



香港樹仁大學

HONG KONG SHUE YAN UNIVERSITY

# DEPARTMENT OF COUNSELLING AND PSYCHOLOGY

INDUSTRIAL ATTACHMENT  
STUDENT HANDBOOK





# **DEPARTMENT OF COUNSELLING AND PSYCHOLOGY**

INDUSTRIAL ATTACHMENT  
STUDENT HANDBOOK

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# Section 1 : General Information

## 1.1 Introduction

Industrial Attachment is an experiential learning course offered by the Department of Counselling and Psychology. This course offers students an opportunity to apply their knowledge from the academic discipline, which aims at broadening their social horizon and enhance their work readiness. The course emphasises teaching and learning through hands-on experience and practices in an authentic workplace. In particular, it engages students in the daily operation of public or private organisations with reflection to connect what students have experienced in the workplace using psychological principles, concepts and techniques. The course encourages students to reflect upon their strengths and weaknesses for self-improvement throughout the experiential learning process, through a co-supervision from an Academic Supervisor and a Workplace Supervisor.

Industrial Attachment is designed for Year 3/4 students enrolled in Bachelor of Social Sciences (Hons) in Psychology. There is no pre-requisite for this course. Credits will be awarded to students who demonstrate that they have been able to apply their psychological knowledge and analytical skills successfully to achieve the intended learning outcomes.

## 1.2 Course Aims

This course offers students an experiential learning opportunity that broadens their social horizons through direct engagement in the workplace. The major aims of the course are to:

No.	CAs
1	Weld psychological knowledge with reflective practice in actual work settings;
2	Enhance students' capabilities and attributes that enable them to be successful in their future development;
3	Assist students to acquire the characteristics, attributes and practical skills that foster them to make effective contribution to the society;
4	Help students to identify career goals as it relates to their academic or career development.



# SECTION 1 : GENERAL INFORMATION

## 1.3 Course Intended Learning Outcomes (CILOs)

Upon successful completion of the Internship course, students should be able to:

No.	CAs
1	Handle work issues and situations with appropriate theoretical knowledge, critical thinking, and analytical skills;
2	Evaluate the workplace experience in connection with relevant psychological knowledge, concepts and principles;
3	Present views, exchange ideas with others, and write reports effectively to facilitate tasks and projects;
4	Demonstrate work ethics, self-initiative, time management, team-work, collaboration, and leadership and adaptation to the organisational culture for successful workplace performance;
5	Develop a sense of self-efficacy for both academic and career development in future.

## 1.4 Teaching and Learning Activities (TLAs)

The Industrial Attachment incorporates a range of strategic TLAs with the three major stages of pre-internship preparation, internship, and reflection.

### 1. Preparation

Students participate in a series of pre-internship trainings that are offered for them to enhance their work readiness and practical skills to meet with the job expectations from the workplace. The Industrial Attachment Office will be responsible for the provision of these pre-internship trainings including job preparation workshops and sharing sessions in conjuncture with the Office of Student Affairs and the Department of Counselling and Psychology.

### 2. Internship

After the preparation stage, students start to work in a company or an organisation of their choice. Students are expected to perform the work required by the company/organisation and to learn actively through hands-on experience in the workplace. The TLAs for students at this stage consist of all the roles, tasks and projects assigned by the company/organisation. A Workplace Supervisor will be assigned by the company/organisation to each student to guide the student to acquire the required competences, practical knowledge and skills, as well as proper attitudes and behaviour at work. Various learning opportunities will be provided to enable students to integrate their academic study from class with their real-world encounters in the workplace.

## SECTION 1 : GENERAL INFORMATION

### 3. Reflection

In order to successfully complete the Industrial Attachment, students must finish stages 1 and 2 and then integrate their working experience with their academic learning and review their working performance for self-improvement through active reflection. The TLAs for this purpose include writing a reflective journal for self-evaluation, participating in discussions with the Academic Supervisor and their fellow classmates, and completing an overall report that consists of a theoretically informed analysis of their experiential learning in connection with appropriate academic discourse. The Academic Supervisor guides students to conduct their reflection, provides a reading list, and offers them intellectual stimulus on a regular basis.

### 4. Summary Chart on the TLAs in the Industrial Attachment

Preparation Stage	Pre-internship Learnings
TLA: 1	Pre-internship training workshops and sharing sessions



Action Stage	Internship in Company / Organisation
TLA 2	All roles, tasks, projects assigned to the students during the internship period



Reflection Stage	Academic Supervision
TLA 3	Reflective journal, group discussions, and final report on Industrial Attachment.

## SECTION 1 : GENERAL INFORMATION

### 1.5 Assessment Tasks (ATs)

The course will be entirely assessed through continuous assessment by the Workplace Supervisor and the Academic Supervisor.

