



THE UNIVERSITY OF HONG KONG
PERSONAL DEVELOPMENT AND COUNSELLING CENTRE

ANNUAL REPORT

1993-94

The University of Hong Kong

The Personal Development and Counselling Centre

Annual Report

for

1993 - 94

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PREFACE

Once again the Personal Development and Counselling Centre presents an Annual Report to the Personal Development and Counselling Committee and to the University at large.

As will be apparent from the Report the year has been a busy one, stretching the resources to the limit - and in some instances well beyond the limits.

The Centre has been greatly helped in its work by a number of people, within and without the University, and without this help much of what has been done would never have been done.

The Centre and its staff are deeply grateful to them all, particularly to the Centre's Committee and to its Chairman, the Dean of Students.

Director

INTRODUCTION

1. The year under review, from September 1, 1993, to August 31, 1994, has seen no changes in the external circumstances of the Centre. The name, the location and the staff have all remained as they were settled in the previous two years. However, changes there are in the form of the increases in the demands for the services of the Centre, particularly for individual counselling. The staff is already working beyond the duties to which they are contractually obliged and yet the services overall are not keeping up with the growth in numbers of students in the University.

2. In one particular field there have, regrettably, been little change. With one or two exceptions, the services are mainly limited to the Main Campus and the medical and the dental students are still in the minority amongst the users of the services.. Little progress was made with regard to holding courses etc. outside the Counselling Centre, timetabling and room allocation are still major constraints. However, as will be discussed below, at the end of the year a plan is developing for a four hour course on 'Team Building' in the Medical Faculty. It is hoped that further contact will develop from this beginning.

SECTION I: CHANGES IN STUDENT NUMBERS

As shown in the table below, the year under review, has seen a growth of 22% in the number of students registering. During the year, the number of student hours has increased by 2257 hours or 12%, while the average no. of hours/student has decreased by 1.09, or 8.3%;. and 23% of the undergraduate population and 15% of the total student population made use of the services offered by the Personal Development and Counselling Centre.

	1992/93	1993/94
No. of students registering ¹	1,508	1,835
No. of registrations ²	2,138	2,629
No. of student hours ³	19,585	21,842
Average no. of student hours	12.99	11.90

Further analysis of the development of the services are shown in the tables in the Statistical Appendix.

¹ 'Student registering' refers to an individual student, being counted only once within the year

² 'Registration' refers to students who register for services, either joining programmes or requesting individual counselling. Thus a student may register more than once within the year. However, for individual registrations, the student is counted only once, no matter how many times he or she used the services.

³ 'Student hours' refer to frequency of students attending the service, each attendance taking up one hour.

SECTION II: GROWTH AND DEVELOPMENT OF SERVICES

1. The services offered by the Centre can be categorized in several ways. Some of the programmes fall under the heading of Developmental Services, while others could more naturally be called Training Programmes. Some of the Developmental Services are of a therapeutic nature, while others are more broadly based, still in the individual mode and of a personal nature.

2. During the year a total of 2,624 hours were spent on work with individuals. These hours can be broadly classified in the following manner:

Personal Problems [Study]	283 hours	11%
Personal Problems [General]	1,997 hours	76%
Information etc.	182 hours	7%
Personality Disturbances	162 hours	6%

3. These figures describe the relative weighting and the nature of the problems brought to the Centre. Compared with the figures for the previous year, the second category, Personal Problems (General) has increased by 18% while the last category, Personality Disturbances has increased by one percent. These figures count only the hours of direct contact with the clients. Each such contact may of course lead to further time spent in consulting the families, the University Health Services and the University Psychiatric Unit, with whom the Centre maintains close co-operation. The demands on the counsellors time is enormous;. It remains true, as we had occasion to remark in last years report, that 'to counsel is to put into context - and neither experience of previous generations of students nor reading of theoretical literature, however necessary, will be sufficient to meet the current demands on the counsellors' skills and mental alertness. It remains an absorbing and highly demanding activity'. Yet several of the counsellors have accumulated considerable number of hours of overtime for which no compensation can be given within the exigencies of the service.

4. With regard to the group services and training programmes, most of the courses of the previous years were also offered in the period 1993 - 94. Three were not given,

- Workshop on Interpersonal Communication
- Empowering Your Environment
- Workshop on Introduction to Effective Learning

but three new courses were offered:

- Psychology in Life and in the Movies
- East Meets West
- On Being A Woman

5. The two intensive training courses: 'Para-Professional Counsellors Training' and the "Course on Leadership and Life Skills' were given again during the summer. They were both fully subscribed and well attended.

SECTION III: COUNSELLING WITHIN THE UNIVERSITY

1. The Centre was established by the University the many years ago in order to assist the individual members of the University in their adjustment to the demands which life in the University makes on the individual and her or his environment. There are no signs that the services of the Centre are becoming less needed than they were before. If anything, the problems arising from the gap between the values of the general 'Youth Culture' in Hong Kong and the demands the University makes on its members is increasing, leading to greater strains on the individual and the group. At the same time the Centre has perhaps to too great an extent become an accepted feature of the University and is generally taken for granted - so that the very Raison d'être of the Centre is becoming less well known to both staff and students.

2. For the last two years, an attempt has been made to reach out to all members of staff by the publication of the 'Monthly Minders'. The 'Minders' consist of a single sheet discussing briefly some of the difficulties which students seem to encounter in their Academic work and in the interface between the demands of Academic and of 'civil' life, as it were.

The topics covered in the issues so far has been:

- Needs and adjustment of freshmen
- Attitudes toward absence and lateness
- Factors affecting procrastination
- Note-taking attitudes and behaviour
- Examination skills and anxiety
- Academic failure and frustration
- Motives for faculty transfer
- Reasons for part-time work
- Food, rest and exercise
- Emotions related to festivals

One counsellor has been responsible for the production of the 'Minders', in the writing of them drawing upon the experiences by the whole Centre of current student problems. In order to gauge the reaction of the staff members to this publication, the Centre intends to circulate a questionnaire to all staff members during the next Academic year. The results of the inquiry will be brought in the Annual Report for 1994 - 95. The Centre would of course welcome information from staff members at any time in order to improve the product.

SECTION IV: PLANS FOR THE FUTURE

(A) RESEARCH

In the Annual Report for the last couple years, the Centre has urged the need for the University to take cognisance of the changing nature of the student population, to which reference has also been made in this report. It is still the view of the Centre that there is a need for a formal investigation of these changes, a parallel to the research which apparently already in progress in several of our sister institutions. The hope expressed in last year's report that the Centre staff would be able to undertake a small scale investigation has not materialized, in view of the increasing demand on the time of the counsellors of which an account is given above. In spite of the growth of the University over the years, the staffing of the Centre has remained unchanged for twelve years. An increase in the number of counsellors is urgently required, paralleling the increases in staff generally in the University.

