



Annual Report 2003 – 2004

Supporting students

**The University of Hong Kong
Personal Development and Counselling Centre**

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THE UNIVERSITY OF HONG KONG
Personal Development and Counselling Centre
Annual Report 2003-2004

1. Executive summary

The Personal Development and Counselling Centre aims to promote effective living and learning in the University community. In the year (03/04) we have achieved an ISO standard for our student support training and counselling work. Evaluations from students in compliance with ISO standard have achieved 70%. All the staff are pulling together in providing an excellent support for the students in The University of Hong Kong



Prior to offering the training courses in Personal Development and Counselling Centre, we have carried out a survey, with 297 respondents. From those survey needs we have offered 125 different types of developmental and training groups for 2,384 students throughout the past 03/04 academic year. The afternoon drop-in clinics (new initiative in February 2002) have also proved to be valuable to many students. For the first 6 months 38 students used the Drop-in service (February to August 2003) as compared this with 112 students used the service during (September 2003 to August 2004) an increase of 194% in order to assist students with their immediate crises. On the face-to-face counselling contacts, 575 students have obtained therapy to resolve their personal relationship problems, maintaining their mental health and general well being, and managing to cope with their stresses faced in academia (an increase of 5.5% attendances compared with the past year). The increase follows world trends in dealing with clinical problems like depression and anxiety, adjustment and relationship problems. These trends have prompted us to develop more developmental skills training and teach preventive strategies. In this coming year, we will provide more than 30 groups in the first semester.

In a time of rapid change, the needs of our own staff have also been our utmost concerns. Staff development and training have assumed higher priority for all grades of staff. Staff have welcomed their annual appraisals, feedbacks promote recognition and appraisal of higher standard and better quality of the services.

I have continued to work for the Personal Development and Counselling Centre as an Acting Director for my second year (since November 2002). I would like to thank all the staff in the Personal Development and Counselling Centre and to the Dean of Students Affairs (Dr. John Powell who has resigned in October 2004) and Prof. John Spinks (Acting Dean). Three counsellors have left PDCC: Ms Ida Cheung, Mrs. Peggy Miu have both retired from our services (June 2004), and Ms Sylvia Acevedo has moved on to pursue her PhD studies (July 2004). I am sure you will all join me in wishing them a happy retirement and a wonderful future. They have contributed a lot in the past years to PDCC of the University of Hong Kong.

Since September 2004 all the staff have contributed to the integration of the “one-stop” “Student Centre” concept so that there is more efficient and effective use of all student support services, careers service, counselling and development. The official budget is waiting for approval from Council.

Dr. Gracemary Leung
Acting Director
Personal Development and Counselling Centre

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2. Student Support Services

2.1 Personal Development Programmes

PDCC aims to provide opportunities for students to develop their personal skills in a strategic and relevant way. Support is delivered through training groups.

2.1.1 Semester Programme

For each semester, groups varied according to students' demands as well as fitting in with their own schedules. In total there were 60 groups (1st semester) with 1,264 students attending. For the 2nd semester there were 37 groups with 536 students and 272 students attending, and 11 groups in the 3rd semester (summer). Invited speakers conducted 17 groups with 312 students through the year. Therefore a total of 125 groups (217 sessions) catered for a total number of 2,384 students. (Appendix 1)

The summary of evaluation (Appendix 2) reflected that most of these workshops were well-received and were highly appreciated by students. Following the standards laid down by the ISO, evaluation results have to achieve 70% in order to be considered acceptable, if any evaluation falls below that the group would have to be reviewed and possibly dropped.

125 group sessions were offered to enhance personal development as follows:-

Communication and Interpersonal Skills Groups

- Advanced Public Speaking
- Cultural Adjustment Session
- Difficult Conversations (New)
- International Student Programmes
- Toastmaster's Session

Learning Groups

- Concentrate & Focus on Your Studies
- Effective Learning Strategies
- Improve Your Study Skills (Assessment/Feedback/Follow-up)
- "Want to Improve Your Study Skills?"

Personal Growth Groups

- @Peer Support Group
- Appreciating Chinese Tea Culture (New)
- Building a Positive Self Image (New)
- Career Exploration
- Creative Thinking (New)
- Dance & Movement
- Do You Leave Things for Later When You Could do Them Today (New)
- Dream Work
- How to Be a Winner
- How to Enhance to Quality of Your Life (New)
- How to Improve Your Interpersonal Skills
- How to Relate and Date with Confidence (New)

- How to Remain Positive in the Face of Adversity (New)
- How to Stay on Top
- Humour and Wellness
- Identify Your College Profile (STDLA Assessment/Feedback)
- Identify Your Personality (NEO Assessment/Feedback)
- IT Student Ambassador Workshop
- Know Your Personality Through MBTI
- Managing Stress
- Mature Student Group
- MBTI Assessment/Feedback/Workshop
- Narrative Therapy Workshop
- Orientation Programme
- The Art of Debate
- Thinking Group
- Time Management Workshop
- To See & Be Seen – The Secret of Social Success
- Using Food to Deal with Stress (New)
- Wine Tasting: An Introduction (New)

2.1.2 Other Individual Requests

a) Leadership and Life Skills Enhancement Programme (LLSEP)

PDCC continued to adopt the module-based model for the Leadership of Life Skills Training Course. The total number of students who had been admitted to this year's programme was 65. There was a decrease in enrollment compared to that of last year. This may have resulted from the high competition between programmes. Overall the satisfaction rate was above 70%.



