



THE UNIVERSITY OF HONG KONG
PERSONAL DEVELOPMENT AND COUNSELLING CENTRE

ANNUAL REPORT

1994-95

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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 limits - 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.

Ada Wong
Director

1 INTRODUCTION

1 1 The year under review, from September 1, 1994, to August 31, 1995, has been a year of trials and tribulations, which has sorely tested the resolve and tenacity of all members of the staff of the Personal Development and Counselling Centre. At the same time it has also been a year which brought some successes in our work with students and it has seen some progress in task of co-ordinating the work of the Centre with the work of Academic departments.

1 2 Once again the year, has seen a major change in the external circumstances of the Centre - at the every end of the year the Centre moved into its new, and it is to be hoped lasting, quarters on the fourth floor of Wong Chuang Lai Wah Building of Meng Wah Complex. All the work of the year has been carried out in the temporary quarters of Eliot Hall. Planning and executing the move has of course had a major disruptive effect on the daily work, especially the administrative aspects. Now placed near the other resources of the office of the Dean of Students and the University Health Service, the Personal Development and Counselling Centre is no longer somewhat out of the way for the main student traffic. The effects of the move will of course only be discernible at the end of the next Academic year.

1 3 It must of course be noted that the move has brought no change with regard to the question of how better to reach out to the parts of the University outside the Main Campus. The medical and the dental students are still in the minority amongst the users of the services offered by the Centre.

1 4 One of the intensive summer courses, popular with the students and highly valued by both students and staff, the Para-professional Counsellors Training Programme, was suspended, with great reluctance, awaiting the time when staff provisions would again make it possible to run it.

1 5 The year has also seen more departments inquiring about the possibilities of the Personal Development and Counselling Centre providing specific programmes for their students.

2 THE USE OF THE SERVICES BY THE STUDENTS

2 1 As shown in the table below, the year under review, has seen a decrease of 156 or 19% in the number of students registering at the Centre. During the year, the number of student hours has decreased by 2,257 hours, or 12%, while the average no. of hours/student has decreased by 1.5 hours, or 8.3%. 20% of the undergraduate population and 13% of the total student population made use of the services offered by the Personal Development and Counselling Centre. In interpreting these figures, it must be remembered that the figures for the number of students attending at the Centre reflects the availability of counsellors rather than the needs experienced by the student population.

	1993/94	1994/95
No. of students registering ¹	1,835	1,679
No. of registrations ²	2,629	2,310
No. of student hours ³	21,842	17,492
Average no. of student hours	11.90	10.42

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

2.3 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.

2.4 During the year a total of 2,582 contact hours were spent on work with individuals. The hours spent is equivalent to the full-time workload of three counsellors. These hours can broadly be classified in the following manner:

	1994/95	
Personal Problems [Study]	302 hours	12%
Personal Problems [General]	1,848 hours	73%
Psychological Information etc.	359 hours	14%
Personality Disturbances	73 hours	3%

2.5 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 first category, Study Problems has increased five percent, the second category, Personal Problems (General) has decreased by 2% the third category, Information, has doubled while the last category, Personality Disturbances, has more than halved. In other words, the overall workload in terms of hours spent with students has been about the same as in the previous year.

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

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.

alertness It remains an absorbing and highly demanding activity' Yet once again 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

3 GROWTH AND DEVELOPMENT OF SERVICES DURING THE YEAR

With regard to the group services and training programmes, there were a number of new developments during the year

- ◆ In co-operation with the English Centre a programme on 'Team Building' was offered to the First-year medical students
- ◆ An offer of 'Emergency Assistance' was made to the whole of the Medical Faculty
- ◆ A number of short courses were offered during the summer

Three courses were not given during this year

- Empowering Your Environment
- Workshop on Introduction to Effective Learning
- Para-professional Counselling Training Course

3.1 TEAM BUILDING AMONGST STUDENTS

3.1.1 The Personal Development and Counselling Centre has a long history of working with the student organization to develop a group identity. During the last five years, the officials in the students' organizations seem to have emphasized their autonomy and did not ask the Centre's assistance to run programmes for them. However, the counsellors in their contacts with the students found that there frequently is a sense of alienation amongst students and that feelings of loneliness and isolation are strong. In seeking means to assist students to overcome these feelings, the Centre entered into an arrangement with the English Centre which already was running a series of English courses for all first year students. Through the collaboration with the person-in-charge, it became possible for the Centre to gain an entry point for the introduction of the idea of the class forming a network amongst themselves, supporting each other and making their learning more enjoyable. With the support of the Medical Faculty and the English Centre, a pilot programme on team building was launched in September, 1994 for half of the class of first year Medical students. The other half served as a control group.