<b>Basic Performance</b> AT1: Reflective Journal (10%) AT2: Group Discussion (10%)	<b>Subtotal: 20%</b>
<b>Working Performance</b> AT3: Agency Evaluation (40%)	<b>Subtotal: 40%</b>
<b>Academic Performance</b> AT4: Final Report (40%)	<b>Subtotal: 40%</b>
<b>Total: 100%</b>	

All assessment tasks adopt standard rubrics to evaluate students' performance in achieving the course intended learning outcomes. Assessment Rubrics are in Section 4 of this Handbook.

### 1.6 Alignment of Course Intended Learning Outcomes, Teaching and Learning Activities and Assessment Tasks

Course Intended Learning Outcomes	Teaching and Learning Activities	Assessment Tasks
1	TLA 2, TLA 3	1, 2, 3, 4
2	TLA 3	1, 2, 4
3	TLA 2, TLA 3	1, 3, 4
4	TLA 1, TLA 2	1, 3, 4
5	TLA 2, TLA 3	1, 2, 4

# SECTION 1 : GENERAL INFORMATION

## 1.7 Reading List

### Main Readings

- Baird, B. N. (2014). The internship, practicum, and field placement handbook: *A guide for the helping professionals* (7th ed.). New York: Taylor & Francis Group.
- Kiser, P. M. (2009). *The human services internship: Getting the most from your experience*. Belmont, California: Thomson Brooks.
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### Main Readings

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## SECTION 1 : GENERAL INFORMATION

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- Stanton, T., & Kamil, A. (1994). *The Experienced Hand: A Student Manual for Making the Most of an Internship* (2nd ed.). New York: Carroll Press.
- Sweitzer, H. F., & King, M. (2009). *The successful internship: Personal, professional, and civic development*. Belmont, California: Brooks/Cole Cengage Learning.
- Whitaker, P. (1995). *Managing to learn: Aspects of reflective and experiential learning in schools*. London: Cassell.
- Wood, J. (2007). *Interpersonal Communication – Everyday Encounters* (6th ed.). Boston: Wadsworth.

# Section 2 : Application and Requirements

## 2.1 Recruitment

The recruitment for the Industrial Attachment usually starts in the first semester of Year 3/4. The Industrial Attachment Coordinator in the Department of Counselling and Psychology oversees the recruitment arrangement and contacts the potential internship agencies for the provision of internship. In identifying the potential internship agencies, the Coordinator will visit the agencies and consider their suitability in accomplishing the course intended learning outcomes (see Section 1) and capacity in fulfilling the roles and responsibilities for the provision of internships (see Section 3). Once the provision of internship is confirmed, students receive a list of potential internship opportunities for their consideration. They are eligible to approximately apply three internship positions, and also will be arranged to attend an interview held by the agency. A pre-internship workshop will be launched to brief students about this course and to answer their questions. Students will be encouraged to reflect upon their career interests and to familiarise themselves with the internship expectations, to identify their own intended learning outcomes from the internship. The Coordinator provides students additional consultations and advice when required.

## 2.2 Application Procedure

If students intend to apply for the Industrial Attachment, they should take the steps below:

- Student applicants submit a completed application form with a learning record and a curriculum vitae to the Industrial Attachment Coordinator for consideration before the deadline;
- Student applicants are interviewed by the agency to assess their aptitude for the post they have applied for;
- Successful student applicants start the Industrial Attachment in the second semester of Year 3/4.

## SECTION 2 : APPLICATION AND REQUIREMENTS

### 2.3 Requirements

Student applicants must at least attend two pre-internship training workshops and one pre-internship sharing session/forum provided by the Office of Student Affairs. If students have completed more than the minimum requirement, their additional participation will be taken into account in their application to the course.

Successful student applicants must fulfill two further requirements below to be awarded the 3 credits from the Industrial Attachment.

Internship Requirement	Academic Requirement
<p>The Student must fulfill the job expectations of the internship agency throughout the internship period.</p> <p>The total number of hours required to complete the internship is 120 hours. The student is expected to participate in the work of the internship agency during the internship period as required by the Workplace Supervisor.</p>	<p>The Student must meet the academic expectations from the course throughout the internship period.</p>

The overall expected effort for this course includes the additional time from students' self-study on a regular basis for reading, participating in group discussions with the Academic Supervisor and their fellow classmates, writing a reflective journal, and a final report.



# Section 3 : Roles and Responsibilities

## Introduction

Successful implementation of Industrial Attachment depends on a mutual understanding and transparent collaboration among different parties including students, internship agencies, and Department of Counselling and Psychology. This section specifies their major roles and responsibilities for this course.