2.1.3 Training Programme for Special Groups

b) MBTI Assessment & Team Building Workshops were offered to the students in the Department of Industrial and Manufacturing Systems Engineering. 44 students attended. They found this assessment and team building very constructive in being aware of their own assets for future career development.

c) Intensified Learning Opportunity Programme (ILOP)

The Centre was again invited by the ILOP Steering Committee to conduct the following workshops for the 8th round of ILOP students, together with General Education Unit.

- Personal Growth and Self-exploration Workshop
- Simulated Society (Group Game)

2.1.4 Overall Evaluations and Feedback

A standardized evaluation form in the format of a 10-point scale was created in the academic year 2003-04 to enable the Centre to collect students' feedback systematically for the continuous improvement of all its programmes.

On average, 90% of the evaluation forms received have indicated point 7 or above (70%) for questions about the expected learning outcomes and have commented on its appropriateness and usefulness to self enhancement. This has inspired us to continue to develop more student centered skills groups in the next academic year, and to prepare our students better with skills required to compete in their career paths.

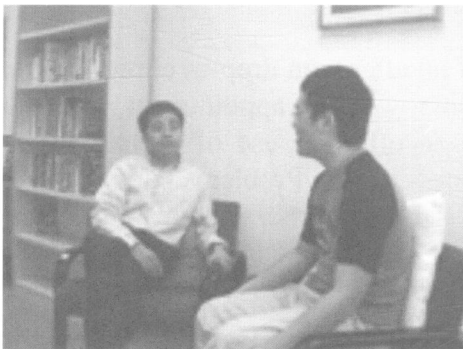
Overall we are delighted to report an average of 70% of satisfaction with our services.

Summer@PEER - Managing Changes

"This workshop enhanced my knowledge and skills to manage the stress of change."

Adventure Camp - LLSEP04

"The camp lets me try many new things that I have never thought I could achieve before. This experience is really unforgettable."



Individual Counselling

"I appreciate very much the help provided by the Counsellor who is kind and is willing to give help and support. Thanks so much!"

2.2 Individual Counselling

This past year the counselling service has attracted a larger and more diverse student population (see Figure 1).

Figure 1 Statistic of Cases

	2004	2003	% Increase
New Cases - Intake (Urgent)	16	49	-67.3
- Intake	447	247	81.0
- Drop-in (2003 – Feb 03 to Aug 03)	112	38	194.7
(2004 – Sept 03 to Aug 04)			
Total Number of New Case	575	334	72.2
Ongoing Cases	0	211	-100.0
Total Number of Students	575	545	5.5
Sex Male	188	172	9.3
Female	387	373	3.8
Year Undergraduate	388	354	9.6
Postgraduate	149	134	11.2
Other	38	57	-33.3
Total Number of Students Seen	575	545	5.5

There were 575 students for face to face counselling. Each student saw the counsellor for a mean number of ten sessions. There was an increase of 5.5% in new cases from postgraduates, international students and exchange program students, in line with the student population profile (see Figure 5).

Since the start of the experimental operation of an afternoon drop-in clinic (2-5 pm) in the Centre where students can see counsellors without appointment, there is an obvious rise and this therefore appears to be an effective use of the service, when students felt that they need to talk to a counsellor urgently. Problems included personal, emotional, academic and relational crises. At the same time, it appeared that urgent intakes (either referred by University Health Service, or faculty staff or halls) have dropped by 67.3%, urgent problems referred including severe depression, suicidal or homicidal ideations.

The Drop-in service started in February 2003 in place of 24 hour phone line service. The figures reflected prove efficient and effective use of the Drop-in service. Students have found it useful to deal with crises immediately rather than leave it for a longer term and let problems get worse before consulting the psychologist/counsellor, as demonstrated by the figures that urgent intake cases have dropped to 67.3%. There was an increase in males (9.3%) attending the service as compared to the previous year, and an increase in postgraduate (11.2%) attendance this year. Overall a decrease in others seeking our services (students' relative, staff, graduated students) as our policy stipulates that more time should be spent on students rather than on graduates or relatives.