3.1.2 According to experience, the concept of team building would really require at least a full-day workshop. However, during the preparatory discussions, it became obvious that within the overall framework it was impossible to allocate so much time to the programme and in the end just two 2-hour sessions were available. It was then decided to run a pilot programme only, serving as an introduction to the concepts rather than assisting the students to transfer the concepts into rules for daily living. So the overall aim became that of assisting the students to build a supportive group for future group learning. During the programme students were offered an opportunity to communicate in a friendly and open atmosphere and thus to share their feelings, at a level not

normally found in their social environment, in the hope that they would create a sense of belonging to the group.

3.1.3 The Dean of the Medical Faculty distributed a letter to all first - year students on their first day in the University. The letter introduced the aims of the programme to the students and told them which sub- group they had been assigned to, the venues and time. 86 students were assigned to the Team Building group and 88 to the non-Team Building or Control group respectively. The Team Building group was divided into 8 subgroups with approximately 10 students in each subgroup. The sessions took place on September 12 and 19 with 3 groups running simultaneously for 2 consecutive sessions.

3.1.4 Evaluation took place four weeks after the intervention. 53 questionnaires were returned from students who had participated in both sessions of the Team Building group, 63 from the non-Team-building group. 10 questionnaires were received from students who had participated in one session only. Only the students who had participated in both sessions of the Team Building group were included in the evaluation sample

3.1.5 Statistically there was no significant difference in the scores on the questionnaire between the Team Building group and the non-Team Building group of students, indicating that all the students felt the same level of comfort and support from their own group, regardless of whether they participated in the Team Building sessions or not

3.1.6 However, written comments which were called for at the end of the questionnaire, were illuminating, indicating a strong positive response to the programme and support for future such programmes for the new, incoming classes of medical students. The comments were mostly appreciative of the opportunity firstly, to get to know the other medical students and secondly, to reflect together with their peers upon the overall mental and emotional process of being a Medical student. A number of comments indicated a deeper understanding gained of the feelings involved in being a student. Several students suggested that more time be allocated to the programme, and that it should occur earlier in the term. Several commented adversely on the fact that the students had been grouped alphabetically. Only a few commented negatively on the experiential learning method employed in the course.

3.1.7 On the evidence provided, one may perhaps conclude that given the insufficient time it is not surprising that the test did not show any significant effect on the experimental group. However, the need for the Medical Students to be given an opportunity to get to know one another and to appreciate the nature of being in the medical field, is amply supported by their written comments and the general interest, which showed itself in the good attendance rate of the second session and in the interest expressed by quite a few non-participating students for a similar experience.

3.1.8 Future programmes of similar nature will be organized when time and other resources are allocated, sufficient to ensure an effective course.

3.2 EMERGENCY ASSISTANCE

3.2.1 During the year covered by this Report, two students in the Medical Faculty died in apparent suicides. The Personal Development and Counselling Centre was invited by the Dean of the Faculty to contribute to an overall strategy to assist students to cope better and not to seek drastic measures to overcome their perceived problems. Despite the shortage of man-power in the Centre, two walk – in workshops were arranged on the Medical Faculty premises, open to all the students who failed their examination in May. The Faculty Office assisted in advertising the programme. However, no student came to the workshop except the class representative who would like to find out how to assist those in difficulties. A few came to see counsellors individually, because they had seen the notices advertising the programme.

3.2.2 The Personal Development and Counselling Centre is deeply concerned about all the students under duress, not only those who contemplate taking their own life. One difficulty in offering services to the 'outlying faculties' of Medicine and Dentistry, is their lack of contact with the Main Campus. The Personal Development and Counselling Centre would like to establish 'branch - offices' as it were on the premises of the two faculties, within easy reach of the students' daily activities, so that they can drop in unobtrusively. Unless the University also sees this need and provides further counsellors, the Centre would find it impossible to go much beyond its present services, meeting crises as they arise rather than taking up the many opportunities for extending the preventive and educational aspects of its work.

3.2.3 Following the Medical Faculty's request, and working closely with the clinical psychologists of the University Psychiatric Centre, the Personal Development and Counselling Centre did attempt to work out some preventive measures for Medical students. A programme was developed to help making the students aware of possible difficulties ahead and of ways and means to face up to them. Again time was too short and in addition communication difficulties arose. The end result was that only a small portion of the students managed to come to the right place to attend the sessions. Those who came appreciated the effort and the format of learning, new to them. The Centre continues the liaison with the Faculty in preparation for another course at the beginning of the next Academic year.

3.3 SUMMER COURSES

3.3.1 Traditionally, the Personal Development and Counselling Centre conducts two major intensive training programmes in the summer vacation. In the year under review the Centre responded to some students' requests to include a series of short programmes for those who found themselves unable to join during term periods. Courses on "Creativity", "Interpersonal Communication", "Sensitivity Training" and "Sexuality" were advertised. 133 students showed an interest to join and 97 participated in one or more of these courses. A short description of these short courses follows below. The Centre staff are all agreed that this pattern should be continued. If further staff members became available it would be advantageous to offer one or two longer, intensive training programmes during this period where obviously a goodly number of students find they have time to participate.