### 3.1 Student

Students enrolled in the Industrial Attachment receive instructions and supervision from the Industrial Attachment Coordinator, Workplace Supervisor, and Academic Supervisor. The major roles and responsibilities of students are:

- To engage fully throughout the whole teaching and learning process of the Industrial Attachment;
- To commit strongly to the given guidelines and meet with supervisors' expectations in completing the internship tasks;
- To behave in an appropriate manner and comply with the policies and regulations in the internship agency;
- To respect the internship agency's values, their staff and practice with an appropriate working attitude and teamwork spirit;
- To engage actively in conducting academic study and to achieve the intended course learning outcomes;
- To reflect regularly on individual work and academic performance for self-improvement throughout the internship process;
- To critically analyse matters of concern arising from the internship encounter and to share them in the form of an academic discourse during the group discussion with their supervisor and fellow classmates;
- To maintain a reflective journal and write a final report as required by the Academic Supervisor.

### 3.2 Internship Agency

The internship agency should offer orientation and guidance to the student for the Industrial Attachment. The major roles and responsibilities of the internship agency are:

- To provide a Workplace Supervisor to guide students onsite for the implementation of the roles, tasks and projects assigned to them throughout the internship period;
- To orient students to the background, culture and practice of the agency;
- To make available a range of valuable opportunities for students to learn through working in the agency;
- To give professional and constructive feedback on student's performance and help them to improve;
- To monitor students' behaviour and attitude to ensure that they behave in an ethical and courteous manner;



## SECTION 3 : ROLES AND RESPONSIBILITIES

- To communicate with the Industrial Attachment Coordinator to discuss students' performance, behaviour and attitudes;
- To support the Industrial Attachment Coordinator to run the course effectively;
- To complete and return the Agency Evaluation Form to the Industrial Attachment Coordinator upon the completion of the internship.

### 3.3 Department of Counselling and Psychology

The Department of Counselling and Psychology will host the offerings for Industrial Attachment for students, and delegate an Industrial Attachment Coordinator and Academic Supervisors from the academic staff to oversee the course and ensure its smooth implementation with proper supervision for students. The major roles and responsibilities of the Industrial Attachment Coordinator are:

- To oversee the offering of the industrial attachment course in line with the University policy and procedures;
- To work closely with the Industrial Attachment Office to identify more appropriate external agencies and develop collaboration with them;
- To assign students to an Academic Supervisor from the Department in groups of 5-10;
- To hold a briefing workshop for students;
- To conduct the recruitment process and the selection of appropriate candidates for the industrial attachment;
- To designate additional office hours for the provision of additional advice and consultations in case of need;
- To support the Workplace Supervisor and Academic Supervisor in supervising the students;
- To assist in the regular review and collection of student feedback relating to industrial attachment for improvement.

The major roles and responsibilities of the Academic Supervisor are:

- To guide students to conduct regular reflections upon their industrial attachment experiences;
- To support students to overcome difficulties encountered in the course of their industrial attachment;
- To provide reading lists to students and intellectual stimulus to enable them to connect their industrial attachment experiences with the appropriate academic discourse;
- To encourage students to exchange their views and experiences academically and in a presentable style;
- To give students feedback on their academic performance with suggestions for improvement;
- To assess students' academic performance during the industrial attachment period in line with the assessment rubrics;
- To provide the Grades awarded to students in respect of the completion of the academic component of the industrial attachment experience to the Industrial Attachment Coordinator by the due date;
- To support the Industrial Attachment Coordinator to conduct the industrial attachment course effectively.

## SECTION 4 : RUBRICS FOR ASSESSMENTS

### Section 4 : Rubrics for Assessment

#### 4.1 Rubric for Reflective Journal (10%)

HONG KONG SHUE YAN UNIVERSITY  
DEPARTMENT OF COUNSELLING AND PSYCHOLOGY

#### Industrial Attachment Reflective Journal Evaluation Form

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_  
Agency: \_\_\_\_\_ Internship Period: \_\_\_\_\_

	Excellent (5-4)	Satisfactory (3-2)	Unsatisfactory (1-0)	Score
<b>I. Academic Connection</b>	Theories and concepts are consistently correctly applied to the discussion of real cases.  Thoughts and ideas are expressed very clearly and easy to follow with a very clear focus theme or focus.	Theories and concepts are often correctly applied to the discussion of real cases.  Thoughts and ideas are expressed adequately and basically clear and logical with a generally clear focus theme or focus.	Theories and concepts are rarely correctly applied to the discussion of real cases.  Thoughts and ideas lack a clear theme or focus, are expressed in a woolly manner and are hard to follow.	
<b>II. Level of Reflection</b>	Self-reviews are specific and detailed and demonstrate deep learning and thinking.  Ideas and insights from self-reviews are consistently applied for improving performance.  Materials for demonstrations are very strong with well-written descriptions and well-organised presentations.	Self-reviews are adequate and demonstrate moderate learning and thinking.  Ideas and insights from self-reviews are often applied for improving performance.  Materials for demonstrations are fair with understandable descriptions and adequately organised presentations.	Self-reviews are too few and fail to demonstrate underpinning learning and thinking.  The application of ideas and insights from self-reviews for improving performance is limited.  Materials for demonstrations are limited, lack appropriate descriptions and include poorly organised presentations.	
Total Scores (I+II):				