Figure 2 Individual Counselling

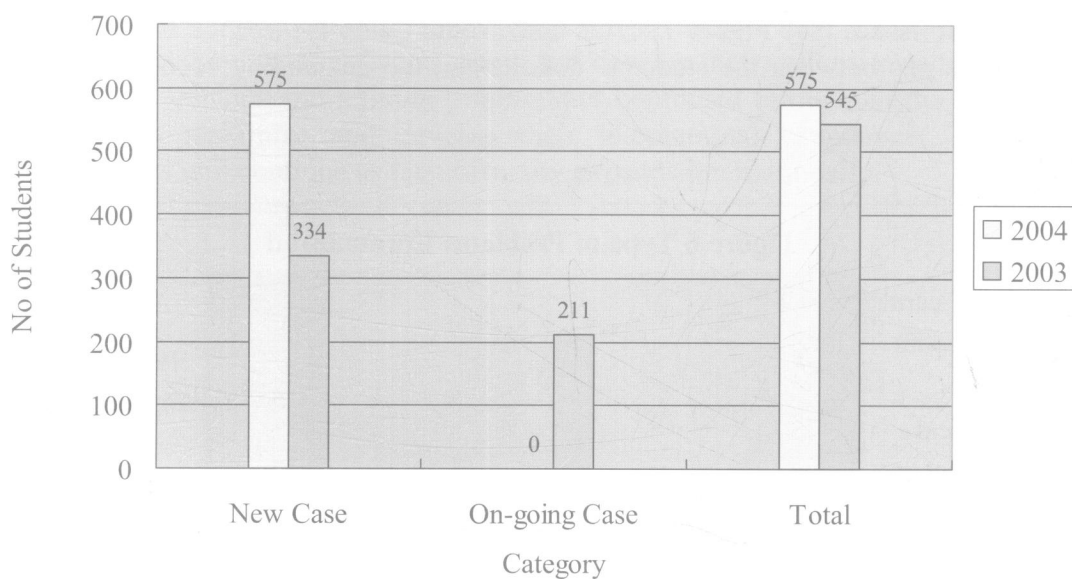


Figure 3 New Case Distribution

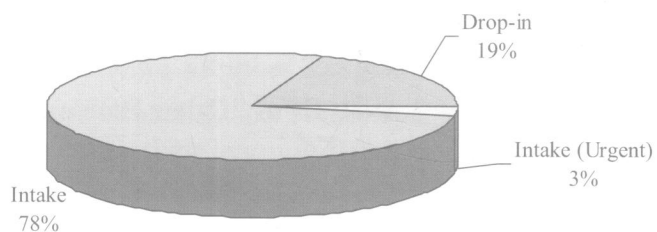


Figure 4 Gender Distribution

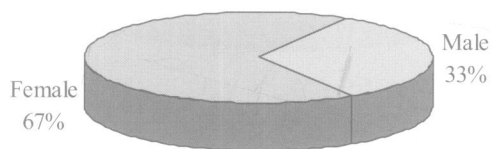
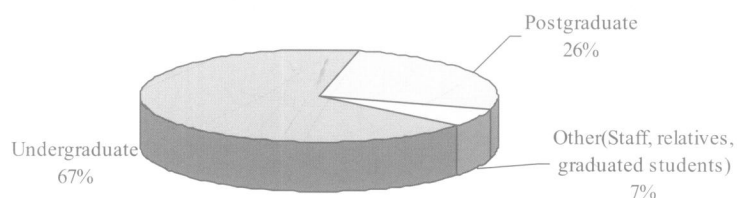
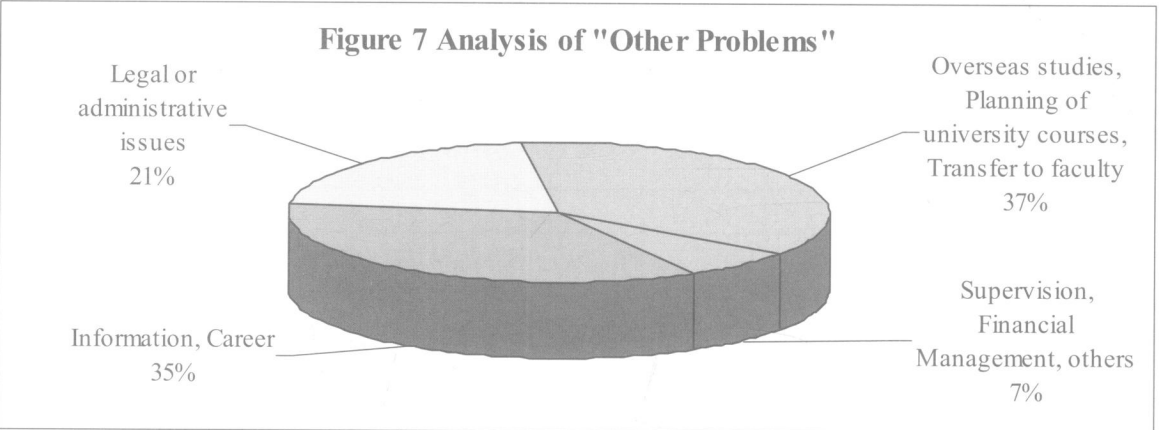
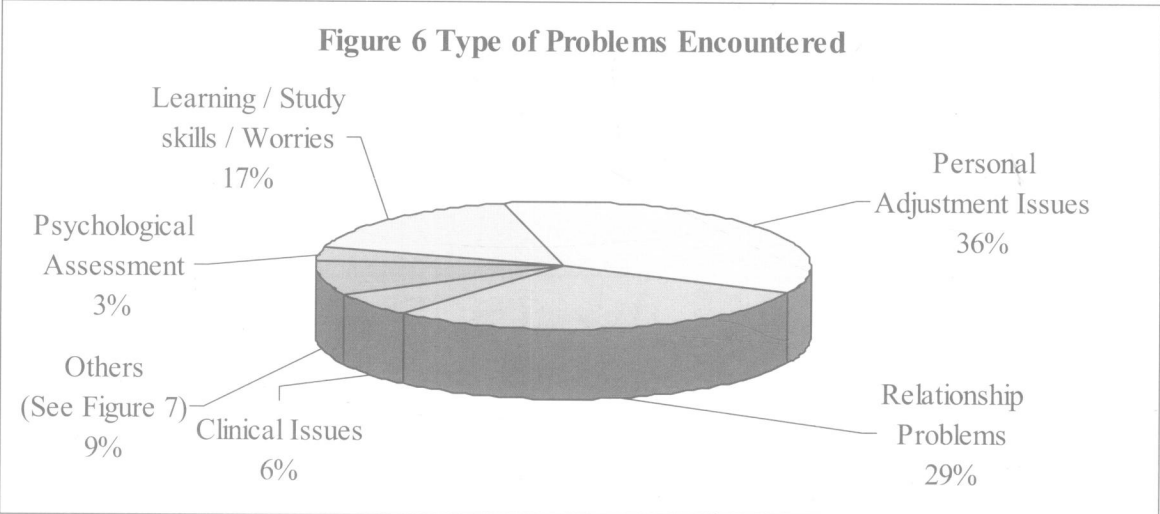