3.3.2 Creativity Workshop

This Workshop is a new programme, developed by the Counsellors to meet the needs and interests amongst their clients. This two-day, 9 to 5, workshop looked into the nature of creativity and how to nurture one's creativity. Different areas of creative expression were explored, such as creativity at work, in play, in learning, in interpersonal relationship and personal development. This programme is designed to encourage participants to identify and appreciate their own creativity and that of the others.

42 applied for the course, 31 attended interview sessions and 19 participated in the course.

The counsellor-in-charge was very excited in seeing the group develop and the energy generated during the two-day activities. She was most impressed by the level of involvement and the degree of participation shown by the members, their mutual support and co-operative effort. The feedback from the members was very encouraging for the future development of this programme. The comments are all positive. The members thought they had discovered new aspects of themselves, expanded their self-identity and found assurance and confidence in themselves. The counsellor developing this programme is actively pursuing the idea of conducting similar activities in term time.

3.3.3 Workshop on Interpersonal Communication

This is a one-day workshop on the topic of interpersonal communication. This complex topic is streamlined to cover the key principles of interpersonal communication and how to develop communication skills in daily life. The emphases were on the 1/ the functions of verbal and nonverbal skills, 2/ factors of age and gender differences in communication and 3/ foundations of effective expressions.

37 applied for the course and 26 attended.

Those who participated enjoyed the experience and many commented the workshop being too short for them to explore further.

3.3.4 Sensitivity Training

Sensitivity Training has been one of the regular courses with the Centre. It has become popular amongst individual students and at their requests two courses were offered to cater their needs. 36 applied and 26 attended. Those who joined these courses found the programme very stimulating and self-revealing. Some of the members received such impact that peers found them change and some came to join similar programmes as a result of the demonstration of obvious changes in behavioural terms.

3.3.5 The Passionate Self: A Workshop on Sexuality

This two-day workshop is designed for those who are interested to explore the role of sexuality in everyday life. Taking a broad view of sexuality as a life force that touches all aspects of our lives, ample opportunity was provided for participants to share how it affects their lives, and to discuss how the force is managed by societies on a large scale. Some of the aspects of sexuality that were explored were: societal roles for men and women; sexuality in romantic and in other intimate

relationships; re-directing passion towards fulfilling life ambitions; history and change in the management of sexuality by different societies.

18 students applied for the course, 14 came for the interviews and 7 attended fully this 2-day workshop.

3.3.6 The intensive training course on Leadership and Life Skills was given during the summer, but not the training course of Para-Professional, owing to the lack of manpower. The Leadership and Life Skills course beginning in June 1995 was fully subscribed and has been the subject of an independent report, already published . The final part of the course beginning in the summer of 1994, i.e. before the period here reported on, but ending within the year, will be briefly described in the last sections of the report.

4. PLANS FOR THE FUTURE

4.1 CONTINUATION OF SERVICES

The Personal Development and Counselling Centre intends to continue to offer the services which over the years have become regular features of the programme. There is an obvious need to continue the Leadership and Life Skills programme and the Centre is still of the view that this programme should no longer be regarded as an extra-ordinary programme subject to separate funding but should be included in the ordinary budget. As mentioned above it has been found necessary to suspend the other intensive course on Para-professional Counselling because of manpower shortage. There is little doubt that this course is widely popular amongst the students and the 'graduates' of the course consider to render valuable services to their fellow students. It is much to be hoped that the needed additional staff will be forthcoming. in the near future.

4.2 RESEARCH

In the Annual Report for the last few years, the Centre has urged the need for the University to take cognisance of the changing nature of the student population. 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. Again, the hope expressed earlier 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

4.3 INDUCTION PROGRAMMES - THE MATRICULATION CEREMONY

4.3.1 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. In the light of the experiences in the Medical Faculty during the year under report, the Centre is even more convinced that the proposal put forward last year would be of value to the students and hence to the University. The proposal as follows:

4.3.2 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.

4.4 SERVICES FOR POST-GRADUATE STUDENTS

4.4.1 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.

4.4.2 As mentioned last year the Centre would like to be of assistance to this group, particularly to the students coming from outside Hong Kong, but within the limits of the present staff, it is difficult to see how the Centre can fulfil such obligations.

5. 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.

5.1 ORIENTATION PROGRAMMES

For the last four years, some academic departments have requested the Centre to co-ordinate orientation workshops for freshmen to assist new students to adjust more effectively to university life. During the year 1994 - 95, 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 availability 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. This form of orientation to new students has drawn the attention of the Dean of Students who encourages to develop this on a wider scale so that more students would benefit. The Centre ventured out to cooperate with the staff of the Office of Student Affairs and the Careers Education and Placement Centre to produce a programme similar to the course the Personal Development and Counselling Centre had offered in the past to our regular users.

