



**To: Members, Health Services Panel
Hong Kong Legislative Council,
Via Secretariat, Health Services Panel
(BY EMAIL: panel_ha@legco.gov.hk)**

26 October 2017

Dear Legislators

Doctor of Clinical Psychology

It has been announced in the 2017 Policy Address (para 167) that the Government will complete the accreditation process for clinical psychologists in the Accredited Registers Scheme for Healthcare Professionals. I take this opportunity to provide important background information on the Doctor of Clinical Psychology program offered by the School of Continuing and Professional Education at City University of Hong Kong in collaboration with California School of Professional Psychology, Alliant International University. I hope the information will enable a better understanding of the contribution made by the program to enriching the education and training of clinical psychologists in Hong Kong as well as promoting best practice in the profession to serve the needs of the local community.

Since its inception in 1991, the School of Continuing and Professional Education (SCOPE) of the City University of Hong Kong (CityU) has played a leading role in establishing non-local programs to address unmet needs for specific skilled professionals in Hong Kong society through collaborations with renowned overseas universities. CityU also has in place well-established policies, guidelines and robust mechanisms to oversee the partnership and quality assurance of these non-local programs as well as to ensure that they comply with the Non-local Higher and Professional Education Regulation Ordinance (CAP 493).

For years, Hong Kong as a densely populated and highly competitive urban city, has been facing severe challenges of maintaining sound mental health and psychological well-being of its citizens to ensure sustainable development. The need for a quality educational program to train competent clinical psychologists to provide timely and professional assistance to individuals who are suffering from psychological or emotional difficulties in Hong Kong has

also become increasingly urgent. In 2007, to address the shortage of professionally-trained clinical psychologists in Hong Kong, SCOPE, in collaboration with California School of Professional Psychology (CSPP) of Alliant International University (AIU), established the Doctor of Clinical Psychology (PsyD) Program.

CSPP was chosen as a strategic partner because it is one of the first free-standing schools of professional psychology in the United States. It has educated over 16,000 psychology graduates and has trained approximately half of the licensed psychologists in California. In addition to compliance with US local legislation and University policy and guidelines, all Alliant International University degree programs are subjected to accreditation by the Western Association of Schools and Colleges (WASC)¹ Senior College and University Commission.

The CSPP Hong Kong PsyD program was developed to demonstrate comparability of academic standards with the AIU programs. We consider this comparability of academic standards to be most relevant to our students and external agencies. Professionally, though the American Psychological Association (APA) does not accredit programs outside US, the HK PsyD program aligns with the same standard as the other US based CSPP Programs which all have their curriculum and clinical training model accredited by APA.

The Hong Kong PsyD program was started in 2007 and the last cohort of students was admitted in 2015. The total number of graduates from this program is expected to be around 120. In 2016 CityU was saddened to receive the news that Alliant International University would discontinue all the programs offered outside the US, including programs in Hong Kong, Tokyo and Mexico City. We understand that the decision is a strategic move, and is independent of the quality of any of its programs outside the US. We are proud to have taken part in helping Hong Kong meet the need for professional clinical psychologists and that our graduates have met international standards. Their education in the PsyD program has been recognized by licensing bodies in US, UK, Australia and New Zealand.

These external recognitions fully demonstrate that the PsyD program, though different from the two Master's programs offered by two universities in Hong Kong, is definitely of no less quality or standard. We are aware of the queries raised by Hong Kong Psychological Society's Division of Clinical Psychology and Hong Kong Clinical Psychology Association against the CSPP-Hong Kong PsyD program. In collaboration with our partner, we have

¹ [Western Association of Schools and Colleges \(WASC\)](#)¹, a regional accrediting body recognized by the U.S. Department of Education and the same agency under which other prestigious California and western U.S. schools are accredited such as Stanford, USC and UCLA

decided to address those queries by explaining in detail the different model of training clinical psychologists used in United States which the CSPP-Hong Kong PsyD program is modeled on. The attached document addresses the philosophy, pedagogy, curriculum, and method for training Doctors of Clinical Psychology under the US model. We include all the relevant information to provide a holistic view of the program.

We hope our explanation will help to dispel misunderstandings about the CSPP-Hong Kong PsyD program. This letter and the attached document are intended to be read by all members of the Health Services Panel of the Legislative Council. They are also open to the public. We welcome further opportunities for discussion with relevant stakeholders who are concerned about the mental health of Hong Kong residents. Please feel free to contact Mr. Daniel Wong (Tel: 3442 8756), Program Officer of SCOPE, Dr. TIEN Liang, Program Director of the CSPP-HK PsyD program at liang.tien@alliant.edu or myself at Louis.ma@cityu.edu.hk should you require any further information.

Sincerely



Dr Louis Ma
Director
School of Continuing and Professional Education



CSPP CALIFORNIA SCHOOL OF
PROFESSIONAL PSYCHOLOGY
ALLIANT INTERNATIONAL UNIVERSITY

United States Model of Training Doctoral Level Clinical Psychologists

Alliant International University
California School of Professional Psychology
Hong Kong
Doctor of Psychology

in collaboration with

City University of Hong Kong
School of Continuing and Professional Education

Submitted by

TIEN Liang, PsyD, ABPP
Professor and Program Director
CSPP-HK PsyD Program

October 2017

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Executive Summary

Hong Kong (HK) is a developed international city in almost all respects. Regrettably, availability of clinical psychology services commensurate to those of other developed nations lags behind in the breadth, quantity and quality of services. The Hong Kong Hospital Authority estimated that 70,000 – 200,000 Hong Kongers would suffer from severe mental illness (HKHA, 2011). As of 2017, HK has one (1) clinical psychologist for every 18,000 HK resident or 1:18,000; compared to United Kingdom (UK) with 1:5000. To address this unmet need, City University of Hong Kong School of Continuing and Professional Education (CityU-SCOPE) had the foresight to partner with California School of Professional Psychology, the oldest and most well established school of professional psychology in the US, to educate and train doctoral level clinical psychologists in Hong Kong in 2007.

HK does not have established minimal educational criteria for training clinical psychologists, nor does HK have statutory regulations that assure minimum qualifications. In compliance with Non-local Higher and Professional Education Regulation Ordinance (CAP 493), the Alliant International University, California School of Professional Psychology-Hong Kong Doctor of Psychology (PsyD) Program (CSPP-HK) employs the US model of practitioner-scholar to train doctoral level clinical psychologists. CSPP-HK demonstrates its high standard in doctoral level professional clinical psychology training through a number of unique features:

Features	Descriptions
International Recognition	CSPP-HK is the only clinical psychology program in Hong Kong that receives: <ul style="list-style-type: none"> • Designation from ASPPB/National Register of Health Service Providers in Psychology (NR) • Accreditation from Accrediting Commission for Schools Accrediting Commission for Schools Western Association of Schools and Colleges (WASC). • Full membership status in California Psychology Internship Council (CAPIC)
Comparability with Modern International Standards	The doctoral level training meets the minimal standard of education for in clinical psychology in the U.S.A., Canada, UK, and other countries with advanced development in this profession.
Distinguished Faculty in 2017 (See Appendix for more info.)	<ul style="list-style-type: none"> • Dr. Liang Tien (Former Co-Chair of the Examining Board of Psychology, Department of Health, State of Washington. Former chair of Washington State Psychological Association’s Ethics Committee and ABPP certified psychologist)

	<ul style="list-style-type: none"> • Dr. Debra Kawahara (APA Council Representative Div. 35) • Dr. Darryl Thomander (Clinical Assistant Professor in the Department of Neurology and Neurological Sciences at the Stanford University School and ABPP certified psychologist) • Dr. Natalie Porter (Former APA Council Representative Div. 35)
Quality of Education and Clinical Training	
High Standard Clinical Training	<ul style="list-style-type: none"> • Partners with more than 36 placement sites in Hong Kong, UK, Singapore, Australia, Macau. • Only Hong Kong based program eligible for close to 100 CAPIC accredited internship sites in the United States • Provides intensive clinical training for students with 2600 hours of practicum and internship with four hours of supervision per week, and specific training in assessment, individual, group, and family therapy, crisis intervention, program evaluation, and consultation. • Supervision from doctoral trained supervisors
Practitioner Scholar Model	<ul style="list-style-type: none"> • Requires a doctoral dissertation that contributes original knowledge to the field of psychology. CSPP-HK students usually investigate clinical issues of concern to the HK community and thus provide valuable data to many underexplored areas in the field.
Distinctive Training Focus	<p>The only clinical psychology program in Hong Kong to offer</p> <ul style="list-style-type: none"> • courses in psychopharmacology and neuropsychology to equip students with medical knowledge for hospital settings. • professional training in Psychodynamic, Cognitive Behavioral and Family Systems theories to tailor treatment approaches according to client needs. • training on multicultural competency for treating diverse clientele such as South Asians Hong Kongers, domestic helpers, refugees, new immigrants, substance users, LGBTIQ, and people with disabilities.
Program Output	
Local Recognition	<ul style="list-style-type: none"> • Program in full compliance with HK Cap493 • All graduates who applied for qualification assessments through HKCAAVQ have successfully received recognition for Qualifications Framework (QF) at level 7.
International Registration or licensure of graduates	<ul style="list-style-type: none"> • Graduates have obtained international licensure and/or registration from UK, US, Australia, and New Zealand
Student	Expect to graduate more than 120 alumni who have cumulatively provided

Contributions to Hong Kong	greater than two million six hundred thousand (2,600,000) hours of direct psychological services to the citizens of Hong Kong.
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Knowing that there are at least two different models of training clinical psychologists in HK, this document aims to present our model of education and training in detail and present evidences for our qualifications and accreditations. We hold that being different does not imply lesser quality. We posit that, at a minimum, CSPP-HK PsyD graduate are equivalent to that of those trained through the local master's level clinical psychology programs. To demonstrate our high standard of training, this document includes an analysis of the two training models to illustrate the professional competency of psychologists graduated from the CSPP-HK PsyD program and to address inaccurate claims made about our program.