Figure 5 Student Distribution



The most common problems for seeing the counsellors were depression, anxiety about examinations, mood swing, relationships and personal adjustment issues (see Figure 6). Other difficulties lie in choosing careers, supervision, planning of courses and legal or administrative issues (see Figure 7). This data would guide the service in looking ahead to bridge the gap between the students' deficits and the demanding economic world we live in today.



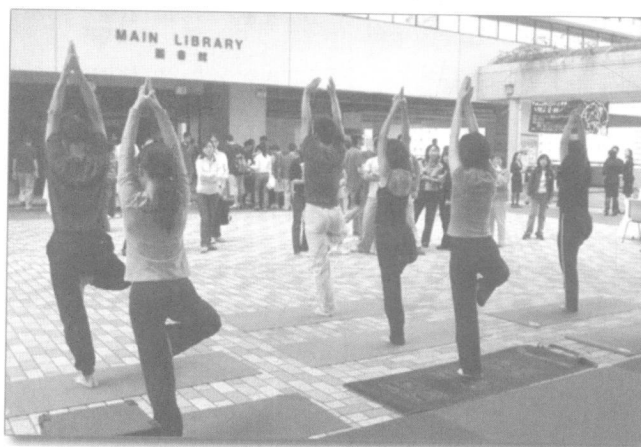
2.3 Supportive/Networking Group Work

2.3.1 **Continued Support Forums for International and Exchange Students** At the beginning of the year, the international exchange students have joined the orientation group where they had the chance to mix and develop their cultural sensitivity. Cultural adjustment sessions and training programmes continued throughout the year to allow students to maximize and develop their international experience. This type of programmes will continue as the university expands internationally.



2.3.2 **Faculty of Dentistry: Learning Support Programme** We continued to conduct the programme “Knowing Your Reading and Learning Strategies” for the 1st year dental students to help them identify their learning styles and areas for improvement. In the next semester the Faculty would like to work closely with the service in providing training on counselling skills to the trainees so that they can help their patients.

2.3.3 **Wellness Week** It aimed at raising the campus community’s awareness of the various aspects of physical, emotional, social, intellectual, spiritual, environmental and occupational wellness. The PDCC contributed to the design and execution of the activities held during that week. (e.g. relaxation training biofeedback)



2.3.4 **Orientation Programmes for New Students** A faculty-based orientation programme to support new students in achieving successful university adjustment was organized by OSA, PDCC and CePc. Counsellors met 708 new students in total during the orientation period. (September – October 2003)

2.3.5 **Team Building and Leadership Workshop** was organized for final year students from the Department of Industrial and Manufacturing Systems Engineering (IMSE). This is the sixth year that the Centre has conducted this team building and leadership workshop for IMSE students. The workshop was held in the Kadoorie Agriculture Research Centre.

3. Organizational Achievements

3.1 Staff

3.1.1 **A Staff Appraisal System** was established for all general staff across the three student services (OSA, CePc, PDCC). All the staff were appraised annually (professional staff and counsellors) using the same system in July 2004, to maintain standards and feedback.

3.1.2 **ISO9001** started in 2002. PDCC was awarded certification by the International Standard Ordinance (ISO 9001) in July 2004. It is the first counselling service within Asia to achieve this recognition, together with OSA and CePc.

3.1.3 **Quality Measurements** More comprehensive and systematic evaluations have been used in place of the existing format so that detailed analysis regarding learning outcomes, content, presentation styles and student satisfaction on all programmes and activities helped plan future programmes.

3.1.4 **Training Programme for Support Staff** was carried out in June to August 2004 equipping staff with skills which they may need when performing duties in different functional areas. It aimed to nurture and strengthen teamwork spirit through closer collaboration; and to maximize effective use of resources through more flexible deployment across various functional areas. The end result has shown a more united and motivated team in PDCC, OSA and CePc when working with students.

3.2 Students

3.2.1 **Drop-in Clinic** for students who have an urgent need to talk to a counsellor on the day (2-5 pm daily) without appointment, or immediate referral by Faculty Staff who feel the student needs immediate and urgent attention during lessons.

3.2.2 **Information Hour During lunchtime**, for students to visit and find out more about personal development programmes and how PDCC's services can match their situational needs. There is also a website (<http://www.hku.hk/sdcsc>) for those seeking information after office hours.



3.2.3 **Parents Talks** were organised to give an understanding to new and potential parents about university life. The feedback from parents have been positive and the university has taken up this new initiative and has included it in the university's induction programme for the parents of the freshmen September 2004/05. This supplemented work already done for parents of first year students.