The programme planned were offered to all faculties and the Faculties of Engineering,, Science, Architecture and Dentistry indicated an interest. The success of this kind of orientation programme relies heavily on the participation of academic staff and senior students. We are impressed with the enthusiasm of the academic personnel and the contribution from the senior students and past graduates as well. A full report on this programme has been lodged with the Dean of Students. The overall attendance was not as high as expected due to all kinds of competition within the campus during that period and perhaps also due to students losing their sense of looking forward to join a community that offer them a new identity. The evaluation of this programme by those attending is valuable and informative. They appreciated the interaction between staff and other fellow students and they felt more being a part of the university.

The attendance figures of these programmes have not been included in the overall statistics for the annual report. The similar programme conducted annually for the Electrical and Electronic Engineering Department has been amalgamated with the programme under the title 'Welcome Day'

The orientation courses conducted this year are as follows:

(I) ELECTRICAL AND ELECTRONIC ENGINEERING DEPARTMENT

Since 1991 the programme organized in conjunction with the Electrical and Electronic Engineering Department for their new students has become an annual event. The course was described in detail in last year's report. This year, a two-day programme was organised. 89 freshmen attended; and 12 senior students and two members of staff helped in the process.

(II) SCHOOL OF DENTISTRY

The School of Dentistry again requested a counsellor to conduct two sessions for the first year students in the form of a workshop on Learning Skills. 61 first year dental students attended both sessions. 8 dental hygienists and one tutor attended one session in October.

(III) SCHOOL OF EDUCATION

Since 1992, the School of Education has requested a counsellor to conduct a two-hour orientation programme for part-time B. Ed. students, which has been described in full in previous reports. One hundred and thirty-three students attended this programme.

(IV) MATURE STUDENT GROUP

Each year the University admits a group of students under the category of "mature students". 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 October of 1994, only 8 students come to this meeting and, different from previous years, no one requested a follow-up session. Perhaps a new sensitivity has developed to the term "mature student". Unless a more satisfactory terminology can be worked out, the Personal Development and Counselling Centre would hesitate to stage further sessions for this group.

(V) STUDY SKILLS/ ORIENTATION COURSES

Study Skills Courses entitled "Study At University" were offered in September. 2621 letters were sent to freshmen. 631, or 24%, of the students informed of the programme in this way attended, as compared to 731 or 27% in 1993.

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	121
Arts and Law	118
Social Sciences	97
Dentistry & Medicine	82
Education & Science	213

(VI) BOARD DISPLAY

As in previous years the Personal Development and Counselling Centre has posted Displays on large notice boards around the campus to welcome newcomers and to advertise upcoming events. In the year of this report, due to staff movements no follow up services were provided.

5.2 IMPROVEMENT OF STUDY SKILLS

Amongst the undergraduates, there are always a group who wish to improve their study skills. The basic reading courses trimmed to four sessions instead of eight were conducted along with the other regular reading courses.

(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.

Four courses were offered and 53 application were received in the first term. 41 attended. In the second term, 30 students applied for two courses and 22 attended.

(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 expressions.

In First term, three groups were advertised. 41 students applied. 33 attended. One group was offered in the Second term, 12 applied and 6 attended. The need reflected by students application remains the same as last year.

(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, 13 applied and five attended in the first term, while six applied and five 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. 91 students attended in the First term and 73 in the Second term. Some students came throughout the two terms, so the total number of individual students participating in this programme was actually 143.

As in previous years, a higher percentage of final year students attended. The distribution was as follows: Year I: 25.9%, Year II: 19.6%, Year III and above: 54.5%. Individual attendance ranged from 1 to 52 sessions. Nine students attended a minimum of 15 sessions.

(V) "SPEAK UP IN TUTORIALS" GROUP

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 emphasised. The group runs for six two.- hour weekly sessions instead of eight sessions, and are limited to 14 members each.

One group was offered in first term and one in the second term. 13 applied and seven attended in the first term, while nine applied and eight attended in the second.

There is no way of predicting the students' availability and their needs for such courses. However, students attending the programme commented that they felt more confident in their tutorial sessions. Students attending these programmes were from the Arts, Science and Social Sciences faculties.

5.3 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, eight SET courses were offered.

In the First term, 76 students applied for the five courses, and 53 (70%) were able to fit the programme within their time table and complete the course. In the Second term, 42 registered and 25 (60%) participated in the three courses.

(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 has 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. 53 students applied and 28 attended in first term and 43 applied and 19 attended in second term.

Last year report mentions that 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, even if there now are fewer practice sessions than before and the students would have to find some other means to practise on their own. The Centre has been exploring if a self-help group would be able to solve some of the issues brought forward by some conscientious students. However, due to the workload at this Centre, the counsellor-in-charge has not yet come up with a better way to combat these problems.

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.