Signature: \_\_\_\_\_  
Academic Supervisor

Date: \_\_\_\_\_

## SECTION 4 : RUBRICS FOR ASSESSMENTS

### 4.2 Rubric for Group Discussion (10%)

HONG KONG SHUE YAN UNIVERSITY  
DEPARTMENT OF COUNSELLING AND PSYCHOLOGY

#### Industrial Attachment Group Discussion Evaluation Form

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Agency: \_\_\_\_\_ Internship Period: \_\_\_\_\_

	Excellent (5-4)	Satisfactory (3-2)	Unsatisfactory (1-0)	Score
<b>I. Level of participation</b>	Demonstrates a very active, self-motivated involvement in the discussion process.  Joins the discussion with very careful listening and openness to other ideas, and demonstrates excellent communication skills in offering personal points of view.	Demonstrates a consistent involvement in the discussion process.  Joins the discussion with careful listening and basic openness to other ideas, and demonstrates considerable communication skills in offering personal points of view.	Does not engage in the discussion process.  Joins the discussion but does not listen to others and is not open to other ideas. Cannot communicate effectively in offering personal points of view.	
<b>II. Level of contribution</b>	Many important observations, materials and feelings are effectively shared throughout the discussion.  Comments always advance and stimulate the standard and progression of the discussion.  Personal inputs for the discussion always correctly relate to academic knowledge, concepts and theories.	Some important observations, materials and feelings are properly shared throughout the discussion.  Comments often advance and stimulate the standard and progression of the discussion.  Personal inputs for the discussion often correctly relate to academic knowledge, concepts and theories.	Few observations, materials and feelings are shared throughout the discussion.  Comments rarely advance and stimulate the standard and progression of the discussion.  Personal inputs for the discussion rarely correctly relate to academic knowledge, concepts and theories.	
Total Scores (I+II):				

Signature: \_\_\_\_\_  
Academic Supervisor

Date: \_\_\_\_\_

## SECTION 4 : RUBRICS FOR ASSESSMENTS

### 4.3 Rubric for Agency Evaluation (40%)

HONG KONG SHUE YAN UNIVERSITY  
DEPARTMENT OF COUNSELLING AND PSYCHOLOGY

Confidential

#### Industrial Attachment Student Evaluation Form

*Thank you for your collaborating with Hong Kong Shue Yan University in the Industrial Attachment course. Your feedback and comments will be indispensable in helping us to evaluate students' performance from an employer's perspective. Please have this form completed by the Workplace Supervisor and return the completed form to the Industrial Attachment Coordinator. Feel free to contact the Industrial Attachment Coordinator if you have any problems.*

Name of Agency: \_\_\_\_\_

Internship Period: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Please rate his/her performance. Circle the number in the box

	Very Good	Good	Fair	Poor	Very Bad
1. Attitude	4	3	2	1	0
2. Behaviour	4	3	2	1	0
3. Sense of responsibility	4	3	2	1	0
4. Reliability	4	3	2	1	0
5. Efficiency	4	3	2	1	0
6. Teamwork	4	3	2	1	0
7. Ideas for work	4	3	2	1	0
8. Problem-solving skills	4	3	2	1	0
9. Communication skills	4	3	2	1	0
10. Overall performance	4	3	2	1	0

Additional Comments (Attach additional pages if needed.):

Signature: \_\_\_\_\_  
Workplace Supervisor

Date: \_\_\_\_\_

## SECTION 4 : RUBRICS FOR ASSESSMENTS

### 4.4 Rubric for Final Report (40%)

HONG KONG SHUE YAN UNIVERSITY  
DEPARTMENT OF COUNSELLING AND PSYCHOLOGY

#### Industrial Attachment Final Report Evaluation Form

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Agency: \_\_\_\_\_ Internship Period: \_\_\_\_\_