4. Future Developments

- 4.1 A pilot study was successfully carried out (September 2003 – September 2004) to develop an adjustment profile for new entrants to the University to find out their own assets and deficiencies, expectation of themselves and of the University, giving some insight information on their strengths and weaknesses. Now we can proceed to promote it on the website so that all new entrants can have access to this tool. Feedback will be given so that more training can be encouraged in their areas of deficits. Throughout their years of study in the University they can plan and develop their aspirations in advancing their career paths.
- 4.2 To develop evening support groups for postgraduate students, Mainland students and international/non-Jupas students and increase number of students seen.
- 4.3 To have liaison and jointly run programmes with staff of other departments, in order to carry out more preventive work in the student group and increase number of groups.

- 4.4 Continue to follow ISO standards and to monitor professional competencies in counselling and training with students.
- 4.5 To establish a clearer and more sensitive outcome evaluation for all the services conducted in Personal Development and Counselling Centre.
- 4.6 To liaise with Faculties to develop clearer training needs for their students (e.g. Faculty of Dentistry, Faculty of Medicine and Faculty of Social Sciences)
- 4.7 We will concentrate on expanding more personal development training groups for students on adjustment issues, social skills, presentation and interview skills and academic learning skills, group counselling, and prevention strategies as well as individual counselling.

5. Conclusion

It is vital that this service continues to provide more preventive strategies and coping skills training in promoting students' natural capacities (innate/inherent) to deal with adversities, adjustment and relationship problems. They should be prepared for future leadership role and coping with life in a positive way, and we aim to provide unconditional emotional support and counselling when they require it.



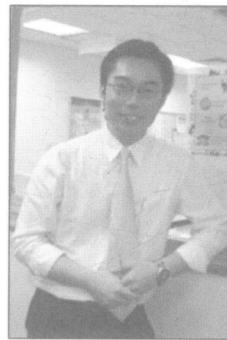
Centre Staff (current)

From Left: Ms Melissa Wong, Ms Enid Fung, Ms Wenny Chow, Ms Kenra Chan, Ms Alice Yu, Mr. Wong Kwan Yeung



Counsellors (September 2003 – August 2004)

From Left: Ms Sylvia Acevedo, Dr. Larry Ng, Mr. T.K. Kang, Ms Ida Cheung, Ms Josanna Lai (P/T), Mrs. Peggy Miu



Mr. Joe Wong



Ms Judy Wu



Ms Winning Chan

Welcoming three new counsellors (September 2004–05)

Thank you for taking the time to read this Report. We would welcome your comments. Please send them to Dr. Gracemary Leung, Acting Director, Personal Development and Counselling Centre, the University of Hong Kong.