48 and 63 students applied for these sessions in the First and Second term respectively, 35 and 44 students attended. About half of the participants attended individual sessions for further self understanding.

Students attending this programme increased by 25% last year and again by 11% this 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 two - hour weekly sessions. All participants had a pre-course interview to clarify goals and commitments and at least one-hour follow-up session to consolidate the learning experience.

One group each was offered for the first and second term with all 16 of the applicants attending in the first term. In the second term out of a total of 58 applicants only 27% could be offered a place. The participants found the experience new and of great impact on them as persons. However, the format of this course is not one from which all students can benefit, but only those who are ready to explore their lives and interpersonal relationships in some depth. The Centre shall be watching out for the demand for this course and respond accordingly.

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

Last year this programme catering for women was a re-run of the course in the previous year. The counsellor developing this programme felt that the rapid shifts in social mores in modern society may have induced anxiety and uncertainty in women with regard to how 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 conducted in the first term. It was advertised as a six session group of three hours each, with English as the medium. The maximum enrolment was 10. Ten students applied while five attended.

Judging from the response, the need for such course may seem small. However, those who participated found the programme useful and helpful. However, since the counsellor who developed this programme has resigned from the Centre, there are no plans to mount a repeat until a demand arises.

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

This format aiming to introduce the concepts of mental health in an interesting and relaxed manner was used for the first time in the previous year. Four films with psychological content were specially selected for the first four evenings. The last evening was used for a 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 the Chinese speaking group for the discussions.

In the first term 34 applied and 27 attended. In the second term 34 applied and 28 attended.

The feedback from the participants varied. While some were positive, some thought that watching films were meant for relaxation only, while others found difficulties in understanding the films fully. The choice of films was obviously crucial, in view of the need to balance interest and learning in the participants. The practical difficulties in selecting the right films and secure them for the showing were not inconsiderable. However, in view of the students' reaction it would seem an attractive proposition to repeat the course in later years, should the manpower situation permit.

(VII) 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 senior guest (and model) is invited to preside at each table.

Two courses were conducted in the first term, one in the second term. A total of 249 students applied, 148 attended the lectures and 98 attended the practical session.

In view of the obvious demand, the Centre will continue to provide this kind of courses for students

(VIII) STRESS MANAGEMENT

In the past, the stress management courses comprised series of lectures and group sessions to enable participants to gain an understanding of the sources of their stress and of ways of handling it. Also they derived peer support from the member of the group. Participants' feedback posed a dilemma in that time stress was one of the sources, while at the same time a considerable number of the participants were unable to attend to all sessions. In view of this, the course was re-structured to offer the main part of the information in a three-hour lecture and discussion session, so that each individual could make use of his or her own wisdom to develop the requisite skills. The participants 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, 11 applied for the practical sessions, entitled "Take-a -Break: Relax " and nine completed the course; in the second term 11 applied and seven attended.

(IX) 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 sharing and honest feedback amongst the members of the group, and under the guidance of a counsellor, they learn from one another.

One course was advertised in the second term. 19 students applied and 10 were offered a place. The group met for two consecutive days from 9 a.m. to 5 p.m.. Two more courses were offered in the summer with a total of 36 applicants, and 26 participants. The response to this training programme is so positive that the Centre will attempt to increase the number of courses in future.

(X) MONTHLY MINDERS

Throughout the year, in term time, the Personal Development and Counselling Centre continued the publishing of the Monthly Minders, one-page pamphlets drawing the teachers' attention to common factors and problems which may affect the students performances with regard to their work. Some colleagues have indicated their appreciation of this programme, which now has been running for several years. With effect from the new Academic year, the series will be replaced by a new series of Monthly Minders, addressed to the students.

5.4 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 no student was placed at the Centre but some of the psychologist-in-training sought consultation on personal growth as a preparation for entry into the demanding profession. The Centre will continue to support these students as a service to the community at large.

(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 1994 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	26
Medical Society	27
Science Society	24
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. However, there are some requests made in this connection which the counsellors would find it rather difficult to meet, such as attending meetings held at 11 p.m.!

(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, this course was suspended due to the shortage of manpower and the inclusion in the programme of the short summer course. It is greatly to be hoped that this suspension is for one year only. However, the students trained in the previous year remained to function in the role of Para-Counsellors. Nine of them volunteered to participate in a project of promoting good and healthy eating habits amongst university students, planned for December. The results were very positive, yet another indication that as soon as resources allow, the Para-Counsellor programme should be re-instated.

6. COURSE ON LEADERSHIP AND LIFE SKILLS

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 hence two Annual reports on the workings of the Counselling Centre.

2. 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.

3. As already reported in the previous Annual report, the Fifth course was advertised in pamphlets and posters through out the Campus during the month of March, 1995 and began in June with 50 students. 47 stood the course, attending most sessions, some indeed attending all sessions to the 12th of January 1995 when the Closing Ceremony was held.