Please note that AIU/CSPP-HK does not stand to benefit from whatever decisions are made regarding the status or minimum training standards to be adopted in HK because AIU/CSPP-HK has already decided to discontinue the program. We accepted our last entering class in September of 2015. To enhance services to the people of HK, we urge adoption of training and credentialing practices commensurate with other developed nations, thereby increasing the variety and availability of services so that they are similar to those typically provided by clinical psychologists in other developed nations around the world.

Part One: Background

Hong Kong Need for Clinical Psychologist Services

The United Nation's World Health Organization (WHO) reports that approximately 25% of individuals will "develop one or more mental or behavioral disorders at some stage in life" (WHO, 2011). According to the projection of the Hong Kong Hospital Authority (HKHA), presuming the rate of mental illness is consistent with worldwide rates and the WHO estimates, and based on a population of approximately 6.9 million Hong Kong (HK) residents, 1 - 1.7 million individuals in Hong Kong will suffer from some form of mental illness, and 70,000 – 200,000 will suffer from severe mental illness (HKHA, 2011).

Based on the combined membership of the Hong Kong Association of Doctors in Clinical Psychology (HKADCP) and Hong Kong Psychological Society's Division of Clinical Psychology (HKPS-DCP), as of 2017, HK has one (1) clinical psychologist for every 18,000 HK residents, or a ratio of 1:18,000. This contrasts with a much lower ratio in the United Kingdom (UK, 1:5000) and the United States of America (US, 1:3000). The HK Social Welfare Department (SWD) Clinical Psychological Service Branch reported that the average waiting time for a first appointment with a clinical psychologist was 46.3 days (HK Legislative Council, 2017), with very infrequent follow-up appointments.

The types of services provided by clinical psychologists internationally include in-patient milieu treatment, individual psychotherapy, couples and family psychotherapy, expert witness services for courts, psychological assessment, psycho-educational workshops, as well as traditional university-based teaching and research. Neither the breadth of services nor the variety of settings where clinical psychologists provide services internationally is available in Hong Kong. The result for HK residents is undue delay of services leading to unnecessary suffering as well as reduction in productivity and full participation in society.

Hong Kong is a developed international city in almost all respects. Regrettably, availability of clinical psychology services commensurate to those of other developed nations lags in both the breadth and quantity of services. To provide HK residents with the types and level of mental health treatment similar to those found in other developed nations, there is a need for more clinical psychologists, psychologists who are trained to work in a broader array of treatment settings, and psychologists who are trained at international standards.

Educational and Training of Clinical Psychologists in Hong Kong

Hong Kong Cap. 493 Non-local Higher and Professional Education (Regulation) Ordinance, Part III, exemption from Registration, 8 Exemption (1)(a)(iii)(B)(II) permits a local university to address unmet needs for specific skilled professionals, such as clinical psychologists. HK Cap493 permits importing of well-established programs recognized by an

otherwise qualified professional body in another country, which enables a richness of educational designs to serve the people of HK.

HK does not have established minimal educational criteria for training clinical psychologists. Additionally, HK is in need of more trained clinical psychologists who can serve the thousands of Hong Kongers suffering from psychological and emotional difficulties. To address the unmet need for clinical psychologists, City University of Hong Kong's (CityU) School of Continuing and Professional Education (SCOPE) had the foresight approximately 17 years ago to start exploring clinical psychology training models from other developed nations. About a decade ago, CityU-SCOPE partnered with the California School of Professional Psychology (CSPP), the oldest and the most well-established school of professional psychology in the US, to educate and train doctoral-level clinical psychologists in HK. Retaining a higher educational program like the Alliant International University/California School of Professional Psychology – Hong Kong's Doctor of Psychology (PsyD) Program, (subsequently referred to as AIU/CSPP-HK), provided in collaboration with the School of Continuing and Professional Education at City University of Hong Kong (subsequently referred to as SCOPE/CityU) is one way HK keeps up with the highest international levels of training and shows its openness and ability to embrace international standards.

Hong Kong Accredited Registers Scheme for Clinical Psychologists

LC Paper No. CB(2)1459/15-16(03) released in May 2016 (HK Department of Health, 2016) established the framework for a voluntary Accredited Registers Scheme for Clinical Psychology, which is one of the healthcare professions in HK that is currently not subject to statutory regulation. In the section titled "Proposed Framework of the Scheme" part (e) item 11, the LC paper specifies, "The standards set by the accreditation agent will include ... educational and training requirements."

The remainder of this document addresses itself to the above mentioned "educational and training requirements". It describes the academic training model and international standards for clinical psychology. We give special attention to those educational and training requirements that are the foundations for the practice of clinical psychology in the US. We focus specifically on requirements in the US State of California. We do this for two reasons. The first is that the US is widely considered to be setting the highest international standards. According to Leach (2012), "Not only has the U.S. model of regulations of professional practice greatly influenced both the nature of regulations and the structure and function of professional associations in other parts of the world, the United States has also been a major force in the models for psychology regulations used by its neighbors in the North American continent." The second reason is that we have unique expertise, given that our university's California School of Professional Psychology (CSPP) is one of the earliest schools in the US

to adopt the Doctor of Psychology (PsyD) degree. We have been educating clinical psychologists for almost 50 years in the State of California and for greater than 10 years in HK.

Accreditations and professional credentials. There is a fundamental difference in the system of accreditation between HK and US educational institutions. HK has nine self-accrediting institutions which are exempted from external accreditation. In contrast, all legitimate universities in US must seek external accreditation, whether the universities are state or private institutions.

Accreditation of SCOPE-AIU/CSPP-HK. The SCOPE-AIU/CSPP-HK PsyD program at CityU is accredited by a number of organizations. The PsyD program complies with the Non-local Higher and Professional Education Regulation Ordinance (CAP 493). Alliant International University (AIU) is accredited by the Western Association of Schools and Colleges (WASC) Senior College and University Commission, a regional accrediting body recognized by the US Department of Education, the same agency under which other prestigious California and western US schools, such as Stanford, USC and UCLA, are accredited. The CSPP PsyD degree is approved by WASC.

In addition to the accreditation at the regional association level for specific programs, as well as the entire university, it is a common practice for professional programs to seek accreditation from professional bodies to demonstrate the quality of their training. All of the US-based CSPP PsyD programs are accredited by the American Psychological Association (APA), the largest individual member-based professional psychology organization in the US. The CSPP-HK PsyD clinical psychology program curriculum is modeled after those of the CSPP-San Francisco PsyD program.

However, because the APA does not review or offer accreditation to programs not on US soil, the CSPP-HK PsyD program (despite being a US institution) instead applied for and has been granted professional recognition from different bodies:

- (a) The CSPP-HK PsyD program was awarded designation from the ASPPB/National Register Designation Project. (National Register – <https://www.nationalregister.org/>). US licensing boards of psychology extend the same status to graduates of National Register Designated programs as graduates of APA-accredited programs.
- (b) The CSPP-HK PsyD program holds membership in the California Psychology Internship Council (CAPIC; <http://capic.net/>), which means our students are eligible to apply for CAPIC-accredited internships and postdoctoral fellowships throughout California and other US States. CAPIC states clearly that "CAPIC internships are comparable in training and supervision to APA-accredited and APPIC-member internships" (APPIC, or the Association of Psychology Postdoctoral and Internship Centers, sets national standards for internship and post-doctoral training programs and facilitates development of internship and post-doctoral

training programs). It is important to note that the CSPP-HK PsyD program is the only clinical psychology program in HK that receives recognition from international professional organizations.

To maintain accreditation by WASC, Designation status by the National Register and membership in CAPIC, there is a system of regular internal program review, self-study, external program review, evaluations of institutional, program, and course learning outcomes, and other administrative efforts to ensure the quality of education and training. In other words, the CSPP-HK PsyD program must regularly demonstrate evidence to bodies both internal and external to both Alliant International University and CityU in order to maintain such accreditations, designations and membership.