Address: Room 406, Meng Wah Complex

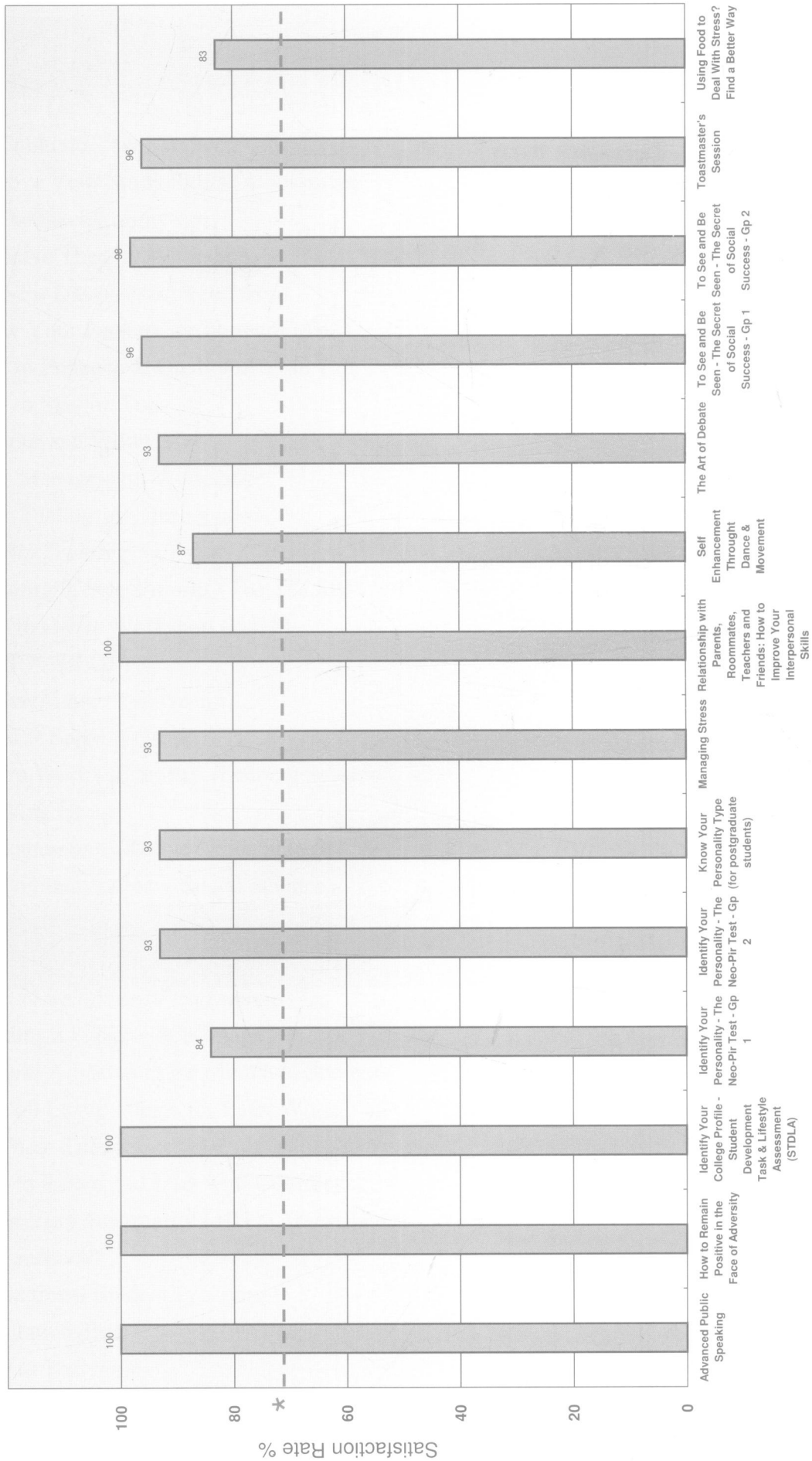
E-mail: sd@hkusuc.hku.hk

Group Work	No. of Group(s)	Total No. of Session(s)	Hour(s) Taken	No. of Students Attended
a) 1st Semester (September – December 2003)				
<i>Personal Development Programmes</i>				
Concentrate & Focus on Your Studies	1	2	5	8
Dance & Movement	1	3	8.5	13
Effective Learning Strategies	1	2	4.25	13
How to be a Winner	1	1	3	5
How to Improve Your Interpersonal Skills	1	4	8.25	10
How to Remain Positive in the Face of Adversity	1	4	8.75	8
Identify Your College Profile (STDLA Assessment/ Feedback)	2	4	12	9
Identify Your Personality (NEO Assessment/ Feedback)	2	4	8	45
Managing Stress	1	1	5.25	18
MBTI Assessment/Feedback/Workshop	4	6	21.5	102
Time Management Workshop	3	4	7	17
Using Food to Deal with Stress	1	8	18.5	9
Want to Improve Your Study Skills (Assessment/Feedback)	13	20	38	196
<i>Supportive/Networking Group</i>				
@Peer Support Group	1	4	6.75	27
IT Student Ambassador Workshop	1	1	2.25	--
Mature Student Group	1	9	15.25	71
Orientation Programme	17	17	46	635
Parents Talk	4	4	18	--
PGSA lunch gathering	1	1	1.75	18
Reading Improvement Course for Dental Students	1	3	6.75	6
Thinking Group	1	6	14.25	2
Working in group for Dental Students	1	1	3	52
Sub Total	60	109	262	1,264
b) 2nd Semester (January – May 2004)				
<i>Personal Development Programmes</i>				
Appreciating Chinese Tea Culture	1	1	2	28
Career Exploration	1	1	2.5	17
Cultural Adjustment Session	3	3	26.5	99
Dance & Movement	1	3	9	12
Difficult Conversations	1	2	6	27

Group Work	No. of Group(s)	No. of Session(s)	Hour(s) Taken	Students Attended
Do You Leave Things for Later When You Could do Them Today	1	4	8.75	14
Improve Your Study Skills (Assessment/Feedback/Follow-up)	4	6	12.75	20
Narrative Therapy Workshop	1	2	14	15
NEO-Pir (Assessment/Feedback)	2	4	8.25	44
Know Your Personality Through MBTI	1	2	3.5	29
How to Enhance to Quality of Your Life	1	4	8.75	10
How to Stay on Top	1	8	18	11
Humour and Wellness	1	1	6	13
Time Management Workshop	3	3	4.25	38
Wine Tasting: An Introduction	3	3	6	58
<i>Leadership Training</i>				
Exploring Leadership- EQ Test (LLSEP)	4	4	4	17
Growth Group Workshop (ILOP)	1	2	12.25	29
SIMSOC (ILOP)	1	3	20.25	29
<i>Supportive/Networking Group</i>				
@PEER Support Group	3	3	3.25	12
Dream Work – Edu. Psy. Training Session	1	1	3	12
Thinking Group	1	6	9.25	2
Workshop on Effective Leadership & Communication – Social Science	1	1	2	--
Sub Total	37	67	190.25	536
c) Summer (June – August 2004)				
<i>Personal Development Programmes</i>				
Building a Positive Self Image	1	1	4	23
Cultural Adjustment for Mainland Students	1	1	3	34
Do You Leave Things for Later When You Could Do Them Today	1	3	6.75	13
How to Relate and Date with Confidence	1	1	4	18
Know Your Personality MBTI (Assessment/Feedback)	1	2	5	24
International Student Programme	1	1	3.25	53
Orientation Talk	4	4	7	73
<i>Leadership Training</i>				
Leadership and Life Skills Enhancement Programme (LLSEP)	1	11	63.75	34
Sub Total	11	24	96.75	272