4. The details regarding the planning of the course, the changes in timetabling arrangements aiming at producing a greater coherence between the individual sections and regarding the nature of the students enrolled in this course have all been reported on in the last year's report since they were all completed before the end of August, the end of the Academic year 1993-1994.

5. The projects of the individual or small groups, an essential part of the course, were this time round planned and carried out during the months of June, July and August, instead of during the period from September to December, as was the case during the previous Courses. The projects were deemed to be well planned and well carried out. Compared with

the previous Courses, the students seemed to have met with fewer difficulties in finding firms and organizations willing to welcome them and offering them facilities for the projects.

6 This Fifth Leadership and Life Skills Course must again be regarded as a success. The Centre hopes to be able to include this course as an integral part of the services offered to students and hope that the University will continue to provide both financial and moral support.

THE END

Appendix

- I. Table 1: Comparison of individual and group contact
Table 2: Comparison of registrations with previous years
- II. Table 3: Distribution of students
- III. Table 4: Distribution by 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 hours in individual counselling and group programme
1994/95
- VII. Table 9: Faculty by course 1994/95
- VIII. Table 10: Summary of enrolment in group programme 1994/95

Appendix I

	Student in individual contact	Student in group
No. of students registering	457 (439)	1,379 (1,579)
No. of registrations	457 (439)	1,853 (2,190)
No. of student hours	2,582 (2,624)	14,910 (19,218)
Average no. of attendance/student	5.65 (5.98)	10.81 (12.17)

Table 1: Comparison of individual and group contact
(Note: Figures in parenthesis are those of the year 1993/94)

	No. of registration	%
1991/1992	2,034	+ 22.0
1992/1993	2,138	+ 5.1
1993/1994	2,629	+ 23.0
1994/1995	2,310	- 12.1

Table 2: Comparison of registrations with previous years

Appendix II

Year of Study / Faculty	I	II	III	Post-grad.	Other	Total
Architecture	27 (15)	4 (4)	8 (0)	9 (10)	1 (0)	49 (29)
Arts	125 (150)	50 (52)	60 (64)	14 (11)	8 (6)	257 (283)
Dentistry	54 (54)	1 (1)	2 (1)	2 (2)	1 (0)	60 (58)
Education	142 (132)	3 (2)	1 (1)	12 (12)	2 (0)	160 (147)
Engineering	138 (192)	40 (26)	28 (37)	19 (23)	4 (2)	229 (280)
Law	40 (67)	11 (8)	18 (6)	14 (13)	2 (2)	85 (96)
Medicine	126 (109)	3 (8)	20 (2)	11 (9)	1 (1)	161 (129)
Science	126 (224)	70 (53)	47 (45)	10 (18)	7 (4)	260 (344)
Soc. Science	154 (128)	74 (92)	76 (55)	37 (26)	22 (19)	363 (320)
Others	1 (0)	0 (0)	0 (0)	0 (0)	57 (149)	58 (149)
Total	933 (1071)	256 (246)	260 (211)	128 (124)	105 (183)	1,682 (1,835)

Table 3 Distribution of students (individual and group programme)

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 "Others" includes those students who might be identifiable if listed more specifically, students of the Language Centre, 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 "Others". The heading "Post-grad." refers to students who are engaged in full-time post-graduate work, and courses which extend beyond 3 years.

Appendix III

Year of Study (%) / Faculty	I	II	III	Post-grad.	Other	Total (%)
Architecture	55.1 (51.7)	8.1 (13.9)	16.3 (0.0)	18.4 (34.5)	2.0 (0.0)	100.00
Arts	48.6 (53.0)	19.5 (18.4)	23.3 (22.6)	5.4 (3.9)	3.1 (2.1)	100.00
Dentistry	90.0 (93.1)	1.7 (1.7)	3.3 (1.7)	3.3 (3.5)	1.7 (0.0)	100.00
Education	88.8 (89.8)	1.9 (1.3)	0.6 (0.7)	7.5 (8.2)	1.3 (0.0)	100.00
Engineering	60.3 (68.6)	17.5 (9.3)	12.2 (13.2)	8.3 (8.2)	1.7 (0.7)	100.00
Law	47.1 (69.8)	12.9 (8.3)	21.2 (6.3)	16.5 (13.5)	2.4 (2.1)	100.00
Medicine	78.3 (84.5)	1.9 (6.2)	12.4 (1.5)	6.8 (7.0)	0.6 (0.8)	100.00
Science	48.5 (65.1)	26.9 (15.4)	18.1 (13.1)	3.8 (5.2)	2.7 (1.2)	100.00
Soc. Science	42.4 (40.0)	20.4 (28.8)	20.9 (17.2)	10.2 (8.1)	6.1 (5.9)	100.00
Others	1.7 (0)	0 (0)	0 (0)	0 (0)	98.3 (100.0)	100.00
Total	55.5 (48.1)	15.2 (16.0)	15.5 (11.5)	7.6 (6.8)	6.2 (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. Figures in parenthesis are of 1993/1994.