Graduates from the AIU/CSPP-HK doctoral program qualify for membership in both the APA and the British Psychological Society(BPS), and have been recognized by statutory registration bodies in Great Britain, the US, New Zealand, and Australia; with roles and titles such as Licensed Psychologist in US State of California; Licensed Psychologist in the US State of New York, Registered with the Psychology Board of Australia, and Registered Practitioner Psychologist with the UK Health & Care Professions Council.

International Standards for Clinical Psychologists

Definition and scope of practice. According to the UK Health Care Professions Council and the American Psychological Association, psychology is the “study of mind and behavior.” Psychotherapy with a clinical psychologist is different from therapy provided by other professions. Clinical psychologists both provide services that assist in solving the problems of day-to-day living and treat underlying issues that make a person vulnerable to those problems.

The Australian Psychological Society provides further information on the scope of practice of psychologists:

“Many psychologists work directly with those experiencing difficulties, such as mental health disorders including anxiety and depression. ... Common settings in which psychologists work to assess, diagnose, treat or prevent problems include schools, hospitals, courts, community health services, prisons, the defence forces and private practice. Psychologists can work at an individual, group or organisational level and their ability to positively influence human behaviour is called on by businesses, market research companies, and consulting firms. ... The complex and interconnected work that psychologists do to help people lead happier and more meaningful lives is always underpinned by research. Many thousands of Australian psychologists work in academic or research settings, adding to this evolving understanding of human behavior, and how it might be improved for the better” (APS, 2017).

Thus, as conceptualized in UK, US, and Australia, there is consensus on the focus of psychology and on the scope of practice for clinical psychologists.

Minimum educational requirements. The American Psychological Association (APA) defines “professional psychologist” as someone who has “a doctoral degree in psychology from an organized, sequential program in a regionally accredited university or professional school” (APA, 2017). Canada defines a psychologist through licensing at the provincial level. The College of Psychologists of Ontario states that to hold “a certificate authorizing autonomous practice as a psychologist, you require a doctoral degree in psychology” (CPO, 2017).

The European Certificate in Psychology (EuroPsy, 2009), a 36-nation regulatory body in the European Union (EU), established a minimum qualification that candidates (Section A, Article 2, a. and b.) “have successfully completed a nationally accredited academic curriculum in psychology at a university ... provided the curriculum has a duration equivalent to at least five years of full-time study (300 ECTS) ... are able to show evidence of supervised practice ... in training for the duration of not less than one year of full-time work” (EuroPsy, 2009).

Looking across those countries that have regulatory bodies for psychologists, there appears to be consensus that clinical psychologists are trained through a university program with either concurrent or post-graduate supervised professional experience. In the EU, where there is greater variability in their educational system, the minimum requirement appears to be set at the master’s degree. In North America, the minimum requirement is set at the doctoral degree, with both pre- and post-doctoral supervised professional experience, as well as a doctoral dissertation. With reference to the British education model, which directly influenced the models of existing clinical psychology programs in both the University of Hong Kong and the Chinese University of Hong Kong, the British educational model has now moved to a higher standard and requirement (clinical psychology training at the doctoral level).

Part Two: California School of Professional Psychology (CSPP)

History of CSPP

CSPP was founded in 1969. At that time university programs in the US were training Ph.D.-level psychologists focused on conducting research. Psychological services were limited to hospitals, counseling centers at universities, and some high-cost private practice offices. Seeing the extent to which marginalized populations in the community encounter barriers to receiving clinical psychology services, the founders of CSPP started this first free-standing school of professional psychology in the US. Its mission was, and remains, to serve a broad range of clients, including those from marginalized communities, and to foster respect for human diversity by combating discrimination in all its forms. To serve this mission, CSPP was instrumental in establishing a new degree, the Doctor in Psychology, or PsyD. The goal of all of CSPP's clinical psychology PsyD programs is to train *doctoral-level* psychologists in the practitioner/scholar model (described below).

CSPP graduates from PsyD programs commonly work at community-based settings such as non-governmental organizations (NGOs). Transporting this tradition to HK, the CSPP-HK PsyD program graduates have been trained for and are uniquely qualified to fulfill the goal of the Social Welfare Department to “create new clinical psychologist posts at Integrated Community Centres for Mental Wellness to step up professional support for ex-mentally ill persons and persons suspected to suffer from mental health problems through the provision of individual or group psychological treatment, and to strengthen the capabilities of frontline professionals in these centres through clinical supervision” (HASWF, 2016).

The training philosophy. Across the history of doctoral programs in clinical psychology in the US, there have been two most prominent and influential models of training: the scientist–practitioner or Boulder Model and the practitioner-scholar or Vail Model (Buchanan, 2002). After the Second World War, the Boulder Model was proposed in 1949 at the Conference on Graduate Education in Psychology in Boulder, Colorado. The main goal of this model is to train students to generate scientific knowledge in psychology and to incorporate scientific studies into clinical practice (Jones & Mehr, 2007). It assumes that the knowledge generated by conducting scientific studies enhances the efficacy of psychological services and advances the field of psychology. The Boulder Model became the standard for Ph.D. programs until the 1970s. (Frank, 1984).

During the latter part of the twentieth century, mental health settings were finding their newly graduated clinical psychologists insufficiently prepared for the realities of treating clients. In response, the practitioner–scholar model, also referred to as the Vail model, emerged as an alternative to the Boulder model. The Vail model redirected the focus from the production of scientific knowledge to the application of such knowledge into

psychological services (Buchanan, 2002). In support of the practitioner-scholar model, the National Council of Schools and Programs of Professional Psychology (NCSPP) stated that clinical psychology training should focus on “the needs of clients by utilizing the best available theoretical conceptions, the most useful available research, along with individual and collective professional experience” (Peterson, Peterson, Abrams, & Stricker, 1997, p. 376). Clinical psychologists trained in the practitioner-scholar model learn and apply empirical research and evidence-based practice in order to provide the most efficacious treatment.

The practitioner-scholar model is now the primary professional training approach in doctoral clinical psychology programs in the US (Norcross & Castle, 2002). This is the model used in the CSPP-HK PsyD program. We translate the philosophy into seven core goals in our program:

- Goal 1: To produce graduates who have mastered the scientific foundations of clinical psychology and who apply this knowledge to their work.
- Goal 2: To develop graduates who understand research methods and skillfully apply them to significant human problems.
- Goal 3: To produce graduates who identify as clinical practitioners and who use ethical and legal principles to guide professional practice, self-evaluation, and professional growth.
- Goal 4: To train students to understand clinical phenomena within social and cultural contexts in order to apply this understanding in evaluation/assessment, consultation/education, and supervision/management.
- Goal 5: To develop graduates who are able to intervene using multiple methods, with diverse populations, across many settings and in changing and evolving contexts.
- Goal 6: To graduate students with the attitudes, knowledge, and skills to work professionally in a global context.
- Goal 7: To train students who engage in lifelong learning and professional development.

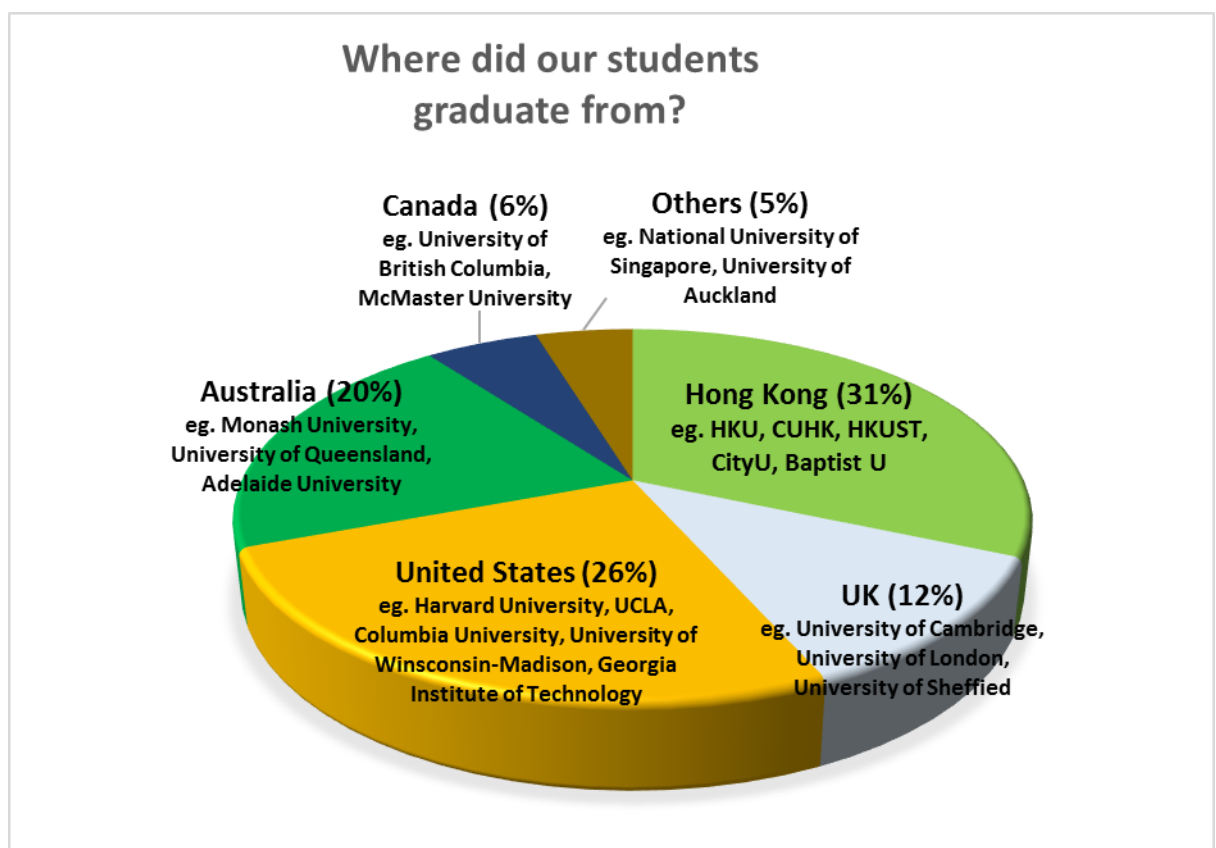
CSPP-HK PsyD Program-trained Clinical Psychologists

The CSPP-HK PsyD program features the US model of practitioner-scholar training that educates students both to become broadly-trained practitioners and to be able to conduct research that can contribute to the body of psychological literature.