Group Work	No. of Group(s)	No. of Session(s)	Hour(s) Taken	Students Attended
d) Guest Speaker				
Elfed Roberts (September – December 2003)				
<i>Personal Development Programmes</i>				
Advanced Public Speaking	1	1	6	10
The Art of Debate	1	1	6	10
Toastmaster's Session	1	1	6	15
To See & Be Seen - The Secret of Social Success	2	2	5	39
Elfed Roberts (January – May 2004)				
<i>Personal Development Programmes</i>				
Advanced Public Speaking	1	1	6	16
The Art of Debate	1	1	6	17
Toastmaster's Session	1	1	6	16
To See & Be Seen – The Secret of Social Success	2	2	7	39
Elinor Young (January – May 2004)				
<i>Personal Development Programmes</i>				
Creative Thinking	1	1	6	27
Elfed Roberts (June – July 2004)				
<i>Personal Development Programmes</i>				
Toastmaster's Session	2	2	12	48
To See & Be Seen – The Secret of Social Success	2	2	7	47
<i>Leadership Training</i>				
Living & Working with Different Cultures (LLSEP)	2	2	12	28
Sub Total	17	17	85	312
TOTAL	125	217	634	2,384

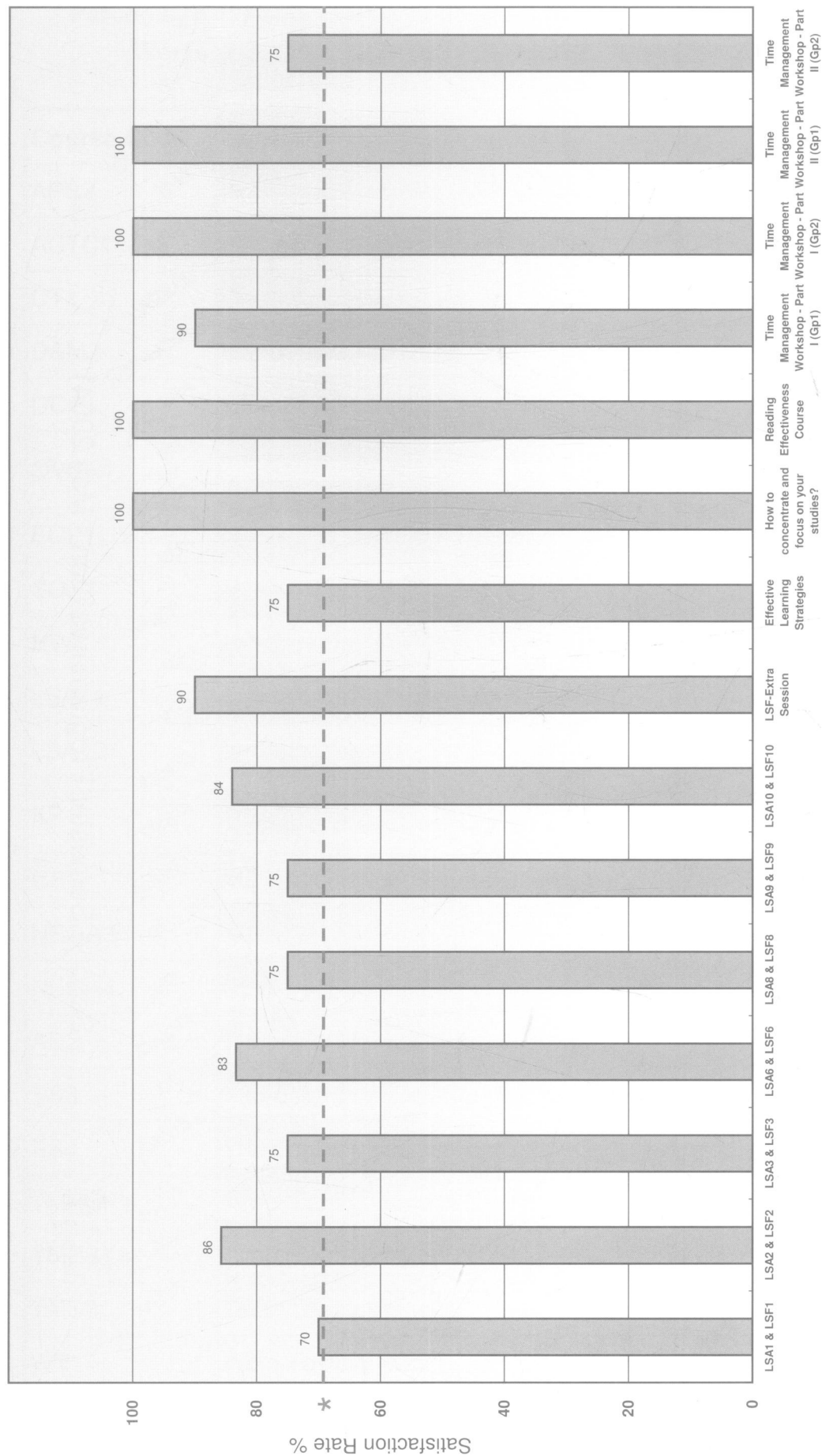
Percentage of Respondents Evaluating the Personal Development Workshops



First Semester Programmes (Sept - Dec 2003)

* Evaluation standard: 70% of the returned evaluation forms showing point 3 or above on a 5-point scale for all questions on expected learning outcomes