Appendix IV

Year of Study (%) / Faculty	I	II	III	Post-grad.	Other	Total (%)
Architecture	2.9 (1.4)	1.6 (1.6)	3.1 (0.0)	7.0 (8.1)	1.0 (0.0)	2.9 (1.6)
Arts	13.4 (14.0)	19.5 (21.1)	23.1 (30.3)	10.9 (8.9)	7.6 (3.3)	15.3 (15.4)
Dentistry	5.8 (5.0)	0.4 (0.4)	0.8 (0.5)	1.6 (1.6)	1.0 (0.0)	3.6 (3.2)
Education	15.2 (12.3)	1.2 (0.8)	0.4 (0.5)	9.4 (9.7)	1.9 (0.0)	9.5 (8.0)
Engineering	14.8 (17.9)	15.6 (10.6)	10.8 (17.5)	14.8 (18.5)	3.8 (1.1)	13.6 (15.3)
Law	4.3 (6.3)	4.2 (3.3)	6.9 (2.8)	10.9 (10.5)	1.9 (1.1)	5.1 (5.2)
Medicine	13.5 (10.2)	1.2 (3.3)	7.6 (1.0)	8.6 (7.2)	1.0 (0.6)	9.6 (7.0)
Science	13.5 (20.9)	27.3 (21.5)	18.1 (21.3)	7.8 (14.5)	6.7 (2.2)	15.5 (18.8)
Soc. Science	16.5 (12.0)	28.9 (37.4)	29.2 (26.1)	28.9 (21.0)	21.0 (10.4)	21.6 (17.4)
Others	0.1 (0)	0 (0)	0 (0)	0 (0)	54.3 (81.3)	3.4 (8.1)
Total	100.00	100.00	100.00	100.00	100.00	100.00

Table 5: Distribution by faculties within year of study

Appendix V

Faculty	1993/94 % attendance	1994/95 % attendance	1994/95 % student population by faculty
Architecture	1.6	2.9	5.4
Arts	15.4	15.3	15.4
Dentistry	3.2	3.6	2.2
Education	8.0	9.5	11.6
Engineering	15.3	13.6	18.9
Law	5.2	5.1	5.7
Medicine	7.0	9.6	7.8
Science	18.8	15.5	14.4
Soc. Science	17.4	21.6	18.6
Others	8.1	3.4	-

Table 6: Distribution of attendance by faculty

Faculty	No. of individuals registered	Faculty enrolment	% of faculty enrolment
Architecture	49	708	6.9
Arts	257	2016	12.7
Dentistry	60	293	20.5
Education	160	1524	10.5
Engineering	229	2479	9.2
Law	85	749	11.3
Medicine	161	1029	15.6
Science	260	1887	13.8
Soc. Science	363	2445	14.8
Others	58	-	-

Table 7: Faculty representation of individuals registered

Appendix VI

Number of Hours / Month	Group	Individual
September	60.58	223.20
October	237.67	219.00
November	219.99	255.20
December	75.00	195.50
January	100.00	228.50
February	105.25	157.50
March	112.00	311.50
April	1.50	209.50
May	19.50	246.00
June	544.58	175.00
July	219.75	204.20
August	48.25	157.20
Total	1744.07	2582.30

Table 8: Distribution of hours in individual counselling and group programme 1994/95
(in terms of counsellor's time)