(B) INDUCTION PROGRAMMES

1. As reported in Section V (A), for the last four years some Academic Departments have invited the Centre to co-ordinate orientation workshops for freshmen, to assist the new students to adjust more effectively to university life. Judging from the experiences of these workshops, it would appear appropriate to suggest that such sessions be expanded to cover the whole of the University. Such changes are so much the more necessary since the increases in numbers of students have led to a steady deterioration in the effectivity of the arrangements for the formal introduction of new undergraduates. The formal welcoming ceremonies presided over by the Vice-Chancellor are limited by the capacity of Loke Yew Hall; at the most a third of the freshmen can participate, and even then the numbers and diverse interests of the freshmen tends to make the events mere formalities. The Centre would like to put forward a proposal on the following lines.

2. A welcoming ceremony should be held for the freshmen of each faculty, presided over by the Vice-Chancellor or a Pro-Vice-Chancellor. Other participants should be a member of the Convocation, the Chairman of the Students' Union or his/her representative, the Dean of the Faculty and the members of staff. After the official welcomes by the Vice-Chancellor, the member of Convocation and the Chairman of the Students' Union, the Dean would take over the proceedings and introduce the Faculty to the freshmen and then lead into questioning sessions and the workshops on Learning Skills. The day's programme could end with an informal cup of tea, allowing further contact between staff and students, perhaps with an input from older students of the faculty.

(C) TEAM BUILDING

1. During the year the English Centre proposed that the Personal Development and Counselling Centre should contribute to an introductory programme with which the English Centre would be involved for the freshmen in the Medical Faculty. There would be two sessions of two hours each available within the programme, the sessions being separated by a week.

2. The Centre has now developed a programme on 'Team Building', to be put in operation during the first two weeks of September.

3. The purposes of the programme have been formulated as follows:
(I) To enable students to become more familiar with each other.

- (ii) To encourage students to learn to share on a feeling level.
- (iii) To create a sense of belonging to the group.
- (iv) To introduce concepts of cooperation.
- (v) To set an atmosphere for future group learning.

(D) SERVICES FOR POST-GRADUATE STUDENTS

1. The number of post-graduate students in the University has greatly increased during the last few years, as also witnessed by the increase in such students attending the Personal Development and Counselling Centre. Under the umbrella of the School of Research Studies a committee named 'Core Competence' has been established to facilitate and develop overall the services for this group of students. The Personal Development and Counselling Centre has contributed to the work of the group through the participation of one of the counsellors.

2. In the past the Centre has been expected to cater mainly for Undergraduates, but in view of this fundamental change it is obvious that the Centre must be prepared to offer different programmes, catering for the particular interests of this group of older students. However, within the limits of the present staff, it is difficult to see how the Centre can fulfil such obligations.

SECTION V: REPORT ON INDIVIDUAL COURSES

This Section presents the major parameters of the work of the Centre and brief descriptions of the courses offered. The statistical tables giving details of the utilization of the courses offered are in the Appendices following immediately after this Section. Further details are available in the Centre.

A. ORIENTATION PROGRAMMES

For the last four years, some academic departments have requested the Centre to co-ordinate orientation workshop for freshmen to assist new students to adjust more effectively to university life. During the year 1993 - 94, the Centre in conjunction with three teaching departments organised orientation programmes during the month of September. In all cases the programmes have taken the form either of lectures or workshops depending on timetable arrangements or scarcity of manpower. In the view of these departments and of the Centre, the programmes have proven valuable and they intend to continue with the new pattern. If more academic departments would like to arrange similar orientation programmes and thus help in creating a better learning environment for our newcomers, the Centre would be glad to assist.

The courses conducted this year are as follows:

(I) ELECTRICAL AND ELECTRONIC ENGINEERING DEPARTMENT

Since 1991 the programme organized in conjunction with the EEE Department for their new students has become an annual event. The aims of the programmes remains the same: (i) The promotion of open relations between staff and students, (ii) The provision of opportunities for students to understand the life and requirements of university studies in general and in the department in particular, and (iii) The examination of study skills appropriate at the university level.

This year, a two-day programme was organised. 89 freshmen attended; and 12 senior students and two members of staff helped in the process. The interaction was facilitative in the exchange. The students were especially open with their concerns springing from the fact that they will be graduating in the summer of 1997. They were concerned about their job opportunities and prospects. Discussions were active and the staff were informative and resourceful in relieving some of the students' anxiety, so that they became more hopeful and prepared for some of the expected changes in the future. Both parties were happy that they were able to touch on this sensitive issue and make allowances for them to explore further both with their peers and seniors.

(II) SCHOOL OF DENTISTRY

The School of Dentistry requested one counsellor to conduct three sessions for the first year students in the form of a workshop on Learning Skills. The topics were: (i) Setting goals and expectations on being a dentist, (ii) Effective time management, (iii) Exploring learning approaches effective to one's own practice, and (iv) Stress management.

53 first year dental students attended all three sessions and 13 came for a follow-up session in early December. The response was good and the Dental School requested that the course should be repeated in the year 1994-95.

(III) SCHOOL OF EDUCATION

Since 1992, the School of Education has requested one counsellor to conduct a two-hour orientation programme for part-time B. Ed. students. These students are working full-time as school teachers or principals; they have qualified from colleges of education and are upgrading their qualifications. They are older than the average post graduates. The School of Education is concerned with the adjustment of these students and with their ability to cope with their study and full-time work at the same time.

The programme emphasized three topics (i) Adjustment to University, (ii) Time management, (iii) Coping strategy, stress and effective learning.

Participants were grateful to their course co-ordinator for organising such a useful programme for them, because they could plan ahead and reduce a great deal of the confusion and chaos they otherwise might have to face. The counsellor was impressed that the co-ordinator was ready to continue the meeting until 9:30 pm to give full details of the course requirements and answer any queries which arose. The counsellor involved felt that this orientation was meaningful, helping a group of strongly motivated students to make a good start on their endeavours to make their career path a greater success. One hundred students attended this programme.

(IV) MATURE STUDENT GROUP

Each year the University admits a group of students under the category of "mature students". These students are either over 25 years of age or exempted from the regular entry requirements. As in previous years, a lunch meeting was organised for this group to share their concerns and experiences, in the hope that they would find support from each other. In the past, the success of this meeting has varied from group to group. Sometimes it worked better than at other times. In September of 1993, 39 students attended the initial meeting and a group of twelve met regularly in a room booked specially for them in the Swire Hall Amenity Centre. The group continued until the end of the second term. One counsellor always made herself available if the group required her assistance. She attended their function five times and spoke on specific topics such as time management, study issues and adjustments.

