



THE UNIVERSITY OF HONG KONG
PERSONAL DEVELOPMENT AND COUNSELLING CENTRE

ANNUAL REPORT

1995 - 96

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A. PREFACE

Once again the Personal Development and Counselling Centre presents an Annual Report to the Personal Development and Counselling Centre's 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

B. INTRODUCTION

The year under review, from September 1, 1995, to August 31, 1996, 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.

The Centre has now been located on the fourth floor of Wong Chuang Lai Wah Building of Meng Wah Complex for a full Academic year. 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.

It must of course be noted that the move has brought no basic change with regard to the question of how better to reach out to the parts of the University outside the Main Campus, except that larger numbers of freshmen medical and dental students attended the orientation workshop, specially organized for them. Otherwise they are still in the minority amongst the users of the services offered by the Centre.

C. THE STUDENTS' USE OF THE SERVICES

As shown in the table below, the year under review, has seen an increase of 135 or 8% in the number of students registering at the Centre. During the year, the number of student hours has increased by 1,486 hours, or 8.5%, while the average no. of hours/student has remained the same as in the previous year, 8.3%. Thus 20% of the university's undergraduate population of 9,156 and 13% of the total student population of 13,637 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. Also the increase in contact hours does not affect the percentage of the student population making use of the services offered by the Centre.

	1994/95	1995/96
No. of students registering ¹	1,679	1,814
No. of registrations ²	2,310	2,532
No. of student hours ³	17,492	18,978
Average no. of student hours	10.42	10.46

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 'students registering', 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.

The numbers of students participating in events organised by other departments, to which the Centre contributed, and as part of the Welcoming Day have not been included in these statistics.

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

The services offered by the Centre can be categorised in several ways. Some are directed towards individuals, some towards groups. 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. Of the 93 group programmes offered during the year, 15 can be categorised as Orientation talks/ workshops, 22 as belonging to the group of Reading/study skills, while 17 programmes were concerned with Social Effectiveness. 24 programmes were concerned with self-understanding and personal development, while 20 were training programmes.

During the year a total of 2,843 contact hours were spent on work with individuals. The hours spent is equivalent to the full-time workload of 3.3 counsellors. These hours can broadly be classified in the following manner:

	1994/95		1995/96	
	Hours	%	Hours	%
Personal Problems [Study]	302 hours	12%	393 hours	14%
Personal Problems [General]	1,848 hours	73%	2,074 hours	74%
Psychological Information etc.	359 hours	14%	153 hours	5%
Personality Disturbances	73 hours	3%	223 hours	8%

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 30%, the second category, Personal Problems (General) has remained the same; the third category, Information, has decreased by 57%, while the last category, Personality Disturbances, has more than doubled. The overall workload in terms of hours spent with students has increased from 2,582 to 2,843 hour, an increase of about 10%.

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 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.

D. DEVELOPMENT OF SERVICES DURING THE YEAR

With regard to the group services and training programmes, there were a number of changes.

1. TEAM BUILDING AMONGST STUDENTS

The courses in team building previously offered in conjunction with the English Centre and) with the Faculty of Medicine were not offered this year, because of the complexities of timetabling and difficulties in planning in general.

However, comments made by medical students during the year have again indicated 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. Some students have suggested that it would be better if the initial testing would be better administered towards the end rather than at the beginning of the First term, when the new impressions are rather overwhelming. The Centre agreed to offer an one-day workshop for all freshmen and administer a set of psychological tests in either December or January

2. SUMMER COURSES

Traditionally, the Personal Development and Counselling Centre conducts two major intensive training programmes in the summer vacation. This year only the "Leadership and Life Skills Course" was given, while the course training paraprofessionals was again suspended, to give room for a series of new courses. 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 "Humour and Effective Living", "Interpersonal Communication", "Thinking Expansion" and "Family" were advertised. 165 students showed an interest to join and 82 participated in one or more of these courses. A description of these short courses is set out in reports on individual courses. 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.

- Humour and Effective Living
- Thinking Expansion Programme
- Family, The Root Of Personal Growth
- Workshop In Interpersonal Communication

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 Training 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.

3. SERVICES FOR OTHER DEPARTMENTS.

a) *Services for Post Graduate Students.*

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.