	Excellent (8-7)	Satisfactory (6-4)	Unsatisfactory (3-0)	Score
<b>I. Topic</b>	Clearly articulated with substantial originality and background information.	Basically articulated with modest originality and background information.	Woolly descriptions without originality and lacking background information.	
<b>II. Conceptual Framework</b>	Fully developed with a wide range of theoretical ideas and an insightful theme for analysis.	Properly developed with a range of theoretical ideas and an appropriate theme for analysis.	Badly developed with limited theoretical ideas and lack of a clear theme for analysis.	
<b>III. Data Analysis</b>	Substantially provided, very convincingly demonstrated with a clear and comprehensible flow of ideas and arguments.	Adequately provided, basically demonstrated with a generally comprehensible flow of ideas and arguments.	Marginally provided, badly demonstrated with a barely comprehensible flow of ideas and arguments.	
<b>IV Organisation</b>	Very well-structured, with logical sequence and clear evidence of planning.	Well-structured, with reasonably logical sequence and some evidence of planning.	Poorly structured, with illogical sequence and little evidence of planning.	
<b>V. Style</b>	Consistently in proper academic style with very concise and precise use of grammar and syntax, and substantial references all in proper format.	Generally in proper academic style with reasonable use of grammar and syntax, and adequate references generally in proper format.	Not written in recognisable academic style, poor command of grammar and syntax, few references, not in proper format.	
<b>Total Scores (I+II+III+IV+V):</b>				

Additional Comments (Attach additional pages if needed.):

Signature: \_\_\_\_\_  
Academic Supervisor

Date: \_\_\_\_\_

## SECTION 4 : RUBRICS FOR ASSESSMENTS

### 4.5 Overall Evaluation Sheet

HONG KONG SHUE YAN UNIVERSITY  
DEPARTMENT OF COUNSELLING AND PSYCHOLOGY

#### Industrial Attachment Overall Evaluation Sheet

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Agency: \_\_\_\_\_ Internship Period: \_\_\_\_\_

Academic Supervisor: \_\_\_\_\_ Workplace Supervisor: \_\_\_\_\_

Reflective Journal (10%)	
Group Discussion (10%)	
Agency Evaluation (40%)	
Final Report on Industrial Attachment (40%)	
<b>Total:</b>	

Outstanding		Above Average			Satisfactory			Below Average		Unsatisfactory	
100-90	89-85	84-80	79-75	74-70	69-65	64-60	59-55	54-50	49-45	44-40	39-0
A	A-	B+	B	B-	C+	C	C-	D+	D	E	F
The student's performance is excellent. He/she meets with all or nearly all required/ expected standard in academic and work dimensions with regard to all or nearly all of the course intended learning outcomes.		The student's performance is good. He/she meets most required/ expected standard in academic and work dimensions with regard to most of the course intended learning outcomes.			The student's performance is adequate. He/she meets with a number of required/ expected standard in academic and work dimensions with regard to a number of the course intended learning outcomes.			The student's performance is barely adequate. He/she barely meets the required/ expected standard in academic and work dimensions with regard to the course intended learning outcomes.		The student's performance is inadequate. He/she fails to meet most required/ expected standard in academic and work dimensions with regard to the course intended learning outcomes.	

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Industrial Attachment Coordinator

### Section 5 : Other Guidelines

#### 5.1 Time Schedule

An indicative timeline of the internship arrangement and academic trainings of the course is shown below:

Application Precedure	Semester I	Pre-Internship Training
	September	
Briefing students about the course	October	<ul style="list-style-type: none"> <li>Attending pre-internship sharing session</li> </ul>
Starting the recruitment process	November	
Confirming with agencies the list of successful students	December	<ul style="list-style-type: none"> <li>Attending pre-internship workshops</li> </ul>
Employment Mode	Semester II	Academic Training
Part-time: 10 hours per week Duration in Weeks: 12	Mid-January	<ul style="list-style-type: none"> <li>Writing reflective journal</li> <li>Participating in discussions with supervisor and fellow classmates</li> </ul>
	February	
	March	
	April	
	May	<ul style="list-style-type: none"> <li>Completing the Final Report</li> </ul>

## SECTION 5 : OTHER GUIDELINES

### 5.2 Academic Honesty

Any dishonest or unethical practice in fulfilling any assignment is prohibited. No mark will be given to the assignment in question and disciplinary actions against the violator will be taken. Examples of dishonest or unethical practices include, but are not limited to, plagiarism, fabrication, falsification, cheating, and submitting an assignment that has been previously submitted for another course or that is not one's own work. To comply with the University's policy, students are obliged to upload written assignments to the Veriguide for academic honesty check (<http://www.hksyu.edu/veriguide>).

### 5.3 Resources for Self-preparation

Students should have full preparation before taking the internship in line with their career goal. The following online supports and direct services will be provided for students to conduct self-assessment and self-preparation for their career planning. Details can be referred at <https://www.hksyu.edu/osa/>

- Online Self-Directed Search
- Online Myers-Briggs Type Indicator
- Mock interview services
- CV Clinic services

### 5.4 Statutory Minimum Wage

The Statutory Minimum Wage does not apply to students taking the Industrial Attachment as part of their learning programme. The relevant government regulations can be found from the Statutory Minimum Wage: Notes for Student Employees and Employers ([http://www.labour.gov.hk/eng/news/pdf/Notes\\_for\\_Student\\_Employees\\_and\\_Employers\\_2015.pdf](http://www.labour.gov.hk/eng/news/pdf/Notes_for_Student_Employees_and_Employers_2015.pdf)).