We would continue to provide this kind of service to this group of students. However, the new trend of 'political correctness' amongst this group of students may have the Centre re-think the terminology one should use without causing negative effect on some students.

(V) STUDY SKILLS COURSES

Study Skills Courses entitled "Study At University" were offered in September. 2695 letters were sent to freshmen. 731, or 27%, of the students informed of the programme in this way attended, as compared to 13% in 1993. As the number of people attending in the previous year was 286, this represents an increase of some 155%. Last year we were unable to offer any reasons why the attendance figures were low. This year it is equally difficult to explain the increase. It is possible that the students were more aware of the information about their new environment. It is also possible that as the university is increasing in size, some of the freshmen who were unable to obtain a place in the orientation programmes organized by students bodies, sought other avenues.

The course was conducted in the form of a lecture, lasting one and a half hours, on the following topics:

- i. The aim of University education;
- ii. How to study at the University level;
- iii. How to adjust to University life.

The lecture was presented five times, but the details of the content were varied to suit the subject matter of the different faculties. These lectures were advertised as being particularly suited for first year students providing information to help them in their adjustment to the new stage in their development. However, other students were also welcome to attend. The students were encouraged to attend without prior enrolment.

The attendance figures by groups of faculties were as follows:

Architecture & Engineering	162
Arts and Law	155
Social Sciences	93
Dentistry & Medicine	118
Education & Science	203

(VI) BOARD DISPLAY

In order to create a friendly atmosphere, the Centre has designed a display on our notice boards around the campus to welcome new comers. This was followed up by a series of displays containing messages to the students on issues of new life styles and adjustment.

B. IMPROVEMENT OF STUDY SKILLS

Amongst the undergraduates, there are always a group who wish to improve their study skills. This year, the basic reading courses were re-introduced, trimmed to four sessions instead of eight. The other regular courses were conducted as usual.

(I) READING IMPROVEMENT COURSE

These courses aim at increasing the participants' reading power and motivation to read.. Emphasis is placed on dealing with basic reading mechanisms, such as training in eye movement, reading speed and methods of extracting the main ideas of an article. The courses consist of group discussions, class exercises and special practical techniques for increasing reading efficiency.

Ten courses were offered and 72 application were received in the first term. In the event, only six courses were conducted with 51 students attending. Four courses were cancelled, due to time table clashes with the regular classes of putative participants. In the second term, 15 students applied for these courses and one group was conducted with 8 students.

(II) SYSTEMS OF EFFECTIVE LEARNING

These courses aim at motivating students to read and to increase their comprehension of what they read. The courses consist of group discussions, class

exercises and the acquisition of special practical techniques for increasing reading efficiency.

The content includes: (1) Discussion on the importance of mental preparation in reading, (2) Methods of assessing the reading material in order to increase the level of comprehension, (3) Reorganisation of the content of the material read, and (4) Translation of the material into individual expression.

In First term, six groups were advertised. 48 students applied. 22 attended in three groups, while three groups were cancelled due to low enrolment. One group was offered in the Second term, 18 applied and 8 attended. There was a drop of 30% in the number of students applying for this programme.

(III) MOTIVATION LEARNING GROUP

This is a weekly two-hour session for students who are conscious of their lack of time management and motivation to sustain a learning pattern. Aspects of learning are discussed. Self-contracting and group support are some of the ways to maintain motivation in this group. Six sessions were advertised initially, with an offer of extension by group request.

Application for this course was minimal this year, eight applied and 5 attended in the first term, while 7 applied and 6 attended in second term.

(IV) "CONVERSATION AND CURRENT AFFAIRS" GROUP (CACA)

This programme aims at encouraging students to practise oral English without embarrassment. It is designed to help speakers at all levels of fluency and is recommended to students of any Year and Faculty. In these groups the freshmen were encouraged to maintain their level of English fluency and the seniors to brush up their verbal skills in preparation for job interviews. Students were divided into small groups, discussing local and current affairs in English. A new topic was selected for each session. The attending Counsellor advised on matters of grammar, pronunciation and idiomatic usage. The groups were essentially informal, with no set membership.

During the year, groups were conducted during lunch hours from Monday to Friday throughout the First and Second terms. 94 students attended in the First term and 70 in the Second term. Some students came throughout the two terms, so the total number of individual students participating in this programme was actually 128.

As in previous years, a higher percentage of final year students attended. The distribution was as follows: Year I: 27.3%, Year II: 15.6%, Year III and above: 57.1%. Individual attendance ranged from 1 to 45 sessions. 22 students attended a minimum of 15 sessions.

(V) SPEAK UP IN TUTORIALS

This course was offered again this year as some students declared a need for training in the area of expressing their thoughts in groups. The course helped participants to understand factors arousing their anxiety, creating support elements for group members, increasing their confidence in their own ability and helping them to be more at ease with their limitations. Practice in paper presentation, expressing unique points of view and decision making, were also emphasized. The group runs for eight 2 hour-weekly sessions, and are limited to 14 members each.

One group was offered in first term and one in the second term. 25 applied and 6 attended in the first term, while 9 applied and 6 attended in the second.

There is no way of predicting the students availability and their needs of such course. However, students attending the programme commented that they felt more confident in their tutorial sessions.

C. LEARNING FOR PERSONAL GROWTH

The Learning for Personal Growth is a vast area of possible courses. Each year decisions must be made as to which courses to offer. Some courses seem to meet the felt needs of the students and are very popular. In other instances the students may seem oblivious to factors which to the counsellors appear to be of importance. Courses may have to be developed afresh in such instances and can only be offered if and when they are ready.

(I) SOCIAL EFFECTIVENESS TRAINING (SET)

This programme has been offered since 1976 and still maintains its popularity among students. Though the format has been modified to suit the changing needs of the participants, the main aims have remained the same, covering the following topics:

How to foster a positive attitude towards social interaction; how to help participants to understand the cultural dimensions and the subtle meanings displayed in behaviour in different situations; how to modify self-defeating attitudes; how to increase social confidence; and how to reduce anxiety in social situations.

The programme consists of weekly sessions of 3 hours each. Each session includes brief talks by the counsellor-leader, group discussions, "laboratory" in skills training, set exercises and weekly homework to test the feasibility of the skills developed by individual participants. All participants were pre-selected and some applicants were rejected as unsuitable (e.g. not needing the course or having inappropriate motivation.)