The Centre is very concerned with this group and would like to be able to offer programmes catering for their special needs, but has not been able to do so because of financial constraint. During the year under review, The School of Research Studies, the Careers Education and Placement Centre and the Personal Development and Counselling Centre jointly organized a series of training courses under the generic title of "Transferable Skills". The full details of the programmes are available for reference. The courses offered by the Counselling Centre are:

1. Professional Image Building
2. Etiquette and Manners
3. Surmounting Barriers
4. Stress Management
5. Life Style Analysis
6. Creativity

All of these programmes are personal and experiential. At the beginning some of the members were uncomfortable about participating, but as the programmes proceeded, they began to witness the dynamics and the impact of this kind of learning. The feedback was positive and encouraging. In the course evaluation report one student wrote: "the experience I had in the last workshop was extremely stimulating. The cognitive stuff that I learnt and thought I have learnt in other workshops tended to come out in a very real-life manner. Other people have already told me of their observation of me as having changed". Another wrote: "To my surprise, I seemed to have found the origin of my embarrassing shyness. I shared my findings in the workshop., a quite complete picture about myself was created. I am now much relieved, the only regret being that it did not happen twenty years ago". Yet another commented that the courses were very professional and that he was impressed and had learnt a lot. The counsellors observed significant changes in some of those who participated in a sequence of the courses.

The number of graduate students participating in these programmes was very small and does not contribute much to the statistics of the Centre - but it was a valuable experience for the Centre to participate to the programme.

b) General Education: Talks

A series of five one-and-a half hours talks on mental health education with a title Personal Growth and Development were given within the General Education Programme from Nov. 8 to Dec. 6. The topic covered were:

1. Foundation of growth I
2. Foundation of growth II
3. Reflection of personal history on personality development
4. The balance of rational and emotional self
5. Create your own future.

Attendance ranged from 83 to 99 undergraduates. The feedback from students was extremely positive.

These figures of attendance have not been included in the Centre's overall attendance records for the year.

c) General Education: Workshop on 'Growing Creatively'

Two counsellors were involved in planning and co-conducting a five-day camp at the Kadorie Agricultural Research Centre in the Summer. The programme title was: Growing Creatively – Summer Camp '96. 32 students participated fully from 7:00 am to 9:00 p.m. A 3-hour pre-camp orientation was arranged and 2 follow-up sessions were offered. The two counsellors were fully involved in the whole process. It took up a total of 114 counsellor hours to conduct the workshop. The time for planning and preparation, about 30 hours in all, and for travelling to and from the Kadorie Agricultural Research Centre, another 30 hours, added significantly to the total input to the course.

It must be regarded as a very courageous attempt by counsellors to conduct an experiential workshop together with a group of non-professional personnel. The students participating in the whole process were very involved; they obviously found friendship and support from the group as evidence by the frequent reunions they arranged and to which the counsellors were also invited. From the point of view of cohesiveness this group was very successful. From a professional point of view the counsellors were very conscious of the two sets of values represented by the non-professional workers and the counsellors themselves. This disparity is obviously something for the Centre to work through before accepting another offer to participate of this kind.

d) Dental School

A half day workshop on communication with patients was conducted by one counsellor to the Dental Hygienists

The students appeared to find the workshop beneficial to their work. The Head of the Department observed that the workshop had had a positive effect and requested the Centre to offer the same workshop in the future.

e) Department of Social Work

One counsellor was invited to give an orientation talk early in the academic year, to make the students aware of the importance of personal growth to professional social workers, and of the impact and demand of the work on their personality. The students were strongly advised to take part in the sensitivity training courses organized for them by the Department.

Following this, three groups of sensitivity training courses were organised for the students in December, 95 and August 96. 27 students participated fully in the four-day programmes from nine in the morning to six in the afternoon.

Students participating in the programmes appreciated the opportunities to explore their own minds and appeared to come out of the courses with a better grip on themselves and with a better understanding of who they are. They enjoyed the sharing and the support they rendered to one another.

The Centre provides just the right atmosphere, set-up and expertise for the needs of the Department of Social Work. The Centre will continue to provide these services.

f) Faculty of Engineering

Each year, the Dean of the Faculty of Engineering organizes a series of 10 lectures for the students of the Faculty, under the title "The Making of a Person". Three senior staff members of the Centre were invited to give one lecture each. Around 20 -30 students participated, not counted into the statistics of the Centre.

g) School of Speech and Hearing

The Director of the Counselling Centre was invited to give a 3-hour lecture to the third year students on the topic of effective communication both with patients and with co-workers in the work settings. The class participants were active in the discussion and generated numerous questions to which they then had to find answers in the material presented. The event seemed equally enjoyable to both parties; the student numbers are not counted into the statistics of the Centre

h) Department of Psychology

Historically the Centre supports and participates in the clinical psychology training programmes. The Centre has offered personal development training courses and also serves as a centre for the placement of trainees. However, during the year of report, no clinical psychologist in training was attached to the Centre. In the coming year, the Centre has agreed to take on at least two trainees in their first and second placements.

4. SURVEY OF NEW STUDENTS

A welcoming letter from the Director was sent to all new students, enclosing a pamphlet setting out the First term programmes and a short questionnaire inviting the new students to survey their own needs. 4,000 copies were sent and 78 returned. The questionnaires were processed by the counsellors, who contacted the individual students by 'phone or letter to arrange appointments as requested. Twenty made such arrangements.