### 5.5 Financial Subsidy

In order to provide an incentive to students, external agencies are recommended to offer students a travel allowance to encourage their participation at work. It is, however, essential to understand the work component of the Industrial Attachment is conducted for teaching and learning purpose. Students taking the Industrial Attachment may work for the external agency entirely on a voluntary basis, particularly if the external agencies are NGOs, community organisations, charity institutions, welfare authorities, social enterprises, or non-profit making companies, etc., financial subsidy should not be the target.



## SECTION 5 : OTHER GUIDELINES

### 5.6 Insurance Coverage

Hong Kong Shue Yan University has a Group Personal Accident Insurance Policy that covers all students during their Industrial Attachment outside campus. Further information on the insurance policy can be obtained from the Industrial Attachment Office.

### 5.7 Sexual Harassment

Hong Kong Shue Yan University is committed to eliminating all forms of sexual harassment against staff and students. A *University Panel Against Sexual Harassment* is formed to handle all reported sexual harassment complaints in the University community and to give recommendations to the University on disciplinary actions as deemed appropriate. Details can be obtained from webpage of *University Panel Against Sexual Harassment* at [https://www.hksyu.edu/Info/university\\_committees.html](https://www.hksyu.edu/Info/university_committees.html)

### Section 6 : Significance

The course is introduced in order to strengthen the interdisciplinary nature of the Psychology programme and in support of the University's strategic development goals in relation to embedding more workplace-integrated teaching and learning into the existing curriculum that:

- Offers innovative pedagogy to perform the interdisciplinary approach to knowledge;
- Demonstrates the applied aspects of psychology for contemporary work-settings;
- Meets the need of informed and skilled individuals for the development of public and private organisations;
- Equips students with the generic competences to realise their career goals;
- Makes a difference to students' learning experience and promotes students' awareness of the relevancy and significance of the course to their development in future.



## SECTION 6 : SIGNIFICANCE

### 6.1 Alignment with Programme Aims (PAs)

The offering of the Industrial Attachment to year 3/4 students majoring in Psychology would enable them to achieve the Department's overall programme aims and programme intended learning outcome as shown below:

PAs	Contributing to the PA		
	Major	Significant	Some
1. Build up students' language competence in English and Chinese so that they can communicate clearly and cogently in presenting theoretical arguments, and in writing research reports		✓	
2. Stimulate the intellectual and personal growth of students by providing them with opportunities to undertake courses in and around their major areas of study	✓		
3. Promote healthy life styles and the development of personal integrity		✓	
4. Compel students to draw upon their prior work and life experiences to maximise the total learning experience	✓		
5. Enhance students' appreciation of an interest in their cultural heritage per se and in relation to their training in Psychology		✓	
6. Enable students to become independent, critical and analytical thinkers	✓		
7. Encourage students to unleash their creativity throughout the entire course of their training	✓		
8. Provide a broad base of knowledge in Psychology			✓
9. Provide training in both the qualitative and the quantitative aspects of Psychology		✓	
10. Integrate the use of technology into the programme both for teaching and learning and to prepare students for employment in a technology-enabled environment		✓	
11. Improve students' awareness of the ethical and legal issues surrounding psychological research in Hong Kong and internationally		✓	
12. Help students to develop professional attitudes, conduct and ethics		✓	
13. Prepare students for further studies at the graduate level by developing their skills in data analysis, research and experimentation		✓	
14. Equip students with an adequate academic foundation for the pursuit of professional qualifications and certification		✓	

## SECTION 6 : SIGNIFICANCE

### 6.2 Alignment with Programme Intended Learning Outcomes (PILOs)

PILOs	Contributing to the PILO		
	Major	Significant	Some
Communicate effectively using both spoken and written Chinese and English	✓		
Demonstrate an understanding of the need to engage in life-long learning and professional development	✓		
Understand the approaches to and structure of leading a healthy life		✓	
Demonstrate a capacity for the application of independent, critical thinking in a team environment	✓		
Possess a fundamental understanding of the origins, systems and developments in psychology	✓		
Develop an in-depth interest in the time-honoured tradition of psychoanalysis which is widely regarded as the cornerstone of Psychology and psychotherapy			✓
Understand the biological, cognitive and neurological explanations of human behaviour			✓
Comprehend the various aspects of the normal and abnormal development of the individual	✓		
Understand the importance of research in the creation and upgrading of knowledge in Psychology		✓	
To be highly cognizant of the importance of adhering to ethical practice in conducting research in Psychology		✓	
Possess a comprehensive toolkit of quantitative and qualitative research skills		✓	
Conduct both quantitative and qualitative research in Psychology so as to facilitate the systematic development of the discipline along both theoretical and practical lines		✓	
Make an original contribution to knowledge through conducting either a quantitative or qualitative research project in Psychology			✓
Pursue further professional qualifications in Psychology on the strength of an adequate academic foundation and practical experience in research		✓	