This year, 8 SET courses were offered.

In the First term, 68 students applied for the course, and 38 (56%) were able to fit the programme within their time table and complete the course. In the Second term, 45 registered and 29 (64%) participated.

(II) TRAINING PROGRAMME ON PUBLIC SPEAKING (PS)

This programme was introduced in 1988/89 as an independent course to assist students in gaining confidence and achieving skills in public speaking.

This year, this programme was offered as a one day workshop. The counsellor in charge have modified the format to make it more interesting and feasible for participant to grasp the concept and skills being taught. The content include pre-speech preparation, hints on interesting presentation, image projection and the awareness of the needs of audience. Each group is limited to 20.

Two workshops were offered in both first and second terms. 62 students applied and 30 attended in first term and 46 applied and 18 attended in second term.

The counsellor found the new format satisfactory and the demand made upon students less than the former pattern and students seemed to attend fully and able to enjoy the process. Of course, there was limitation that practice became less than before. However, students would have to find some other means to give themselves more practice. The Centre is exploring if a self-help group would be able to solve some of the issues brought forward by some conscientious students.

Another issue brought to our notice is an increase in the number of Putonghua speaking students attending these courses. Further changes may be necessary in the course content of this course in order to cater for the needs of these students.

(III) PSYCHOLOGICAL TESTING

Sessions are organised for those students who choose to use psychological tests to enhance self-understanding and development. Two sessions of 2 hours each, one devoted to testing and one to the interpretation and analysis.

56 and 56 students applied for these sessions in the First and Second term respectively, 38 and 37 students attended. About half of the participants attended individual sessions for further self understanding.

Students attending this programme has increased by 25% as compared to the previous year. The Centre will continue to develop the programme to help students to understand their own level of psychological maturity and development.

(IV) NURTURE YOURSELF THROUGH DANCE AND MOVEMENT

This course aims at promoting the integration of body and mind. Specific movement exercises are designed to get in touch with blocked tension areas of the body, in order to allow genuine expression and release. It makes use of body movement as a basic form of communication to enhance the relationship with the inner self, with others and the world around us. The experience is particularly designed to encourage better self-understanding and to promote personal growth.

The course aims at teaching the participants to:

- appreciate the basic beauty of one's body
- befriend one's body and to improve the body image,
- increase self trust and deepen self-care through satisfying movement and expression,
- handle stress through creative movement and spontaneous dance forms,
- discover the richness of unlimited movement and dance possibilities.

The workshop consists of six 2-hour weekly sessions. All participants had a pre-course interview to clarify goals and commitments and at least one-hour follow-up sessions to consolidate the learning experience.

One group each were offered for the first and second term with 13 and 11 attending, out of a total of 53 applicants. Those who participated found the experience new and of great impact on them as a person. However this is not a format from which all students can benefit, but only those who are ready to explore their lives and interpersonal relationships in some depth.

(V) ON BEING A WOMAN: EXPLORING ONE'S FEMALE IDENTITY

This is a new programme catering for women. The counsellor developing this programme felt a rapid shift of social mores in a modern society. The changes may have induced anxiety and uncertainty for woman to behave in various situations. So, this programme aims at helping each participant to gain a better understanding of herself as a woman and to enhance her self-esteem and confidence in being a woman.

The content includes:

- the meaning of masculinity and femininity
- gender differences in communication
- woman and self-esteem
- woman in relationships
- common attitudes towards the female body
- role demands and how to interpret them

This programme was introduced in the second term. It was advertised as a 7-session group of 3 hours each with English as a medium. The maximum enrolment is 16. Two time slots were made available for the applicants. Ten students applied while 7 attended.

Judging from the response, the need for such course may seem small. However, those who participated found the programme useful and helpful. The course had been extended for two additional sessions and two of the participants continued the exploration on an individual basis after the course ended.

(VI) EAST MEETS WEST: A DISCUSSION CIRCLE ON CULTURE AND IDENTITY

This programme was designed and introduced in the second term. The aim was to provide a venue for participants to focus on the discussion of culture and to reflect on their own cultural identity.

The topics discussed were:

- differences and commonalities across cultures
- friendships and romances between cultures
- prejudice and the resolution of cultural conflicts
- dominance, power and authority in cultures

The programme consists of 5 sessions of three hour each. One was offered in the afternoon and the other on a Thursday evenings. Only one group was conducted, with 34 applicants and an overall 30 attending.

In the first session, 15 students of Chinese origin came and were disappointed by the lack of non-Chinese participants. The counsellor-in-charge actively recruited non-local students to participate in the subsequent sessions. One of the more successful evenings entailed participants bringing to the session an artefact which captures some essence of their culture and sharing its meaning with the other participants.

The feedback from participants was excellent. However, as the response has been minimal and requires a high level of liaison work, it is not going to be offered again in the near future.

(VII) PSYCHOLOGY IN LIFE AND IN THE MOVIES: DISCUSSION GROUP

This is a new format to introduce the concept of mental health in a more interesting and relaxing manner. Four films with psychological content were specially selected for the first four evenings. The last evening was used for general discussion. After each viewing, the participants had an informal discussion in small groups on the psychological issues portrayed in the film. Participants joined either the English or Chinese speaking group for discussions.

The films shown were:

- 'Awakening (portraying the conditions in a mental hospital and how a dedicated doctor attempted to bring insight and solutions to the patients' problems)
- 'One Flew Over the Cuckoo's Nest'(emphasising questions involved in the distinction between normality and abnormality and how society may use it as a tool of control.)
- 'On the Golden Pond' (portrait of the emotional make-up and love within a family)
- 'Raise the Red Lantern' (portrait of the feudal system and the psychological impact on its members)

On an average, 35 students attended. The feedback from students was positive. Some mentioned that they would like to have a theme running throughout the series. They enjoyed the opportunity to socialize and to develop a new dimension in their outlook. This was especially true for the science and engineering students.

(VIII) WESTERN TABLE MANNERS (WTM)

The teaching of Western Table Manners was originally a part of the Social Effectiveness Training Course. However, the response from students has been so positive that this programme has been organized as an independent course and repeated many times throughout the years. It comprises a one-hour talk and demonstration on how to use table implements correctly and on western table manners and customs. A practical session involving a three-course dinner at the Senior Common Room is an optional extra. Students pay for the dinner and a guest (and model) is invited to serve as the host at each table.

Two courses were conducted in the first term, one in the second term. A total of 276 students applied, 149 attended the lectures and 98 attended the practical session.

The Centre will continue to provide this kind of courses for students as the demand is apparent.

