency required for safe and ethical clinical psychology practice in local settings.
- 3.2.2 To provide competence-based clinical psychological training in assessment and intervention for serving: (1) local populations across the lifespan, and (2)

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multidisciplinary collaboration in local context.

4. Requirements for Academic Curriculum of the Remedial Training

4.1 The academic curriculum prepared by the training institute should consist of 3 modules, each with its unique focus relevant to local clinical context.

4.1.1 Module 1: Professional Issues and Multidisciplinary Collaboration in Clinical Practice in Hong Kong

4.1.2 Module 2: Clinical Psychological Practice in Child and Adolescent Population in Hong Kong

4.1.3 Module 3: Clinical Psychological Practice in Adult Population in Hong Kong

4.2 Teaching should be conducted in multimodal ways including lecture, group exercise, role-play, audio-recordings and video materials, readings, and assignments.

4.3 Module 1: Professional Issues and Multidisciplinary Collaboration in Clinical Practice in Hong Kong

4.3.1 This module needs to address the professional and ethical issues in clinical practices, on the basis of Ethical Guidelines as endorsed by the Professional Council of HKICP. The different disciplines of helping professionals, their roles in the service delivery systems and mode of collaboration will be explored.

4.3.2 Attention is drawn to the principle of honesty and respecting intellectual property and Copyright Law.

4.3.3 Standards of Content

Module 1 should cover the following topics:

4.3.3.1 Overview of the Ethical Guidelines endorsed by the Professional Council of HKICP.


4.3.3.2 Roles of different disciplines in health service delivery systems in Hong Kong.

4.3.3.3 Services introduction where multidisciplinary collaboration is involved.

4.3.4 Standards of Assessment

4.3.4.1 Continuous assessment (20%)

Participants need to be exposed to various ethical dilemmas and complex situations in multidisciplinary collaboration and to resolve

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them in group-discussion. Each group will have 10 minutes to present the problems, conceptualization and key concepts applied for the resolution. Active participation in class is expected.

4.3.4.2 Reflective Essay (30%)

Participants are required to read 2 assigned articles and write a reflective essay (no more than 1 page in APA formatting, singly line spacing) weekly. Participants may reflect on what they have learnt from the articles and any new insight obtained, exercise critical thinking through questioning or researching on relevant critiques on the topic.

4.3.4.3 Presentation (50%)

Each participant is requested to bring up key ethical and/or professional issues in clinical practice and lead the discussion in class. The participant may identify any potential ethical or boundary issues in the field, review on previous literature about the topic and formulate his/her own opinion and judgment. The format of presentation is open. Participants may use PowerPoint, newspapers, flyers, videos, interview reports, and role-play to stimulate learning in the presentation. Informed consent is required if personal information will be disclosed. Each presentation is limited to 20 minutes.

4.4 **Module 2: Clinical Psychological Practice in Child and Adolescent Population in Hong Kong**

4.4.1 This module focuses on the clinical practice with child and adolescent population. The practice of assessment, case formulation, treatment planning, report writing and case management as applied to a wide range of clinical problems of this category of clientele should be covered. Relevant psychometric instruments, including the locally developed instruments, will be introduced and coached for their administration. Issues specifically related to the local context will be discussed.

4.4.2 Attention is drawn to the principle of honesty and respecting intellectual property and Copyright Law.

4.4.3 **Standards of Content**

The following topics request to be covered in this module:

4.4.3.1 An overview of clinical problems in child & adolescent population

4.4.3.2 Clinical assessment and formulation as applied to clinical problems

4.4.3.3 Application of locally standardized assessment instruments

4.4.3.4 Evidence-based interventions and management plan in application

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4.4.4 Standards of Assessment

4.4.4.1 Examination (40%)

4.4.4.1.1. Participants will be assessed their skills in diagnostic formulation in the format of report writing. This comprises the skills in integrating information gathered from client's history, results of objective measures and other sources of information to derive a comprehensive case conceptualization and differential diagnosis for suggesting treatment direction.

4.4.4.1.2. Participants are expected to demonstrate thorough understanding of the theoretical, practical and cross-cultural issues related to the diagnostic formulation of child and adolescent psychopathology, as outlined in the Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (DSM-5) and International Classification of Diseases (ICD-10/11) with particular reference to the local context.