CSPP-HK assures our students achieve those NCSPP-based benchmarks through achieving graduate level passing marks in all coursework, satisfactory marks on two comprehensive examinations, closely supervised training and evidence of appropriate competencies in their professional clinical experience, successful passing of an oral clinical examination and a dissertation project in the form of an empirical study.

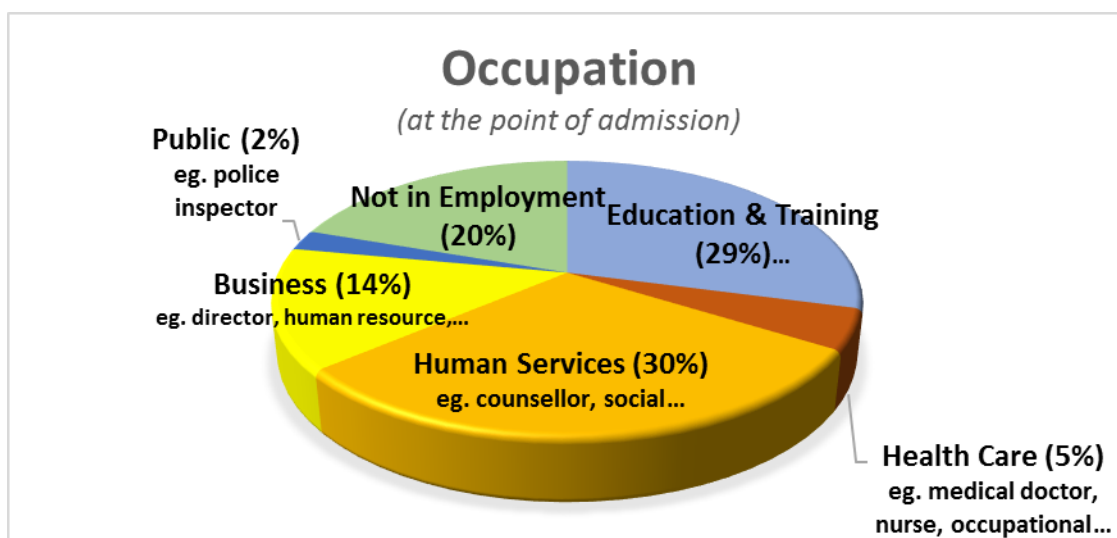
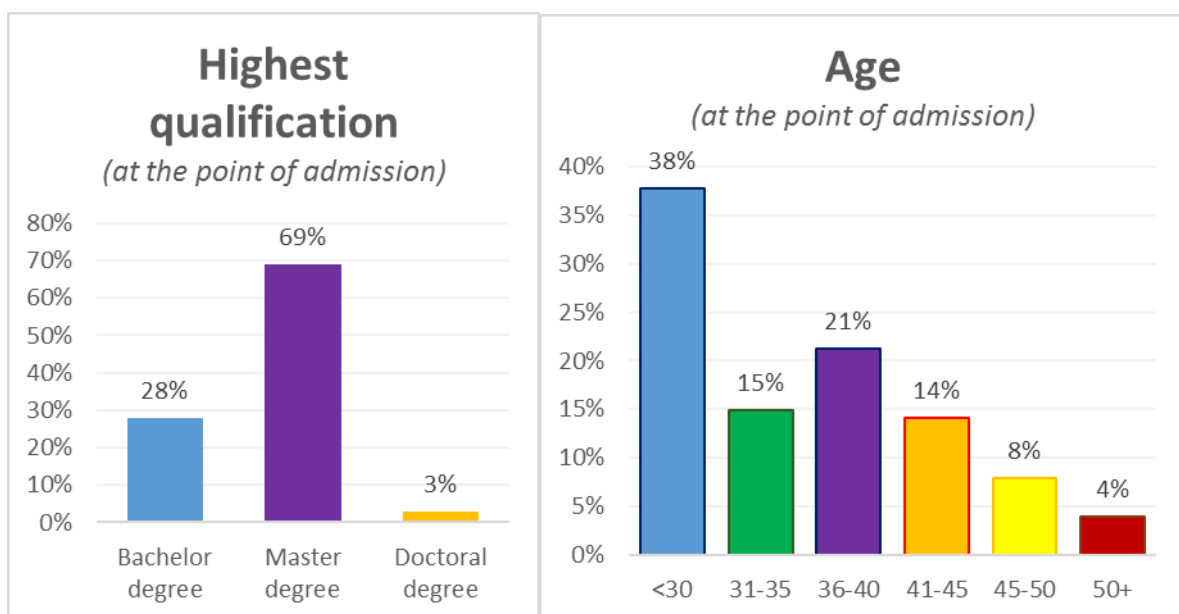
Student profile. US universities generally are prepared for applicants who do not have undergraduate degrees in the graduate degree program by specifying which core undergraduate courses are required prior to admissions into their graduate programs. CSPP adopts this practice by requiring that applicants must either hold a BA in psychology or equivalent undergraduate coursework in psychology. Additionally, CSPP-HK has a slight preference for older students because clinical psychology requires a level of emotional maturity that are more common in adults.

The CSPP-HK PsyD program admitted graduates with good standing from local and overseas universities. Some of whom hold undergraduate degrees from leading universities like Harvard University (US), University of Cambridge (UK), University of London (UK), University of California, Los Angeles (US), Columbia University (US), National University of Singapore (Singapore), Monash University (Australia), University of Queensland (Australia), University of Wisconsin-Madison (US), University of British Columbia (Canada), University of Southern California (US), Georgia Institute of Technology (US), New York University (US), University of Sheffield (UK), Adelaide University (Australia), University of Auckland (New Zealand), Hong Kong University, Chinese University of Hong Kong, Hong Kong University of Science & Technology and City University of Hong Kong.



Many of our students are from diversified background in the field of human services (counsellor, social worker, psychologist), education (school principal, professor, lecturer, administer), healthcare (medical doctor, nurse, occupational therapist), public services (police inspector), and business sector (VP / officer of human resource, marketing officer, internal auditor).

Amongst them, many of them are professionals in their own field such as medical doctors, healthcare professionals, social workers and teachers who care for the mental well-being of the community. The following diagrams show their qualifications at the point of admission.



Some students attempt to hold full time job in their first year in the CSPP-HK PsyD program. It is not unusual that our students reduce their paid work hours from full to part-time or even quitted their jobs completely in their second year or third year in order to dedicate more time to their studies in the program.

Response to inaccurate and defamatory accusations against CSPP-HK.