(IX) STRESS MANAGEMENT

In the past, the stress management courses comprised series of lectures and group sessions to enable participants to gain understanding of the sources of their stress and how to handle them. At the same time, they derived peer support from the group. Participants' feedback posed a dilemma in that time stress was one of the sources; and a considerable number of the participants were unable to come to all sessions. In view of this, the course was re-structured to offer all major information in a 3-hour lecture and discussion session, so that each individual could make use of their own wisdom to develop their own skills. They were advised to solicit support from their own

environment. In this way, the programme changed into a purely technical exercise in training in relaxation, a fairly superficial way to handle the immediate problems.

In the first term, 15 applied for the practical sessions, entitled "Take-a - Break: Relax " and 6 completed the course. The course was not advertised in the second term. Those who needed such service were handled on an individual basis.

(X) SENSITIVITY TRAINING

As the title suggests, this course aims at helping participants to become more aware of their own feelings towards self and others. Through a sharing and honest feedback amongst members, they learn from one another.

This programme was advertised in the second term. 31 students applied and 10 were offered a place. The group met ten times weekly for three hours per session. Participant found friendship and support for one another and learned from each other's life experiences and coping methods. It will be offered again when counsellors are ready to take on another evening course.

(XI) LECTURES

Throughout the year lectures have been delivered by counsellors. The Post-graduate students requested a lecture on 'Expanding and realizing your potential'. 25 students attended this lecture.

A series of Lunch Box Lectures were given in the months of February and March. The following titles were covered:

- Wheel of Wellness
- Image in Reflection
- Strength from Stress
- Life of Harmony
- Back to Nature

D. TRAINING OF SPECIFIC SKILLS

(I) PLACEMENT OF CLINICAL PSYCHOLOGIST TRAINEE

Traditionally, the Centre has been one of the training centres for the post-graduate clinical programme in the Department of Psychology. This year one student was placed at the Centre for two days per week from September to December 1993. One member of the Centre staff served as supervisor.

(II) ORIENTATION CAMP LEADERS TRAINING

1. Each year, the Personal Development And Counselling Centre is requested by student organisations to conduct training sessions for the leaders of their orientation camp for freshmen. The training sessions in 1993 covered areas such as

- leadership in groups,
- communication and interpersonal skills,
- leaders' attitudes,
- the method to adopt and the content to be included when covering the issue of "the first year in Hong Kong University".

It is noticeable that there is a growing concern among senior students regarding the methods of passing on information to the new-comers, and an awareness that their attitude towards their own study-life might play a significant part in influencing their ultimate effectiveness as concerned and responsible group leaders.

2. This year, various halls and societies wrote to request our service, while others just have their representatives to seek consultation from counsellors with regard to how they should plan their programmes.

3. The attendance is summarized as follows:

Organization	Attending
Simon K Y Lee Hall	21
Medical Society	30
Science Society	18
Swire Hall	17

Both counsellors and students commented that the training experience was worthwhile and recommended that priority should be given to group leadership training for student organisations.

(III) PARA-PROFESSIONAL COUNSELLOR TRAINING (PC)

1. This course has been offered since 1977 and has remained very popular among students. The original idea behind the establishment of the PC groups was to provide a regular service in central locations throughout the campus, which students could make use of in the same way as they use the professional service of the Centre. As things have evolved, there is in fact little *formal* contact between PCs and fellow students. However, they perform a valuable role as *informal* links for students who might eventually consult the Counselling Centre. As a result of their training, the PCs become sensitive to the needs of others and may approach those of their fellow students who are showing signs of poor adjustment to university life, of isolation and so on. Especially in the halls, they are helpful in this role. At times the PCs informally introduce a healthier life style to their fellow-students or to their home environment.

2. During this year, one group of 14 students was under supervision and some of them participated in helping failing students to adjust better. It is very satisfying to watch these young people working in support of their peers.

3. The course of 94-95 was advertised in March. A recruitment talk was held on February 26. 52 students applied and 34 were accepted into the course in June. The course consists of

- one 3-day workshop,
- a series of thirteen lectures,
- ten practicum sessions of three hours each,
- reading periods,
- a 1-day workshop on study skills, and
- an optional commitment to conduct a project.

In this series the workshop aims at sharpening the participants' awareness, developing a better understanding of human relationships, encouraging a higher level of

acceptance of self and of others, and training in communication skills, especially in the art of listening and offering support.

4. The lectures includes an introduction to the concepts, theories and practice of counselling, and to the understanding of the problem areas which young adults frequently encounter.

5. The concept of counselling is new to the majority of the participants, therefore reading sessions with designated reading material are organised in order to help students familiarize themselves with the literature before attending the lectures.

6. 30 participants completed the major part of the course and will continue in group-supervision until the end of March, 1995. Nine of the students volunteered to participate in a project of promoting good and healthy eating habit amongst university students, which will be launched in December.

E. COURSE ON LEADERSHIP AND LIFE SKILLS

(I) INTRODUCTION

1. As in previous years, the Leadership and Life Skills Course is running from June to January, in this way spanning two Academic years and two reports from the Counselling Centre.

2. The Fourth course which began in June 1993 and ended in January 1994 has already been the subject of a separate report considered by the Personal Development and Counselling Committee in the May, 1994 meeting.

3. As the Leadership and Life Skills Course has now become a part of the Personal Development and Counselling Centre's regular offerings, the separate reports have been discontinued and each course will be reported upon in two sequential reports, depending on whether the segment fell before or after the ending of the Academic year, on August 31.

4. As has been the case during the previous courses, the Fifth Course would not have been run without the generous participation by staff members from the English Centre and from the Political Science Department. One former member of staff, now at the City University, and his team, and six former graduates of the course have also contributed.

(II) SELECTION , ATTENDANCE AND QUALITY OF STUDENTS.

1. The Fifth course was advertised in pamphlets and posters through out the Campus during the month of March, 1994. The final date for applications was March 26. A recruitment talk was held on March 17 and a manned booth set up in the K. K. Leung Building for the day.

2. 61 students applied for the 50 places. When they handed in the application form they were invited to attend a group interview and to submit an autobiography the day before the meeting. Groups of not more than eight persons had been arranged in different timeslots and all students were able to attend one of the groups. The intention had been to arrange extra time for individual students if in their autobiography or in their behaviour in the group meeting they showed behaviour traits which might make them unsuitable for participation in the Course. No such cases were found. These

arrangements saved staff time in comparison with the individual interviews for all applicants conducted in previous years and appeared equally effective.

3. At the group meeting the students were given further information regarding the course, including details of the timetable and were able to ask questions about the work involved etc. The need for continuity and commitment was stressed. At the end of the sessions the students were asked to sign an undertaking that they were able and willing to attend all sessions as advertised. 51 students signed the undertaking.