4.4.4.2 Skills evaluation on psychological assessment (40%)

4.4.4.2.1. Participants need to demonstrate basic competences which include general assessment skills and specific skills in the administration, scoring and interpretation of psychological tests (in particular intelligence tests, e.g. WISC-IV[HK]) commonly adopted in the local clinical settings, and report writing.

4.4.4.2.2. To enhance effective knowledge acquisition and clinical skills, participants are expected to critically review the theoretical, practical and cross-cultural problems in the assessment of intellectual and adaptive functioning; to get familiar with the assessment tools, standardized instructions and psychometric properties; and to practice administering the assessment tools among participants.

4.4.4.3 Continuous assessment (20%)

Participants are expected to actively participate in class activities, such as discussion, role-play, etc.

4.5 Module 3: Clinical Psychological Practice in Adult Population in Hong Kong

4.5.1 This module focuses on the clinical practice with adult populations. The practice of assessment, case formulation, treatment planning, report writing and case management as applied to a wide range of clinical problems need to be covered. Relevant psychometric instruments, including those locally developed, will be introduced and coached for their administration. Issues specifically related to the local context will also be discussed.

4.5.2 Attention is drawn to the principle of honesty and respecting intellectual property and Copyright Law.

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4.5.3 Standards of Content

The following will be covered in this module:

4.5.3.1 An overview of clinical problems in adult population.

4.5.3.2 Clinical assessment and formulation as applied to clinical problems.

4.5.3.3 Application of locally standardized assessment instruments.

4.5.3.4 Evidence-based interventions and management plan in application.

4.5.3.5 Psychologist's report as applied to adult population.

4.5.4 Standards of Assessment

4.5.4.1 Written assignments (50%)

Participants are requested to complete four case reports, of which two are clinical assessment report based on the case materials provided. It aims to help participants to develop case formulation and report writing skills. Another two reports involve scoring the test results of a given protocol and writing up a comprehensive intelligence assessment report. It aims to equip participants with skills to compile intelligence assessment report basing on results of Wechsler Adult Intelligence Scale-Fourth Edition (Hong Kong) (WAIS-IV [HK]).

4.5.4.2 Skills evaluation (30%)

Participants will conduct 3 role-plays on (1) intake interview, (2) intelligence assessment, and (3) relaxation techniques respectively. The assignments aim to help participants to consolidate their skills in carrying out clinical interview with adults having mental disorder, administration of WAIS-IV (HK), and coaching relaxation techniques.

4.5.4.3 Group presentation (20%)


Participants work in a group to give a presentation on an assigned topic related to clinical disorders. The presentation will focus on psychopathology, assessment, evidence-based intervention(s) and relevant local issues. Participants will demonstrate in-depth knowledge of clinical problems and clinical appraisal of current research, make clear link between knowledge and local clinical practice.

5. Requirements for Hours of the Remedial Training

5.1 Lecture: Approx. 100 hours in total

5.2 Skills lab: Approx. 30 hours in total

5.3 Private study: Approx. 170 hours, including doing assignments, reading course materials, preparing for presentations, etc.

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6. Requirements for Staffing of the Remedial Training

6.1 Module Coordinator

It should have an Accredited Clinical Psychologist with at least ten years of experience in the field of clinical psychology as the module coordinator for each training module.

6.2 Training Team / Instructor

For the training team, it should have 15 Accredited Clinical Psychologists with at least 10 years of experience in the field of clinical psychology, and/or mental health professionals with substantial experience in local clinical settings.

7. Requirements for Completion of the Remedial Training

7.1 To complete the remedial training, participants must attend at least 75% of lectures for each module and 100% of skills lab. Participants must also pass (50%) the assessment of all the modules.

7.2 Participants who fail a module will have a chance to re-take the module. Those who fail the same module twice will be asked to discontinue the studies.

8. Requirements for Fulfilling the Prescribed Conditions for Test Use

8.1 To fulfill the conditions for test use as prescribed by the Registration Committee, candidates must attend at least 75% of lectures and 100% of skills lab for each of the module prescribed. Participants must also pass (50%) the assessment of the prescribed module.

8.2 Participants who fail a module will have a chance to re-take the module. Those who fail the same module twice will be asked to discontinue the studies.