Areas	Inaccurate Accusations	Facts of CSPP-HK
Academic Accreditation	<p>Different from other Alliant Psy.D. programs based in the US, CityU SCOPE/AIU CSPP-HK program does not receive accreditation from American Psychological Association (APA) and hence it is not a recognizable training program.</p>	<p>CSPP-HK does not receive accreditation from APA because APA does not accredit any foreign program outside of the US. However, CSPP-HK is accredited or recognized by a number of organizations.</p> <p>a) Non-local Higher and Professional Education Regulation Ordinance (CAP 493).</p> <p>b) Western Association of Schools and Colleges (WASC) Senior College and University Commission, a regional accrediting body recognized by the US Department of Education, the same agency under which other prestigious California and western US schools, such as Stanford, USC and UCLA, are accredited. The CSPP PsyD degree is approved by WASC.</p> <p>(c) The ASPPB/National Register Designation Project (NR) the graduates of National Register Designated programs have the same status as graduates of APA-accredited programs.</p> <p>(d) The CSPP-HK PsyD program has also received membership in the California Psychology Internship Council (CAPIC) and our students are the only clinical psychology students in Hong Kong eligible to apply for CAPIC-accredited internships and postdoctoral fellowships throughout California.</p> <p>HK has nine self-accrediting institutions which are exempted from external accreditation. In contrast, all legitimate universities in US must seek external accreditation, whether the universities are state or private institutions. On top of the universities' accreditations, professional clinical psychology programs without external accreditations from recognized professional associations may not be able to validate the standard of their professional training program. In fact, clinical psychology programs in HK will not qualify for APA and NR accreditation or CAPIC academic membership because of the limited training in theoretical orientations, shortage in training hours and professional courses, lack of training in cultural and individual differences and diversity, and other domains.</p>

<p>Delivery Mode & Duration</p>	<p>CSPP-HK PsyD program is a part time four year program which grants both a master and a doctoral degree and mode of courses are intensive in-person and online teaching.</p>	<p>CSPP-HK PsyD program is a full time professional program with 120 credit units of course work, a doctoral dissertation project, two comprehensive exam, one clinical competency progress review exam, and three years of professional field training. Different from doctoral programs in Hong Kong, most of the doctoral training in clinical psychology in U.S. offers both a master's degree and a doctoral training after a completion of 4-5 years of training (usually 5 years for PhD and 4 years for PsyD). APA accredited CSPP programs in US also grant both master's degree and doctoral degree to students who have fulfilled all requirements.</p> <p>For the mode of teaching, CSPP-HK provides high quality education by flying world renowned faculty from US to HK for some intensive classes with consist of some online components. All skill based courses are face-to-face, only basic foundational courses are on-line. On-line courses consist of about 12% of all courses offered.</p>
<p>Internship Requirements</p>	<p>The hours requirement is to complete at least 2,600 hours of internship while there is not any regulations on areas of clinical training.</p>	<p>Our program models after our APA accredited programs in the US and follows the APA expectations on training advanced skill, competency and knowledge in theories and methods of assessment/diagnosis, effective interventions including empirically supported treatments, theories and/or methods of consultation, evaluation and supervision, strategies of scholarly inquiry, and issues of cultural and individual diversity relevant to all of above. However, APA does not have restrictive requirements on the number of rotations in internship or variety of clinical settings in internships.</p> <p>The training model has students to actively participate and work at a clinical placement for a full year in order to develop the breadth and depth of skills and knowledge in treating one particular population. Compared to common clinical training in US, HK programs have interns spend only three to four months in one rotation or training site which does not seem to provide the necessary sequence, intensity, duration, and frequency of clinical training. CSPP-HK aims to well equip students with skills to provide advanced psychotherapy in different modalities instead of increasing exposure to different settings at the expenses of depth and intensity in training.</p>

<p>Supervisors Arrangement</p>	<p>Most of the internship supervisors are not clinical psychologists and are not on-site. There is lack of required standard for clinical supervisors</p>	<p>In the CSPP-HK Psy.D. Program, students work with three different supervisors concurrently: a weekly meeting for individual supervision with a primary supervisor; a weekly meeting for group supervision; and a regular meeting with their site supervisor which provides students with a total of 2.5 to 3.5 hours of supervision per week. The requirements of the three supervisors are:</p> <p>Primary Supervisor:</p> <ol style="list-style-type: none"> 1) at doctoral level, 2) licensed or official registered with a governmental department and/or demonstrate advanced level of training and clinical experiences in at least one specialized area. 3) complete a minimum of six (6) hours of supervision coursework every two years, and/or demonstrate advanced experiences and competencies in clinical supervision. <p>Site Supervisor: Licensed, registered, or certified mental health professionals such as clinical psychologist, psychiatrist, social workers, and other professionals.</p> <p>Group Supervisor: Same requirement as the primary supervisor.</p> <p>In this model, all students are supervised by at least one clinical psychologist as well as at least one mental health professional from another discipline. In a world of multidisciplinary collaborations among health and mental health professionals, CSPP-HK strives to train our students to respect different disciplines, mutually learn and grow from the multifaceted knowledge, and effectively work with different professionals to provide the best quality of care. The hours and model of supervision are also comparable to the best practice of supervision according to American Psychological Association.</p>
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Part Three: Comparison of the CSPP-HK PsyD Program and Local Hong Kong Training Programs in Clinical Psychology

At present, the field of clinical psychology in HK has two primary models of training and practice: the US model represented by the CSPP-HK PsyD program and the HK model represented by the University of Hong Kong (HKU) and the Chinese University of Hong Kong (CUHK). The models differ in curriculum strategy, professional standards, and models of supervised professional experience. To clarify the differences, this section compares courses and supervised clinical experience. The information contained in this document is based on the CSPP-HK PsyD program, and published webpage information from HKU, CUHK, HKPS and HKADCP.

What defines a CSPP-HK PsyD Clinical Psychologist?

To attain the PsyD degree, candidates complete a 120 credit US-semester-based, doctoral-level academic program. Their understanding of the foundations of psychological science, theory and practice is honed into clinical expertise by concurrent course work and supervised professional experience. Students are closely supervised by doctoral-level psychologists providing both individual and group supervision. Clinical acumen is measured across the scope of practice, from the administration of psychological instruments and report writing, to crisis management and psychotherapy. Three major theoretical orientations of clinical practice are introduced in the CSPP-HK PsyD curriculum: Cognitive Behavioural Therapy (CBT), Psychodynamic, and Family/Systems. Once familiar with these schools of thought, students select one theoretical orientation for advanced training through concurrent course work, practice in clinical placements, and supervision by mentors who share that theoretical orientation. In this context, HK has benefited directly from over two million hours of treatment provided by CSPP students placed in NGOs throughout their years of education.

In addition, students must conduct an original piece of dissertation research. Their dissertation usually investigates a clinical issue of concern to the HK community. Through their dissertation, candidates become experts at critical thinking, research, and dissemination of advanced learning. Prior to graduation, each CSPP-HK PsyD student produces an original piece of research that can contribute to scientific literature. Many students (approximately 10%) go on to publish their work in US professional journals or make presentations of their findings at US national and international scientific or technical meetings and conferences. The wide range of student dissertation topics have included, though not limited to: program evaluations of HK mental health services, investigation of the mental health status of family care providers; the impact of symptoms such as sleep problems and chronic pain among HK citizens and expatriates; sleep, chronic pain and psychological distress in heterosexuals in HK; improvement of geriatric care services, and psychological distress among homosexuals.

In this way, HK has benefited from the many dissertations that have been published on issues of psychological concern for HK residents.

Education and Training Comparisons

The overwhelming majority of the practicing clinical psychologists who are registered with the HKPS-DCP have been trained at the master's degree level from either HKU or CUHK (information retrieved from the Member Directory of the Division of Clinical Psychology, The Hong Kong Psychological Society). We have taken the Master of Social Sciences in the field of Clinical Psychology of University of Hong Kong (HKU-CP) as an example to illustrate the differences between the US practitioner/scholar model and the HK model.

Generally, the HK degree Master of Social Sciences in the field of Clinical Psychology involves a two-year program with 58 to 60 units of training, with prerequisite of a BA in psychology. The US PsyD model used by the CSPP-HK PsyD program requires 120 units, with a prerequisite of either a BA in psychology or successful completion of equivalent undergraduate psychology course work.

Courses: The graduate degree course comparison is as follows:

Area of Competency	Required courses in HKU-CP program	Required courses in AIU/CSPP-HK – PsyD
Theories and Interventions in Clinical Psychology	PSYC7003: Individual psychotherapy I	PSY7504 Observation and Interviewing
		PSY6220 - Professional Ethics and the Law
	PSYC7004: Individual psychotherapy II	PSY7504 - Theory & Technique of Clinical Practice - Cognitive / Behavioral
	PSYC8003 – Family and group therapy	PSY7504 -Theory and Technique of Clinical Practice – Psychodynamic
		PSY7504 - Theory and Technique of Clinical Practice - Family Systems
		PSY7504 - Theory & Technique of Clinical Practice - Child Psychotherapy
		PSY7921 -Theory & Technique of Chinese Clinical Practice
		PSY8531 - Advanced Clinical Seminar I
	PSY8532 - Advanced Clinical Seminar II	
Classes Concurrent with Clinical Training	PSYC6001: Practicum	PSY6545 Practicum I
	PSYC7009: Clinical seminar I	PSY6546 - Practicum II
		PSY6547 - Practicum III
		PSY6548 - Practicum IV
	PSYC8001: Clinical seminar	PSY9561/2/3 - Half-Time Predoctoral Internship (3

	II	semesters)
		PSY9564/5/6 - Half-Time Predoctoral Internship (3 semesters)
Psychological Assessment	PSYC7018: Cognitive Assessment	PSY7515 Psychodiagnostic Assessment I
	PSYC7002: Assessment of personality and psychopathology	PSY7516 Psychodiagnostic Assessment II
Statistics and Research Methods	PSYC7019: Research methods and statistics I	PSY6043 Statistics
	PSYC7020: Research methods and statistics II	PSY6030 - Psychometrics & Advanced Statistics
		PSY6062 - Research Methods & Principles of Research Design
		PSY7003 - Research Proposal Design I
		PSY7004 - Research Proposal Design II
		PSY8901 Dissertation Project I
		PSY8902 Dissertation Project II
Foundations of Psychological Sciences (required by APA for doctoral programs in U.S.)	PSYC7005/PSYC7006: Psychopathology	PSY6523 – Psychopathology
		PSY6140 - Advanced Developmental Psychology
		PSY6105 - Biological Foundations of Behaviour
		PSY6101 - Cognitive Bases of Behaviour
		PSY6121 – History and Systems of Psychology
		PSY112 – Social Bases of Behaviour
Advanced Coursework: Biological Science and Biological Bases of Care	PSYC8004 - Clinical Neuropsychology	PSY8555 – Neuropsychology
		PSY8554 – Psychopharmacology

Direct comparison of the course curricula of the two programs illustrates the breadth and depth required for a doctoral program. The intensity of the training reflects the dedication required of doctoral students to achieve international competence in clinical psychology practice, research, and professional skills. The US program mode of course delivery includes weekly face-to-face classes, face-to-face intensive classes, blended on-line and face-to-face classes, as well as online classes. Online coursework is a small part (12%) of the CSPP-HK PsyD program's curricular design.