4. Of these 51 students, 50 only came to the first day of the course, because one had already undertaken other commitments. Another dropped out after the second day. At the end of the Second week two more students had dropped out, because they had been informed of their examination failure and had to prepare for supplementary examinations. The numbers then remained at 47 participants.

5. The attendance rate of the students was very high, over 93 per cent through out the course except in the Chinese Communication sessions, where it dropped to 88 per cent. In the sessions all the students participated actively and 'pulled their weight'. They seemed highly motivated and very interested in what they were doing and showed none of the lethargy which was prevalent in the Second and Third courses.

6. The distribution of the 51 students accepted is shown in the following table:

Faculty \ Sex	Year I		Year II		Year III		Post-grad.		Total
	M	F	M	F	M	F	M	F	
Arts	-	6	2	2	-	-	-	-	10
Eng.	3	-	1	-	-	-	2	-	6
Law	-	1	1	-	1	-	-	-	3
Sci.	3	2	4	5	1	-	-	-	15
Soc. Sc.	2	3	4	6	-	-	-	2	17
Sub-total	20		25		2		4		51

7. As in the previous years no participants came from the Medical and Dentistry Faculties. In both cases their term continued beyond the opening date of the course.

(III) TIMETABLE AND COURSE CONTENT

1. The timetable for this first segment of the course is set out in the table on the next page.

	Mon	Tue	Wed	Thur	Fri	Sat
June	6	7	8	9	10	11
a.m.	Introduction Day (G01, PDCC)	Experience Marathon (G01, PDCC)	SST (G01, PDCC)	SST (G01, PDCC)	SST (G01, PDCC)	Public Holiday
p.m.						

	Mon	Tue	Wed	Thur	Fri	Sat
June	13	14	15	16	17	18
a.m.	Public Holiday	Public Holiday	English Communication (LE Rm. 1-4)	English Communication (LE Rm. 2-4)	P.E. (G01, PDCC)	Public Speaking (G01, PDCC)
p.m.						

	Mon	Tue	Wed	Thur	Fri	Sat
June	20	21	22	23	24	25
a.m.	P.E. (SSSP)	E & P (LE Rm. 1-6)	E & P (LE Rm. 1-6)	Sensitivity Training (G01, PDCC)	Sensitivity Training (G01, PDCC)	Project (G01, PDCC)
p.m.						

	Mon	Tue	Wed	Thur	Fri	Sat
June/July	27	28	29	30	1	2
a.m.	Group Behaviour and Theory (G01, PDCC)	SIMSOC (G01, PDCC)	SIMSOC (G01, PDCC)	SIMSOC (G01, PDCC)	Group Behaviour and Theory (G01, PDCC)	Introduction on Leadership Concepts (G01, PDCC)
p.m.						

	Mon	Tue	Wed	Thur	Fri	Sat
July	4	5	6	7	8	9
a.m.	Chinese Communication (LE Rm. 1-5)	Chinese Communication (CMR, LE Rm. 2-5)	Effective Leadership (KARC)	Effective Leadership (KARC)	Social Etiquette (G01, PDCC)	
p.m.						

Project/Social Etiquette = 10 Nov. 94

Project Presentation = 12 Dec. 94

POI & Evaluation = 13 Dec. 94

Test Interpretation/Closing Ceremony = 12 Jan. 95

LEGEND:

- CMR = Centre for Media Resources
- E & P = Economic and Political Appreciation
- FHSC = Flora Ho Sports Centre
- LE = Library Extension Building
- P.E. = Physical Education
- PDCC = Personal Development and Counselling Centre (Eliot Hall)
- SSSP = Stanley Smith Swimming Pool (FHSC)
- SST = Social Skills Training
- KARC = Kadoorie Agricultural Research Centre

2. Compared with the previous course several changes had been made. The Experience Marathon was fused with the Social Skills Training, the combined segment

shortened by one day. Two half days were given over to the planning of the Project, which then ran alongside the other sessions. The Simsoc segment was moved to the last week but one and thus served also as a direct introduction to the sessions on Group theory and Leadership Concepts. The sessions on Concept of Group Dynamics and Leadership were condensed and integrated with Simsoc, to very good effect.

3. Individual group leaders attempted minor refinements in the programmes of their courses in the light of previous arrangements. The Economic and Political Appreciation segment was re-organized and took the form of a game, in this way resembling the format of the English Communication's 'Trading Game' and of course the 'Simsoc'. The relationship between the three games might be a matter for investigation at a future date, if they are all being offered to subsequent courses.

4. As in previous years, the Effective Leadership segment took part at the Kadoorie Agricultural Research Centre, but the change of environment did nothing to enhance the interaction within the course sessions but served rather as a distraction from the business in hand. The counsellors attending were unanimous in their recommendation that these sessions should be held in the University campus. After all they did not utilize the specific features of the Research Centre.

5. The Projects planned and carried out during the months of June, July and August were deemed to be well planned and well carried out. Also the students seemed to have met with fewer difficulties in finding firms and organizations willing to welcome the students and offering them facilities for the projects.

(IV) EVALUATION OF STUDENT DEVELOPMENT AND OF THE COURSE

The evaluation of student development and of the course as a whole were undertaken during the month of December, after the end of the period under report, and will form part of the Annual Report for the year 1994 - 95.

Appendix

- I. Table 1: Comparison of individual and group contact
Table 2: Comparison of registrations with previous year
- II. Table 3: Distribution of students
- III. Table 4: Distribution of year of study within faculties
- IV. Table 5: Distribution by Faculties within Year of Study
- V. Table 6: Distribution of attendance by Faculty
Table 7: Faculty Representation of Individuals Registered
- VI. Table 8: Distribution of contact hours in individual counselling and group programme 93/94
- VII. Table 9: Reason for Contact by Faculty
- VIII. Table 10: Summary of enrolment in group programme 1993/94

Appendix I

	Student in individual contact	Student in group
No. of students registering	439 (587)	1,579 (1,219)
No. of registrations	439 (587)	2,190 (1,551)
No. of student hours	2,624.42 (2,207.59)	19,217.66 (17,185)
Average no. of attendance/student	5.98 (3.76)	12.17 (14.10)

Table 1: Comparison of individual and group contact
(Note: Figures in parenthesis are those for the year 1992/93)

	No. of registration	%
1990/91	1,668	- 25.5
1991/92	2,034	+ 22.0
1992/93	2,138	+ 5.1
1993/94	2,629	+ 23.0

Table 2: Comparison of registrations with previous year

Appendix II

Faculty	Year of Study					Total
	I	II	III	Post-grad.	Other	
Architecture	15	4	0	10	0	29
Arts	150	52	64	11	6	283
Dentistry	54	1	1	2	0	58
Education	132	2	1	12	0	147
Engineering	192	26	37	23	2	280
Law	67	8	6	13	2	96
Medicine	109	8	2	9	1	129
Science	224	53	45	18	4	344
Soc. Science	128	92	55	26	19	320
Other	0	0	0	0	149	149
Total	1071	246	211	124	183	1,835

Table 3: Distribution of students (individual and group programme)
(* includes year IV and V)

In table 3, Architecture, Medicine and Dentistry Years IV and V, Education IV, Certificate of Law, Certificate in Psychology, and Certificate in Education are listed under "Post-grad." for convenience of comparison with other faculties.