Percentage of Respondents Evaluating the Personal Development Workshops



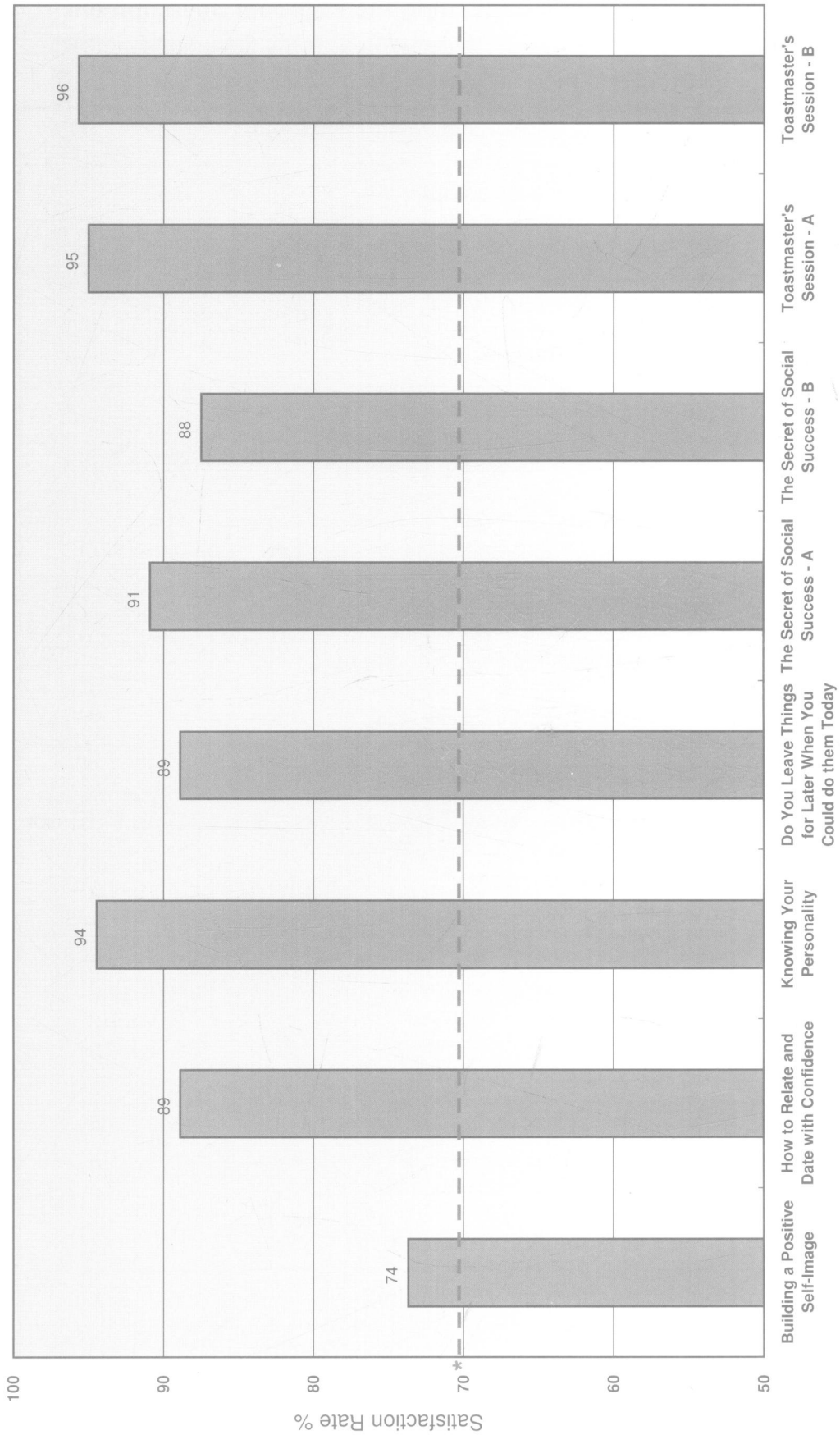
First Semester Programmes (Sept - Dec 2003)
 Modules ("Want to Improve Your Study Skills")

* Evaluation standard:
 70% of the returned evaluation forms showing point 3 or above on a 5-point scale for all questions on expected learning outcomes

**Percentage of Respondents Evaluating the Personal Development
Workshops (2nd Semester Programme Jan – May 2004)**

Course Code	Course Name
APS2	Advanced Public Speaking
ACTC1	Appreciating Chinese Tea Culture
CT1	Creative Thinking
D&M2	Dance & Movement
DC1	Difficult Conversations
OVPR1	Do You Leave Things for Later When You Could do them Today?
EQL1	How to Enhance the Quality of Your Life
SOT1	How to Stay "on Top"
HW1	Humour and Wellness
LSA11	Improve Your Study Skills - Gp 1
LSA12	Improve Your Study Skills - Gp 2
KP1	Know Your Personality Through Myers-Briggs Type Indicator (MBTI)
CE1	MBTI Workshop: Career Exploration
NEOA3	NEO-Pir - Gp 1
NEOA4	NEO-Pir - Gp 2
AD2	The Art of Debate
SS3	The Secret of Social Success - Gp 1
SS4	The Secret of Social Success - Gp 2
TMPCP1	Time Management Workshop 1
TMEST1	Time Management Workshop 2
TMS2	Toastmaster's Session
WT1	Wine Tasting - Gp 1
WT2	Wine Tasting - Gp 2
WT3	Wine Tasting - Gp 3

Percentage of Respondents Evaluating the Personal Development Workshops



Summer Programmes (Jun - Aug 2004)

* Evaluation standard: 70% of returned evaluation forms showing point 7 or above on a 10-point scale for the question on overall satisfaction



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