Specific implications of differences in the program design between HKU-CP master's degree program and the current CSPP-HK PsyD program are discussed in the following sections.

Theories and intervention in clinical psychology. The CSPP-HK PsyD program has nine (9) courses that teach theory and intervention, covering the three main theoretical orientations (Cognitive Behavioural Therapy, Psychodynamic, and Family-Systems theories). This breadth affords doctoral students the chance to become familiar with a wider scope of interventions and identify an orientation that suits their strengths as a clinician.

Classes concurrent with clinical training. Comparing the number of hours of training and support and the courses that are taken concurrently with clinical training, the CSPP-HK PsyD program requires five more classes and significantly more hours of training and support relative to the HKU-CP master's program. This difference will be discussed in greater depth in the Clinical Training section.

Psychological assessment. The training in psychological assessment of the two programs appears to be similar in course length and coverage.

Statistics and research methods. The HK model has two courses in statistics and research methods, whereas the US model has three courses.

Multicultural competence. The US model, in response to the American Psychological Association (APA) "Guidelines on Multicultural Education, Training, Research, Practice and Organizational Change for Psychologists," incorporates multicultural competence training into courses, supervision, and the oral clinical proficiency competency review examination. This means students are trained in concepts of social justice that prepare students to work with minorities in the Chinese community such as domestic helpers, refugees, new immigrants, individuals with non-heterosexual sexual and gender identity (LGBTQIA), and individuals from ethnic minority groups.

Foundations of psychological sciences. All APA accredited programs in the US are required to offer a series of courses covering the scientific foundations of psychology (APA, 2006). Additionally, programs receiving designation status from the National Register, such as the CSPP-HK PsyD program, require more courses than APA in some of the areas listed below.

In the CSPP-HK PsyD program, the scientific foundational courses are:

- Psychopathology
- Advanced Developmental Psychology
- Social Bases of Behavior
- Biological Bases of Behavior
- Cognitive Bases of Behavior
- History and Systems of Psychology

These six courses comprise a required 18 credit hours of the doctoral program and insure that all students in the program graduate with graduate-level grounding in the basics of scientific psychology.

The HK's masters-level program has coursework in Psychopathology. It does not have advanced graduate-level coursework in Advanced Developmental Psychology, Social Bases of Behavior, Biological Bases of Behavior, Cognitive Bases of Behavior, and History and Systems of Psychology.

Advanced courses. In addition to the foundational course in Biological Bases of Behavior, the US model requires additional advanced courses to provide students advanced training in biological foundations of clinical psychology: Psychopharmacology and Neuropsychology. The advanced training in biological aspects means that doctoral students have broader knowledge with which to communicate with medical professionals when they work in multi-disciplinary teams.

Comprehensive examinations. In addition to all course requirements, the CSPP-HK PsyD program requires students to complete two comprehensive exams, including one in Professional Ethics and the Law and a second in Psychodiagnostic Assessment. These two comprehensive exams are designed to assess students' achievement of core competencies in ethical practice and assessment.

A third examination (taken individually with both a face-to-face interview and written component) is called the Clinical Proficiency Progress Review (CPPR). According to the Developmental Model used by the CSPP-HK PsyD program, interns' competence in clinical intervention must be independently examined. Through the CPPR, a student's competency is assessed by two independent experts, neither of whom is the students' individual clinical supervisor. In this formal examination, students are evaluated on their ability to present a clinical case to faculty both in writing and orally, and demonstrates their knowledge of case conceptualization, assessment, treatment, integration of multicultural concepts, and ethical principles related to the case. This clinical examination is a common practice among clinical psychology programs in the US and is a necessary assessment method to ensure quality of students' clinical skills.

Clinical Training and Supervision

The HKU-CP and the CSPP-HK PsyD program clinical training and supervision models differ in both the number of hours of clinical experience and the format of clinical supervision. The discussion on clinical training hours is based on information that is available from HKPS-DCP since such details as required number of hours are not available in information provided on HK master's level training programs' websites.

Overview of the clinical training model. To align our training standard with our APA-accredited programs in the US and to fulfil the requirements of the California Board of

Psychology, the CSPP-HK PsyD program follows the same training structure in terms of model of clinical supervision, types of placement settings, requirements for clinical hours, qualifications of clinical supervisors, and model of evaluation.

Model of clinical supervision. The HKU-CP and the CSPP-HK PsyD programs differ in the way supervision is provided, as well as in the underlying theoretical model of supervision. To prevent conflict of interest, APA and California law regarding psychology training prohibit students from retaining and paying directly for supervision. The CSPP-HK PsyD Program follows the guidelines delineated in the *Guidelines for Clinical Supervision in Health Service Psychology* (American Psychological Association, 2014), which employ the competency-based model as the guiding principle for clinical supervision (Falender & Shafranske, 2004; Farber & Kaslow, 2010; Hunsley & Barker, 2011). The competency-based model is defined as

an approach that explicitly identifies the knowledge, skills and values that are assembled to form a clinical competency and develop learning strategies and evaluation procedures to meet criterion-referenced competence standards in keeping with evidence-based practices and the requirements of the local clinical setting. (Falender & Shafranske, 2007, p. 233)

The competency-based model emphasizes a few key aspects. First, specific goals are established. The supervisees take a proactive role in discussing their clinical training goals with their supervisors, they learn about the needs and resources of their clinical settings from their site supervisors, and they collaboratively decide on the details of their training in clinical placement. For this reason, some students may be primarily providing psychological testing while others are conducting long-term psychotherapy in the same setting. The goals identified in the beginning of the clinical training year are reviewed by the primary supervisors during each evaluation period and students' progress towards the goals are tracked by the supervisors' evaluations as well as the students' self-reflections.

Second, the competency-based model is a meta-theoretical approach that explicitly identifies the knowledge, skills and attitudes that comprise clinical competencies in six areas: Interviewing and Assessment, Diagnostic Evaluation, Psychotherapy, Use of Supervision, Professional Behaviours, and Sensitivity to Diversity. Instead of in-room supervision, the primary supervisors view audio or video recording of actual therapy sessions weekly to assess the development of competency among their supervisees. Audio or video tapes have been proven to be an effective supervision tool and associated with positive student competence outcome (Breunlin, Karrer, McGuire, & Cimmarusti, 1988; Huhra, Yamokoski-Maynhart, & Prieto, 2008). Should there be agencies that prohibit recording, the primary supervisors review process notes as an alternative. Based on actual performance as

seen on the audio/videotapes, primary supervisors provide specific comments to students and track students' incorporation of the feedback in subsequent sessions.

The supervisors' competency is another major focus in the competency-based model. In the CSPP-HK PsyD program, all the primary supervisors are doctoral level practitioners with advanced training and strong qualifications. Additionally, the primary supervisors participate in a weekly consultation group, which is an important component to ensure the practice of competency-based approach in supervision. To monitor the supervisors' competency, students complete anonymous evaluations of supervisors at the end of their internships. Without identifying personal information, students provide quantitative feedback to rate the supervisors' competency and qualitative feedback to describe their experiences in supervision. The Director of Clinical Training summarizes the results and provides feedback to the primary supervisors as an opportunity for professional growth.

Finally, each primary supervisor adapts the competency-based model according to their own theoretical orientation and their supervision to promote student competency in a particular theoretical orientation. Each supervisor has unique clinical background and qualifications and student can maximize their learning experiences by the variety of constructive feedback received from different supervisors.