The category "Other" includes those students who might be identifiable if listed more specifically, staff members (academic and administrative), staff family members, graduates, and student family members. It also includes a few non-students seen at the request of students and staff where there was no other appropriate agency to offer assistance. A few past graduates who return for counselling or who are engaged in part-time post-graduate work are also classified as "other". The heading "Post-grad." refers only to students who are engaged in full-time post-graduate work, and courses which extend beyond 3 years.

Appendix III

Faculty	Year of Study (%)					Total (%)
	I	II	III	Post-grad.	Other	
Architecture	51.7 (44.4)	13.8 (13.9)	0.0 (13.9)	34.5 (25.0)	0.0 (2.8)	100.00
Arts	53.0 (53.7)	18.4 (29.3)	22.6 (14.1)	3.9 (1.2)	2.1 (1.7)	100.00
Dentistry	93.1 (76.9)	1.7 (7.7)	1.7 (0.0)	3.5 (7.7)	0.0 (7.7)	100.00
Education	89.8 (82.3)	1.3 (0.8)	0.7 (4.8)	8.2 (10.5)	0.0 (1.6)	100.00
Engineering	68.6 (51.8)	9.3 (23.6)	13.2 (19.6)	8.2 (3.5)	0.7 (1.5)	100.00
Law	69.8 (60.0)	8.3 (10.6)	6.3 (15.3)	13.5 (14.1)	2.1 (0.0)	100.00
Medicine	84.5 (66.2)	6.2 (9.2)	1.5 (15.4)	7.0 (7.7)	0.8 (1.5)	100.00
Science	65.1 (57.9)	15.4 (19.0)	13.1 (13.9)	5.2 (9.2)	1.2 (0.0)	100.00
Soc. Science	40.0 (46.9)	28.8 (19.0)	17.2 (22.3)	8.1 (9.5)	5.9 (2.4)	100.10
Other	-	-	-	-	100.0	100.00
Total	58.4 (48.1)	13.4 (16.0)	11.5 (13.9)	6.8 (6.6)	9.9 (15.4)	100.00

Table 4: Distribution by year of study within faculties

Table 4 shows the percentage distribution by year of study in each faculty. Figure in parenthesis are for 1992/93.

Appendix IV

Faculty	Year of Study (%)					Total (%)
	I	II	III	Post-grad.	Other	
Architecture	1.4 (2.2)	1.6 (2.1)	0.0 (2.4)	8.1 (9.0)	0.0 (0.4)	1.6 (2.4)
Arts	14.0 (17.9)	21.1 (29.5)	30.3 (16.3)	8.9 (3.0)	3.3 (1.7)	15.4 (16.1)
Dentistry	5.0 (1.4)	0.4 (0.4)	0.5 (0.0)	1.6 (1.0)	0.0 (0.4)	3.2 (0.9)
Education	12.3 (14.0)	0.8 (0.4)	0.5 (2.9)	9.7 (13.0)	0.0 (0.9)	8.0 (8.2)
Engineering	17.9 (14.2)	10.6 (19.5)	17.5 (18.6)	18.5 (7.0)	1.1 (1.3)	15.3 (13.2)
Law	6.3 (7.0)	3.3 (3.7)	2.8 (6.2)	10.5 (12.0)	1.1 (0.0)	5.2 (5.6)
Medicine	10.2 (5.9)	3.3 (2.5)	1.0 (4.8)	7.2 (5.0)	0.6 (0.4)	7.0 (4.3)
Science	20.9 (15.6)	21.5 (15.3)	21.3 (12.9)	14.5 (18.0)	2.2 (0.0)	18.8 (12.9)
Soc. Science	12.0 (21.8)	37.4 (26.6)	26.1 (35.9)	21.0 (32.0)	10.4 (3.5)	17.4 (22.3)
Other	-	-	-	-	81.3 (91.4)	8.1 (14.1)
Total	100.00	100.00	100.00	100.00	100.00	100.00

Table 5: Distribution by faculties within year of study

Appendix V

Faculties	(a) % attendance		(b) % student population by faculty
	1992/93	1993/94	
Architecture	2.4	1.6	5.4
Arts	16.1	15.4	15.8
Dentistry	0.9	3.2	2.2
Education	8.2	8.0	10.7
Engineering	13.2	15.3	18.7
Law	5.6	5.2	5.8
Medicine	4.3	7.0	7.9
Science	12.9	18.8	14.0
Soc. Science	22.3	17.4	19.5
Other	14.1	8.1	-

Table 6: Distribution of attendance by faculty

Faculties	No. of individuals registered	Faculty enrolment	% of faculty enrolment
Architecture	29	673	4.31
Arts	283	1988	14.24
Dentistry	58	276	21.01
Education	147	1336	11.00
Engineering	280	2342	11.96
Law	96	731	13.13
Medicine	129	986	13.08
Science	344	1762	19.52
Soc. Science	320	2452	13.05
Other	149	-	-

Table 7: Faculty representation of individuals registered

Month	Number of hours	
	Group	Individual
September	30.5 (86)	229.67 (161.5)
October	192.25 (305.75)	221.00 (201.75)
November	191.25 (180.75)	255.75 (182.5)
December	73.00 (71)	222.25 (150.75)
January	125.5 (63)	263.5 (203)
February	113.5 (98)	252.5 (200.25)
March	102.5 (74.5)	298.75 (233.67)
April	0.00 (3)	159.25 (225)
May	2.00 (0)	163.25 (180)
June	618.5 (663.5)	169.00 (177.67)
July	245.33 (138.75)	229.75 (149)
August	142.5 (113.75)	159.75 (142.5)
Total	1,836.83 (1,798)	2,624.42 (2,207.59)