## SECTION 6 : SIGNIFICANCE

### 6.3 Alignment with Qualification Framework

Under the governmental policy for higher education, all Bachelor's degree programmes in Hong Kong are required to deliver learning outcomes that are aligned with the Generic Learning Descriptors (GLD) at Level 5 of the HK Qualifications Framework. The alignment of the Industrial Attachment with the Generic Learning Descriptors (GLD) at Level 5 of the HK Qualifications Framework is shown in the following table:

QF GLDs at Level 5		Contributing to the GLDs		
		Major	Significant	Some
Knowledge & Intellectual Skills	Demonstrate and/or work with in-depth specialised technical or theoretical knowledge of a field of work or study.		✓	
	Use a wide range of specialised intellectual skills in support of established practices in a subject/ discipline/sector.	✓		
	Critically analyse, evaluate and/or synthesise concepts, information and issues drawn from a wide range of sources to generate ideas.		✓	
Processes	Apply knowledge and skills in a range of technical, professional or management activities.	✓		
	Identify and analyse both routine and abstract technical/ professional problems and issues, and formulate evidence-based responses.	✓		
	Exercise appropriate judgement in planning, design, technical and/or management functions related to products, services, operations or processes.	✓		
Autonomy & Accountability	Accept responsibility and accountability, within broad parameters, for determining and achieving personal and/or group outcomes.	✓		
	Work under the mentoring of senior qualified practitioners.	✓		
	Deal with ethical issues, seeking guidance of others where appropriate.	✓		
Communication, ICT and Numeracy	Use some advanced and specialised skills in support of established practices in a subject/discipline/ sector.	✓		
	Participate constructively in group discussions and make formal and informal presentations to a range of audiences on standard/mainstream topics in a subject/discipline/sector.	✓		
	Use some advanced features of ICT applications to support and enhance work.		✓	
	Interpret, use and evaluate numerical and graphical data to set and achieve goals/targets.		✓	

# APPENDICES

1. Template for Reflective Journal
2. Template for Final Report
3. Recruitment Notice
4. Industrial Attachment Application Form
5. Student Feedback Survey
6. Student Focus Group Interview Schedule

### Appendix 1 : A Template of Reflective Journal

#### Industrial Attachment Reflective Journal

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Internship Date: \_\_\_\_\_

1. *Describe what happened in the agency.*

2. *What were your main responsibilities at the agency? How did you work with others?*

3. *What did you learn from the jobs? Were you able to apply any knowledge and skill in dealing with the jobs? Evaluate your performance, collaboration with others and outcomes?*

4. *Think about the relationship between the theories/concepts you learned in the university and the issues or problems you encountered in your working experience. Is there insight to acquire new learning through this process?*

### Appendix 2 : A Template of Final Report

#### Industrial Attachment Final Report

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Submission Date: \_\_\_\_\_

#### Part I: Basic Information

Name of Internship Agency: \_\_\_\_\_

Internship Post: \_\_\_\_\_

Internship Period: \_\_\_\_\_

Workplace Supervisor: \_\_\_\_\_

Academic Supervisor: \_\_\_\_\_

#### Part III: Interim Review (1000 words)

1. <i>Conceptual issues identified from the internship experiences</i>
2. <i>Expectations retrieved from the internship experiences</i>



### Part IV: Reflection (3000 words)

1. <i>An overall review of the internship experiences</i>
2. <i>Existing literatures used for supporting the conceptual issues in the internship experiences</i>
3. <i>Materials/resources adopted in the internship experiences</i>
6. <i>Critical reflection of the internship experiences</i>
7. <i>The overall lessons from the internship experiences in relation to the conceptual issues</i>
8. <i>References</i>
9. <i>Appendix: The Reflective Journal</i>

### Appendix 3 : A Sample of Recruitment Notice

#### HONG KONG SHUE YAN UNIVERSITY Placement for Industrial Attachment

##### Placement Post

Institution: \_\_\_\_\_  
Job Title: \_\_\_\_\_  
Number of Post: \_\_\_\_\_  
Working Place: \_\_\_\_\_  
Placement Period: \_\_\_\_\_  
Hours per Week: \_\_\_\_\_

##### Supervision

Academic Supervisor: \_\_\_\_\_  
Workplace Supervisor: \_\_\_\_\_

##### Job Description

##### Application Procedure

Please complete and submit the Industrial Attachment Application Form to Ms. Phyllis LEE with your resume through email and in hard copy.