Supervision arrangement. California licensing law allow clinical psychologists to expand their practice into areas in which psychologists are not already established by requiring a designated site supervisor. In the CSPP-HK PsyD program, students work with three different supervisors concurrently: a weekly meeting for individual supervision; a weekly meeting for group supervision; and a regular meeting with their designated site supervisor. The roles and duties of the three supervisors are described in table 1:

Table 1: Descriptions of Clinical Supervisors of CSPP-HK PsyD Program

Role	Duties and Responsibilities	Background Qualifications
Primary Supervisor	Assume the primary responsibility for training clients and quality of client care. Maintain close communications with site supervisors through site visits and phone contacts throughout the year. Review and provide feedback to students' video recording, audio recording, and/or process notes if recording is prohibited in the clinical setting. Complete a formal evaluation of each supervisee per semester (3 times a year). Provide at least 1 hour per week of supervision and be available 24/7 for crisis.	Clinical supervisors must be: 1) at doctoral level, 2) Licensed or official registered with a governmental department and/or demonstrate advanced level of training and clinical experiences in at least one specialized area. 3) complete a minimum of six (6) hours of supervision coursework every two years, and/or demonstrate advanced experiences and competencies in clinical supervision.
Site	Function as the Delegated Supervisors	Licensed, registered, or certified

Supervisor	according to the California Board of Psychology. Provide at least 1 hour every 2 weeks of supervision. Co-ordinate with primary supervisor on clinical duties. Facilitate students' learning of a multidisciplinary team approach. Complete formal evaluation of each supervisee per semester (3 times a year).	mental health professionals such as clinical psychologist, psychiatrist, social workers, and other health professionals.
Group Supervisor	Lead group supervision to enhance competence for case conceptualization, professional presentation, giving and receiving feedback, and alternative case formulations in different theoretical orientations. Provide 1.5 hours per week of group supervision. Complete formal evaluation of each supervisee per semester (3 times a year).	Same as Primary Supervisor

In this model, supervisees receive at least 2.5 and up to four hours of supervision per week, which includes 1 hour of face-to-face individual supervision, 1.5 hours of group supervision, and variable hours of on-site supervision depending on the site. This training model provides breadth of experience by the variety of settings and expertise of supervisors, and depth of experience through the hours with each supervisor and clinical hours in each placement. Students log their clinical hours regularly and obtain signatures from their primary supervisors as a proof of their psychological services.

Method of evaluation. In clinical practicum and clinical internships, the primary supervisor, site supervisor, and group supervisor complete three sets of standardized evaluation forms to assess students' progress in each semester. As each clinical training year covers three semesters (Fall, Spring, and Summer), students must pass all three evaluations to earn credit for their clinical training course. Studies have pointed out that if supervisors provide feedback to supervisees infrequently and irregularly, it will hinder supervisees' competency development, increase the risk for ethical violation, and fail to fulfil the supervisors' role as a gatekeeper for the community (Ellis et al., 2014; Thomas, 2010). Our model of evaluation helps to prevent such problems by providing regular and timely feedback on students' performance in the program and specific feedback for students to incorporate into their professional development.

Qualifications of primary supervisors in the CSPP-HK PsyD program. The professional qualifications of clinical supervisors is also a major difference between the HKU-CP and the CSPP-HK PsyD program training models. To summarize, we provide a

comparison of the qualifications and training for clinical supervisors published by DCP and the requirements for the CSPP-HK PsyD program.

Comparison of the qualifications and training for clinical supervisors

Criteria for a qualified clinical supervisor	Required for supervisors in HKU-CP program	Required for supervisors in CSPP-HK – PsyD program
Professional Credentials	Being a full member of DCP or eligible for full membership of DCP.	Clinical supervisors must be: 1) at doctoral level, 2) licensed or official registered with a governmental department and/or demonstrate advanced level of training and clinical experiences in at least one specialized area. *Only registration with professional organizations does not meet this requirement.
Degree requirement	Master’s degree in clinical psychology	Doctoral degree in clinical psychology
Requirements for clinical experiences	At least three years’ full-time relevant experience after gaining the qualification eligible for DCP membership	1) Completion of clinical practicum in the doctoral program (600 to 1000 hours) 2) 3,000 hours of supervised professional experience with at least 1,500 hours accrued postdoctorally
Training in supervision	None	The primary supervisor has to: 1) complete a minimum of six (6) hours of supervision coursework every two years, or 2) demonstrate advanced experiences and competencies in clinical supervision.
Requirements for supervision support	Not specified	Participate in weekly supervisors’ consultation group to gain support from fellow supervisors.

Together with the fidelity to the competence-based model, we expect primary supervisors to be: (1) professional psychologists trained in providing supervision; (2) competent in training students in assessment, treatment, and other psychological services; (3) the gatekeeper for the profession and the public; (4) evaluative of students objectively with specific feedback; and (5) able to employ effective supervision approaches according to the most current literature.

Clinical hours. Regarding the number of hours of clinical training and supervised professional experience, the HKPS-DCP requires 1500 total hours of training. HKPS-DCP membership requirements do not distinguish between direct client hours and other indirect training hours, such as attending workshops or writing reports.

Students in the CSPP-HK PsyD program follow the progressive training model in APA-accredited clinical psychology programs. Students are evaluated for their competencies in three stages: practicum level, internship level, and independent practice level. The first level of clinical training is a clinical practicum which requires 600 hours of supervised professional experience during their second year of training. The second level is internship for which students participate in a two-part internship with 1000 hours each in their third and fourth year. Both practicum and internship levels of training require that 40% of their training time be spent in direct contact hours with clients. The final level of clinical training as an independent psychologist occurs during the last year of students' clinical training; each student must pass a Clinical Competency Review Exam (CPPR) as a part of the graduation requirement.

Using the definition from Association of State and Provincial Psychology Boards (ASPPB), our students must participate in service-related activities (defined as treatment/intervention, assessment, interviews, report-writing, case presentations, and consultations) for their hours to be counted and 40% of direct hours must be face-to-face patient/client contact in the provision of psychological services.

In other words, students must accrue at least 1040 direct client contact hours providing psychological services to clients and a total of 2600 clinical training hours, pass all their clinical evaluations from the primary supervision, site supervisor, and group supervisor, and succeed in the CPPR to fulfil all requirements for clinical training in the CSPP-HK PsyD program. In the previous 10 years of our program, our alumni and students have cumulatively provided greater than 2,600,000 hours of psychological services to the community of HK.

Types of placement settings. We do not believe clinical psychologists should be bound to a traditional office setting providing individual psychotherapy. Instead of placing students primarily in hospitals and prisons, our students complete their training in a variety of community settings such as community mental health centres, outpatient clinics, university counselling centres, child therapy and psychological testing clinics, palliative care services in hospitals, drug and alcohol treatment programs, and residential or day treatment programs. In these settings, students are supervised to provide a variety of services:

- Individual and group psychotherapy with various populations
- Psychodiagnostic evaluation and report writing
- Design and implementation of community outreach programs
- Seminars and workshops for service users and professionals

- Consultation of a psychological nature with multidisciplinary teams
- Child treatment/counselling
- Crisis intervention
- Community psychology
- Organizational development activities.

Our model trains clinical psychologists to work with the community using an interdisciplinary approach to collaborate with other frontline health and mental health professionals. Our goal is to train independent and professional clinical psychologists with ethical, cultural, and clinical competencies to practice in real-world situations. With this goal in mind, in addition to the provision of psychotherapy and assessment, our students have conducted various presentations and workshops, conducted program evaluation research, provided peer supervision to other mental health professionals, assisted with administration, and participated in other agency activities within the community.

We have placements in 36 different settings spread throughout HK, China, Macau, and the UK. In addition to our primary supervisors, we have an estimated total of 70 registered social workers, three HKPCA Certified Counsellors, ten psychiatrists, and nine registered and/or licensed clinical psychologists who offer a diverse and multifaceted training experience for our students in the sites outside of U.S. In all of the CAPIC internship sites in U.S., there are at least one licensed clinical psychologist supervisors in each of the more than 100 agencies.

To fulfil our mission to serve a broad range of clients including marginalized populations and to foster respect for human diversity, most of our students work in community settings such as non-governmental organization (NGOs), schools, halfway houses, and other non-profit organizations (sample contracts without identifying information are provided below).

Our graduates are uniquely trained to fulfil the goals of the Hospital Authority and Social Welfare Department's *Service Framework for Community Mental Health Services* (2016) that aim to "set up professional support for ex-mentally ill persons suspected to suffer from mental health problems through the provision of individual or group psychological treatment, and to strengthen the capabilities of frontline professionals in these centres through clinical supervision."

Reasons for not adopting the apprenticeship model for clinical training. According to our understanding, the apprenticeship model or master-apprentice mentoring approach is the prominent supervisory training model for clinical psychologists in HK. The assumption of this mentor/apprenticeship model is that learning occurs through observing and assisting a "master" at work. This model uses in-room live supervision in which the clinical supervisor

supervises the trainee in actual treatment and provides feedback to the trainee in the presence of the client.

The CSPP-HK PsyD program does not adopt this model, for several reasons. The apprenticeship model and in-room supervision for training clinical psychologists is no longer a common model in the US for supervision of clinical psychology trainees. In his book, *Evidence-Based Clinical Supervision: Principles and Practice*, Milne (2009) suggested that the apprenticeship model originated from the ancient Greek approach to teaching and emerged in early 19th century when Freud adopted the medical training model to provide clinical supervision in psychoanalysis to a group of physicians. The current practice of clinical supervision has moved away from the apprenticeship model and now focuses on models that are supported by research evidence. In *Strength-based clinical supervision: A positive psychology approach to clinical training*, Wade and Jones (2015) describe the nine common approaches to supervision in the field such as the Therapy-based models, Developmental Supervision Model, and Outcome-oriented Supervision Model. The apprenticeship model was mentioned as one of the historical roots of supervision and it was described as only one component in one of the nine models, suggesting that it is not a prominent model for clinical psychology training nowadays.