Appendix VII

Course	Arch	Arts	Dent	Edu	Engg	Law	Med	Sc	Soc	L Crf	Grad	Staff	Other	Total
Personal Problem (Study)	1	4	1	0	6	3	3	1	13	0	6	0	1	39
Personal Problem (General)	11	54	6	10	28	14	27	50	80	1	39	8	29	357
Information, interviews and others	12	14	2	4	13	11	21	22	18	0	2	0	3	122
Personality Disturbance	1	11	0	1	3	5	0	6	16	0	5	1	5	54
Conversation And Current Affairs	2	24	0	11	30	10	0	33	30	0	1	0	2	143
Nurture Yourself Through Dance And Movement	1	4	0	1	1	2	2	4	14	0	1	1	0	31
System of Effective Learning	1	13	0	8	3	1	0	4	9	0	0	0	0	39
Simon Lee Hall Orientation Training	0	2	0	0	13	0	0	4	3	0	0	0	0	22
Leadership And Life Skills 1994	0	11	0	0	5	3	0	14	15	0	1	0	0	49
Leadership And Life Skills 1995	0	13	0	2	10	1	0	17	19	0	0	0	0	62
Learning Skills Workshop	0	0	53	0	0	0	1	0	0	0	0	0	8	62
Mature Student Group	1	1	0	2	0	0	0	0	4	0	0	0	0	8
Medical Student Orientation Training	0	0	0	0	0	0	27	0	0	0	0	0	0	27
Motivation And Learning Group	0	1	0	1	2	1	0	0	5	0	0	0	0	10
Mutual Support Group	0	0	1	0	1	0	0	5	0	0	0	0	0	7
Para-Professional Counselling	0	8	0	1	2	1	1	3	13	0	0	0	0	29
Psychology in Life And in Movies	1	17	0	2	4	2	6	8	15	0	0	0	0	55
Introduction To Public Speaking	2	13	0	2	2	2	0	1	25	0	0	0	0	47
Self Understanding Through Psychological Testing	2	12	0	2	4	6	1	23	29	0	0	0	0	79
Reading Improvement Course	0	11	0	5	5	4	2	11	25	0	0	0	0	63
Science Society Orientation Training	0	0	0	0	0	0	0	24	0	0	0	0	0	24
Social Effectiveness Training	2	14	0	4	11	4	2	20	21	0	0	0	0	78
Workshop On Sexuality	0	3	0	1	1	0	1	3	5	0	0	0	0	14
Study At University	21	86	23	133	100	32	59	80	97	0	0	0	0	631
Sensitivity Training Group	0	6	1	3	10	1	1	6	14	1	0	0	0	43
Speak Up In Tutorials	0	6	0	0	0	0	0	4	5	0	0	0	0	15
Take A Break: Relax	0	7	0	0	2	1	0	2	4	0	0	0	0	16
Team Building	0	0	0	0	0	0	83	0	0	0	0	0	0	83
Time Management	0	1	0	0	0	2	0	2	0	0	0	0	0	5
Workshop On Creativity	1	4	0	1	5	0	3	7	10	0	0	0	0	31
Workshop On Interpersonal Communications	1	7	0	2	5	2	0	2	7	0	0	0	0	26
On Being A Woman	1	0	0	1	0	0	0	1	2	0	0	0	0	5
Western Table Manner	4	40	1	3	18	4	1	20	54	0	1	0	0	146
Total	65	387	88	200	284	112	241	377	552	2	56	10	48	2422

Table 9: Faculty by course 1994/95

Appendix VIII

Term	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	open	-	91	312	open	-	73	294	-	-	-	-
Nuture Yourself Through Dance And Movement	1	16	16	113 8	1	58	16	113 2	-	-	-	-
System of Effective Learning	3	41	33	244	1	12	6	48	-	-	-	-
Simon Lee Hall Orientation Training	-	-	-	-	-	-	-	-	1	NA	22	44
Leadership And Life Skills 1994	1	-	49	730 6	1	-	36	90	-	-	-	-
Leadership And Life Skills 1995	-	-	-	-	1	61	NA	136 5	1	NA	43	6080
Learning Skills Workshop	3	NA	61	188 8	1	NA	1	2	-	-	-	-
Mature Student Group	1	NA	8	12	-	-	-	-	-	-	-	-
Medical Student Orientation Training	-	-	-	-	-	-	-	-	1	NA	27	81
Motivation And Learning Group	1	13	5	36	1	6	5	34	-	-	-	-
Mutual Support Group	1	NA	7	27	-	-	-	-	-	-	-	-
Para-Professional Counselling	1	-	29	353 8	1	-	29	234	-	-	-	-
Psychology in Life And in Movies	2	34	27	153	1	34	28	129	-	-	-	-
Introduction To Public Speaking	2	53	28	168	2	43	19	114	-	-	-	-
Self Understanding Through Psychological Testing	4	48	35	124	3	63	44	146	-	-	-	-
Reading Improvement Course	4	53	41	242	2	30	22	122	-	-	-	-
Science Society Orientation Training	-	-	-	-	-	-	-	-	1	NA	24	60
Social Effectiveness Training	5	76	53	1198	3	42	25	517 2	-	-	-	-
Workshop On Sexuality	-	-	-	-	-	-	-	-	1	18	14	113
Study At University	9	NA	631	931 2	-	-	-	-	-	-	-	-
Sensivity Training Group	-	-	-	-	1	19	17	147 6	2	36	26	172
Speak Up In Tutorials	1	13	7	46	1	9	8	66	-	-	-	-
Take A Break : Relax	1	11	9	42	1	11	7	22	-	-	-	-
Team Buidling	6	NA	83	300	-	-	-	-	-	-	-	-
Time Management	-	-	-	-	1	NA	5	5	-	-	-	-
Workshop On Creativity	-	-	-	-	-	-	-	-	1	42	31	283 1
Workshop On Interpersonal Communications	-	-	-	-	-	-	-	-	1	37	26	156
On Being A Woman	1	10	5	47	-	-	-	-	-	-	-	-
Western Table Manner	1	136	74	210	1	113	74	221	-	-	-	-

Table 10 Summary of enrolment in group programme 1994/95