**Table 8: Distribution of hours in individual counselling and group programme 93/94
(in terms of counsellor's time)**

Appendix VII

Course	Arch	Arts	Dent	Edu	Engg	Law	Med	Sc	Soc Sc	L Crt	Grad	Staff	Other	Total
Personal Problem (Study)	5	15	3	2	14	6	9	22	20	0	0	0	0	96
Personal Problem (General)	9	53	3	12	25	13	14	47	91	1	27	8	17	320
Information, Interviews and Other	5	13	0	4	21	6	1	31	35	0	7	0	1	124
Personality Disturbance	0	7	0	1	1	1	1	1	9	0	7	0	3	31
Conversation And Current Affairs Group	1	25	0	6	28	8	1	34	22	0	0	2	1	128
East Meets West: A Discussion Circle On Culture and Identity	0	2	2	0	0	3	1	9	12	0	1	0	0	30
ERYP	0	5	0	1	6	0	3	6	2	0	0	1	1	25
Leadership And Life Skills 1993-94	0	7	0	0	5	0	0	12	16	0	0	0	0	40
Leadership And Life Skills 1994-95	0	10	0	0	6	3	0	15	16	0	0	0	0	50
Lunch Box Lectures	0	13	0	2	6	1	1	10	15	0	0	6	0	54
Mature Students Group	0	28	0	3	0	4	0	1	5	0	0	0	0	41
Motivation Learning Group	0	0	0	1	2	0	0	5	4	0	0	0	0	12
Nurture Yourself Through Dance & Movement	0	3	0	2	8	1	0	3	8	0	0	1	0	26
On Being A Woman: Exploring One's Female Identity	0	1	0	1	0	0	0	1	3	1	0	1	1	9
Orientation Camp Leadership Training	1	6	0	1	13	1	30	23	11	0	0	0	0	86
Orientation for Electronic and Electrical Engineering	0	0	0	0	12	0	0	0	0	0	0	0	88	100
Para-Professional Counsellors Training 1993-94	0	2	0	0	2	0	0	6	4	0	0	0	0	14
Para-Professional Counsellors Training 1994-95	0	9	0	1	3	1	2	4	14	0	0	0	0	34
Psychology in Life and in the Movies: A Discussion Group	0	8	0	0	0	0	3	10	20	0	1	1	4	47
Reading Improvement Course	5	6	0	7	6	2	1	16	15	0	0	1	0	59
Recruitment Talks	0	8	0	1	6	2	0	15	16	0	0	0	0	48
Self Understanding Through Psychological Testing	0	22	0	3	6	2	1	19	22	0	0	0	0	75
Sensitivity Training	0	2	0	0	4	1	0	1	2	0	0	0	0	10
Social Effectiveness Training	3	20	0	2	15	4	3	16	15	0	0	1	0	79
Speak Up In Tutorials	0	1	0	2	2	0	0	3	4	0	0	0	0	12
Study Skills Course	8	100	24	31	154	55	94	172	93	0	0	0	0	731
Study Skills Course (follow-up)	0	0	53	100	0	0	0	0	0	0	0	0	0	153
System of Effective Learning	0	5	0	0	1	2	0	8	13	0	0	1	0	30
Take-A-Break: Relax	0	0	0	0	0	0	2	3	1	0	0	0	0	6
Western Table Manners	lecture	2	40	0	8	27	5	4	38	22	0	0	0	146
	workshop	0	28	0	5	20	1	2	23	18	0	0	0	97
Introduction to Public Speaking	1	12	0	1	8	1	1	7	15	0	1	1	0	48
Total	40	447	85	196	396	123	171	557	542	2	44	23	115	2,761

Table 9: Faculty by course 1993/94

Appendix VIII

Course	First Term				Second Term				Summer			
	No. of groups	No. of applicants	No. of students attended	No. of student-hour	No. of groups	No. of applicants	No. of students attended	No. of student-hour	No. of groups	No. of applicants	No. of students attended	No. of student-hour
Conversation And Current Affairs Group	open	-	94	507	open	-	70	227	-	-	-	-
East Meets West: A Discussion Circle On Culture and Identity	-	-	-	-	1	34	30	102	-	-	-	-
ERYP	-	-	-	-	1	NA	25	50	-	-	-	-
Leadership And Life Skills 1993-94	1	90	40	586.3	1	90	40	153.5	-	-	-	-
Leadership And Life Skills 1994-95	-	-	-	-	-	-	-	-	1	61	50	7616
Lunch Box Lectures	-	-	-	-	5	NA	54	80	-	-	-	-
Mature Students Group	1	NA	39	94.5	1	NA	9	30	-	-	-	-
Motivation Learning Group	1	9	5	33	1	7	6	55.5	-	-	-	-
Nurture Yourself Through Dance & Movement	1	20	13	130	1	33	11	109	-	-	-	-
On Being A Woman: Exploring One's Female Identity	-	-	-	-	1	10	7	112	-	-	-	-
Orientation Camp Leadership Training	-	-	-	-	-	-	-	-	4	86	86	287
Orientation for Electronic and Electrical Engineering	-	-	-	-	-	-	-	-	1	NA	100	850.5
Para-Professional Counsellors Training 1993-94	2	30	14	109.3	2	30	14	79	-	-	-	-
Para-Professional Counsellors Training 1994-95	-	-	-	-	-	-	-	-	1	52	34	2513
Psychology in Life and in the Movies: A Discussion Group	-	-	-	-	2	51	35	357	-	-	-	-
Reading Improvement Course	6	70	51	296	1	15	8	56	-	-	-	-
Recruitment Talks	-	-	-	-	2	NA	48	84	-	-	-	-
Self Understanding Through Psychological Testing	4	56	38	138.8	3	56	37	128	-	-	-	-
Sensitivity Training	-	-	-	-	1	31	10	243	-	-	-	-
Social Effectiveness Training	5	68	38	930	3	45	29	660	-	-	-	-
Speak Up In Tutorials	1	25	6	74	1	9	6	30	-	-	-	-
Study Skills Course	9	NA	731	1100	-	-	-	-	-	-	-	-
Study Skills Course (follow-up)	3	NA	153	384.5	-	-	-	-	-	-	-	-
System of Effective Learning	3	40	22	150	1	18	8	68	-	-	-	-
Take-A-Break: Relax	1	15	6	28	-	-	-	-	-	-	-	-
Western Table Manners	lecture	1	151	78	97.5	1	125	71	106.5	-	-	-
	workshop	1	131	49	122.5	1	114	49	122.5	-	-	-
Introduction to Public Speaking	2	62	30	210	2	46	18	108	-	-	-	-

Table 10: Summary of enrolment in group programme 1993/94