Dr. Carol Falender, a well-recognized expert in clinical supervision, author of several textbooks and guidebook on clinical supervision for psychologists, member of the Supervision Guidelines Group of the Association of State and Provincial Psychology Boards (ASPPB) in the US, and Chair of the Supervision Guidelines Task Force of the Board of Educational Affairs of American Psychological Association recently discussed the apprenticeship model in her book, *Clinical Supervision: A Competency-Based Approach* (Falender & Shafranske, 2004). The authors described that implicit in the master-apprentice model is the idea that clinical knowledge and skills can be transferred through apprentices' observations of the masters' clinical work. They critique this fallacy, showing that clinical skills are not as easily transferrable as the apprenticeship model claims, and noting that observation is insufficient for students to develop their clinical skills and grow as an independent psychologist. During the 2017 American Psychology Association annual convention in Washington D.C., several faculty members of the CSPP-HK PsyD program spoke with Dr. Falender regarding her perspective on in-room supervision and she responded, "I have heard about it but it is not a prominent model. It would undermine the clinical competency of the supervisee. So I would say no." (C. Falender, personal communication, August 3, 2017).

In addition to Dr. Falender's perspective on the in-room live supervision model, several experts in clinical supervision also share similar concerns. First, the supervisor's direct feedback in the session may become an intrusive and disruptive experience for the

client. In fact, Goodman (1985) pointed out several potential problems in the supervisor's involvement: (1) some supervisors may intervene excessively and monopolize the treatment process; (2) the supervisor may attempt to provide dramatic interventions as a demonstration for the trainee while the interventions may not be the most relevant to the client's needs; (3) the supervisor's feedback and guidance may become dominating and in turn diminish the freedom of choice and creativity of the trainee; (4) the evaluative component of the session may interfere with the collaboration between the supervisor and trainee during treatment; and (5) the issues of power, dependency, control, and competency may emerge and impede treatment progress. Furthermore, several researchers have pointed out the increased level of anxiety in trainees during in room supervision (Bowman, 1980; Costa, 1994) while this additional layer of stress does not facilitate the treatment process. Third, the supervisor's involvement becomes a confounding variable in the treatment process and the supervisor cannot really observe the trainee's clinical competency when the trainee is providing treatment alone.

To avoid the problems with in-room supervision and ensure the evaluative component of supervision, US education had moved on to using one-way mirrors to substitute for in-room supervision about 40 years ago. With the advent of unobtrusive video/audio devices, US education now uses recorded transcripts.

The apprenticeship model also seems to be obsolete according to the contemporary research studies in clinical supervision. We conducted a literature review on research studies on the structure, components, and effectiveness of clinical supervision practiced by HK clinical psychologists. Using international research databases including PsychInfo, Proquest, PsycARTICLES, Academic Search Premier, SocINDEX, and other common databases, we input "Hong Kong" as a main category and other keywords related to supervision such as clinical supervision, professional supervision, and clinical training. The result yielded more than 30 studies and articles on clinical supervision of psychiatrists and social workers in HK and only four articles discussed supervision of clinical psychologists in HK. The four articles include a discussion of a report from supervisors of clinical psychology trainees (Cheng, 1993), a discussion of supervision of clinical psychology trainees in HK in terms of their training and experiences (Lam, 1987), an argument of the nature of supervision to be a multidimensional activity (Tsoi, 1987), and a position paper to redefine the role of the supervisor-supervisee relationship (Ho, 1987). Our literature search showed that there have been no studies on the efficacy of clinical supervision for psychologists in HK, best practices for clinical supervision models in HK, outcomes of the supervisees, or competency of the clinical supervisors. Moreover, all of the writings on supervision research in clinical psychology were greater than 20 years old and little is known about clinical supervision in the contemporary society of HK.

Due to the drawbacks of the apprenticeship model, the fact that it is seldom used in contemporary US training in clinical psychology, and the lack of research evidence to support its effectiveness, the CSPP-HK PsyD program does not adopt this model as the standard for supervision. Having the practitioner-scholar model as the guiding principle for clinical training, the CSPP-HK PsyD program employs supervision models supported by empirical evidence that are aligned with standards of internationally recognized professional associations.

In conclusion, there are at least two different models of training clinical psychologists in HK. We hold that being different does not imply lesser quality. In fact, we contend that the analysis presented offers evidence that the professional competency of psychologists graduated from the CSPP-HK PsyD program is, at a minimum, equivalent to that of those trained through the local master's level clinical psychology programs. Additionally, CSPP-HK PsyD program students have contributed more than two million six hundred thousand (2,600,000) hours of direct services to the citizens of HK in the course of their supervised professional experience and can continue to do so.

Part Four: Attachments

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Appendix

Some of the distinguished faculty of CSPP-HK.

Faculty	Achievements
Dr. Liang Tien**	<ul style="list-style-type: none"> • Former Co-Chair of the Examining Board of Psychology, Department of Health, State of Washington • Former chair of Washington State Psychological Association's Ethics Committee • Co-chair of Ethic Committee for Asian American Psychological Association • Founder of the Doctoral Program in Clinical Psychology, Antioch University-Seattle • ABPP certified psychologist in Couple and Family Psychology*
Dr. Debra Kawahara**	<ul style="list-style-type: none"> • APA Council Representative Div. 35
Dr. Diane Zelman**	<ul style="list-style-type: none"> • Published over 30 articles on peer-reviewed academic journals in the areas of health psychology, psychopharmacology, neuropsychology, and psychopathology
Dr. Christopher Tori**	<ul style="list-style-type: none"> • Published over 30 articles on peer-reviewed academic journals in the areas of multiculturalism, psychoanalytic psychology, inventories validation, and psychopathology
Dr. Darryl Thomander**	<ul style="list-style-type: none"> • Clinical Assistant Professor in the Department of Neurology and Neurological Sciences at the Stanford University, School of Medicine • President of the Northern California Neuropsychology Forum. • Former director of post-doctoral training in clinical neuropsychology and co-director of the Memory Disorders Clinic, Stanford Hospital and Clinics. • ABPP certified psychologist in Clinical Neuropsychology*
Dr. Andrew Bertagnolli**	<ul style="list-style-type: none"> • Vice President of Behavioral Health Clinical Products at Optum. • Former Director of Integrated Behavioral Health at Kaiser Permanente's Care Management Institute. • Former faculty of the California Institute of Integral Studies, the Wright Institute, San Francisco State University, University of California, Berkeley, and University of California, San Francisco.
Dr. Natalie Porter**	<ul style="list-style-type: none"> • Former APA Council Representative Div. 35 • Former president of the APA Div. 35 Society for the Psychology of Women
Dr. Scott Wooley	<ul style="list-style-type: none"> • Founder and director of the San Diego Center for Emotionally Focused Therapy and the Training and Research Institute for Emotionally Focused

	<p>Therapy (TRI EFT).</p> <ul style="list-style-type: none"> • One of the 46 trainers of Emotionally Focused Therapy in the globe. • AAMFT clinical member and approved supervisor.
Dr. Danny Wedding	<ul style="list-style-type: none"> • Former Senate and House of Representatives in U.S. Congress • APA Council of Representatives member (2016-2018) representing Division 12 (Society of Clinical Psychology)
Dr. Jean Lau Chin	<ul style="list-style-type: none"> • Full Professor at Adelphi University • Advisory Committee on Eliminating Mental Health Disparities Committee for Substance Abuse Mental Health Services Administration, U.S. Department of Health and Human Services • President, National Council of Schools and Programs of Professional Psychology; advisory board of ERASE Racism;
Dr. Morgan T. Sammons	<ul style="list-style-type: none"> • Executive Officer of the National Register of Health Service Psychologists • Past president of APA's Division 55 • Current Chair of the California Psychological Association's Division 5 (Psychopharmacology) • Past president of the Maryland Psychological Association.
Dr. Stephen Chou	<ul style="list-style-type: none"> • Director of Training and Research at the Summit Center • Director of 2e Assessment and Research at Flex School
Dr. Ronald Teague	<ul style="list-style-type: none"> • ABPP in Clinical Psychology and Psychoanalysis in Psychology* • Chief Psychologist at Fresno Community Hospital • Fellow member of American Academy of Clinical Psychology and American Academy of Psychoanalysis

** Faculty who is currently teaching in the year of 2017

*The American Board of Professional Psychology (ABPP) is the primary organization for specialty board certification in psychology in the U.S and assures the public that specialists designated by the ABPP have successfully completed the educational, training, and experience requirements of the specialty, including an examination designed to assess the competencies required to provide quality services in that specialty. It is similar to the specialist training of medical doctors in Hong Kong. More information can be found in <https://www.abpp.org/i4a/pages/index.cfm?pageid=3341>