##### Deadline

XXXXXXXXXX

##### For inquiry

Dr. Kenchi WONG  
Industrial Attachment Coordinator  
Tel: 28067330  
Email: kwong@hksyu.edu

## Appendix 4 : A Sample of Industrial Attachment Application Form

HONG KONG SHUE YAN UNIVERSITY  
DEPARTMENT OF COUNSELLING AND PSYCHOLOGY

### Industrial Attachment Application Form

#### Part 1: General Information

Student Name (English):	
Student Name (Chinese):	Student Number:
Correspondence Address:	Phone Number (Mobile):
	Phone Number (Home):
	Email:
	Fax:

#### Part 2: Agency Applied for Industrial Attachment

<u>First Choice</u> Name of Agency: _____ Post: _____ Internship period: _____
<u>Second Choice</u> Name of Agency: _____ Post: _____ Internship period: _____
<u>Third Choice</u> Name of Agency: _____ Post: _____ Internship period: _____

**Part 3: Self-Intended Learning Outcomes**

(Up to five that you wish to achieve by the end of the Industrial Attachment):

1.
2.
3.
4.
5.

*\*Please submit your completed Application Form to Ms. Phyllis LEE with your curriculum vitae through email ([kklee@hksyu.edu](mailto:kklee@hksyu.edu)) and in hard copy.*

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 5 : A Sample of Student Feedback Survey

HONG KONG SHUE YAN UNIVERSITY  
DEPARTMENT OF COUNSELLING AND PSYCHOLOGY

### Industrial Attachment Course Student Feedback Survey

*The aim of this survey is to gather student's feedback to the credit-bearing internship/placement after the completion of the course. Please select the answer that best represents your views and complete this survey. Select your answer in the boxes provided. Your feedback is essential for us in reviewing and improving the course. The information collected will be kept strictly confidential. No individual identity will be disclosed. Only the aggregated results will be reported and used for analysis.*

#### Feedback to Internship/Placement

Internship/Placement Arrangement	Very Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Very Disagree (1)	N/A (0)
1. The placement recruitment procedure is efficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I was given adequate support from the placement agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I was given adequate feedback on my performance from my workplace supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I received support from the Industrial Attachment coordinator when I needed help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Enhancement in Transferable Competency and Skills</b>						
5. My sense of responsibility is improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have improved my time management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My competence to work independently is improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I have a greater capacity to deal with challenging tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## APPENDIX 5: A SAMPLE OF STUDENT FEEDBACK SURVEY

- |  |                          |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. I am more capable of conducting data analysis for facilitating tasks.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I have improved my organisation and planning skills.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. My problem solving ability is improved.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. My presentation skills for expressing personal views have improved.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I can collaborate better with others to pursue team goals.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I am able to engage in discussions with other parties so that I can reach an agreement that is in the best interests of the organisation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Overall Internship/Placement Outcomes</b>   |                          |                          |                          |                          |                          |                          |
| 7. I know how to apply what I have learned from lectures in the workplace.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I have improved my employability.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

--Thank you for completing this questionnaire. --

## Appendix 6 : A Sample of Student Focus Group Interview Schedule

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**HONG KONG SHUE YAN UNIVERSITY**  
**Industrial Attachment Office**

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### **Student Focus Group Interview Schedule**

#### **Introduction**

Thank you for your coming!

At this focus group discussion, we aim to collect your opinions and suggestions on the credit-bearing internship/placement. Your feedback, whether it is positive or negative, is a valuable tool for us to review and improve the course. You should feel free to agree or disagree with what are being discussed. The data collected will be kept strictly confidential. No individual identity will be disclosed. Only the aggregated results will be reported and used for analysis.

#### **Opening Question**

Please introduce yourself.

#### **Basic Question**

What was your overall learning experience in the placement?

#### **Key Questions**

1. Please discuss whether the placement can help to improve your employment prospects? Why or why not?
2. What additional support and resources would you have liked to receive from the University?
3. What extra support would you have liked to receive from the placement agency?
4. Could you make any suggestions for the improvement in the IA course? What aspects related to the placement arrangement need improvement? (Feedback related to the duration and location of placement, the diversity of the nature and number of placement agencies, and subsidy of the placement is welcome)

#### **Ending Question**

Anything that you would like to add but did not get the chance to? Anything you feel may be important and relevant, please feel free to comment.

Thank you!

## Hong Kong Shue Yan University

Tel : (852) 2570 7110

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