5. SERVICES OFFERED TO STUDENTS WITH UNSATISFACTORY ACADEMIC PERFORMANCE

Throughout the year, members of the Academic staff would initiate referrals to the Centre either because of poor Academic performance or of observed unwarranted behaviour. Also the Faculty Secretaries have adopted the practice of advising the Centre of the names of students who do not perform satisfactorily in their examinations. The Centre then writes to the students, inviting them to consider working with a counsellor about their difficulties hampering their Academic work. Some students respond positively, talking to a counsellor over the 'phone or in person. Some just ignore the invitation, while other viewed their failure as due to plain old laziness, which they could cope with themselves.

Some small adhoc support groups were organised for students who would like peer-support. The students trained as para-professional counsellors usually volunteered to participate in these groups, sharing their effective study methods and generally offering support. During the year of report, some of these groups were offered to various faculties, but students preferred seeking counselling individually.

During the months of June and July, more students came to discuss problems relating to examination results, some seeking advice on administrative procedures. If they had failed badly and had been asked to explain themselves to the relevant committees, counsellors would spend sufficient time to understand their background and whole situation before advising them on the steps to take. In the case of regular clients, letters of support were issued at the request of the student. These letters would be agreed by the students to ensure that the confidentiality between counsellor and student had not been violated.

Special groups are usually offered to the students who have to repeat the year. Students of the same year, in the same course are encouraged to join a group, giving mutual support and encouragement. Repeaters suffer not just a sense of failure, but have to learn to cope with the new environment and new colleagues, who in the previous year were their juniors. Some found difficulties to face their high school friends and sometimes even their parents. It seems that such groups of students all did well in subsequent examinations. In the year of report, however, no such support groups were formed either because the subjects studied were too disparate or the students were not motivated to share in a group situation.

By the end of August and early September, when supplementary examination results are out, there would be another similar exercise. Crises occur frequently during these periods and they always tax the resources to the limit.

6. CRISIS INTERVENTION.

The Centre is unable to operate a hot-line service due to the lack of resources. An answering machine and a pager system have been installed receiving calls round the clock. The telephone number of this service have advertised in pamphlets and publications of the PDCC.

During the year 1995-96, the Centre handled 27 emergency cases, where the counsellors involved in each case had to deal immediately with extensive groups of people such as departmental staff, parents, family members, friends, doctors, wardens of halls and related staff. To settle a crisis may take more than 50 hours of counselling time. These hours may not be reflected in the statistical tables, because the counsellor may perhaps be waiting in the hospital for further information or making arrangements for further action. These kinds of activities may not fall strictly within the purview of counselling, but are inevitable consequences of the work. The necessary follow-up sessions are usually recorded and counted. The twenty seven cases came from all the Faculties, from the Nursing School and from the Lady Ho Tung, Lee Hysan, University and Swire Halls. Without the expertise and the commitment of the staff, this kind of service would not have been possible.

7. SERVICES RENDERED TO MEMBERS OF THE UNIVERSITY STAFF.

Occasionally staff members approach the Centre or are referred to the Centre by the University Health Service or by heads of departments. The Centre is willing to see them when the community resources have been exhausted. The Committee of the Centre has raised the issue of offering such services. Assuming that it is important that the staff members are reasonably free of unnecessary stress in order to perform their Academic duties, the Centre attempts to entertain these clients as far as possible.

The Centre proposes to offer such services to staff members, initially charging a small fee. If and when additional resources are forthcoming, or if the fees collected permit a small expansion in terms of counsellors, then the concept of offering a full service to the whole of the staff should be considered in detail.

8. NEW PROJECTS

a) *Honours Students Programme*

The Dean of the Faculty of Social Sciences invited the Centre to contribute to and participate in conducting an extensive programme for the current Second year students. The aims are to offer able students the opportunity of expanding their potential and to arm them with skills appreciated by employers. The Centre has undertaken to fill a third of the 250 hours of the course and to assist in the recruitment and selection process in December 96. The course will last for eighteen months and the follow-up will take three to five years, ending in an assessment of the effect of the course, which the Centre has undertaken to carry out.

b) Research Project in Coping

The Centre has applied for research funds to conduct a study of the ways in which the students are coping with stress.

c) Induction Programmes - The Matriculation Ceremony

As reported for the last few 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 effectiveness 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 is convinced that the proposal put forward last year would be of value to the students and hence to the University. The proposal is as follows..

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.

The Centre hopes that this matter will be seriously considered in time for the Matriculation ceremonies of 1997.

E. 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.

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 1995 - 96, 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 proved 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 was valuable and informative. They appreciated the interaction between staff and 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 last few years for the Electrical and Electronic Engineering Department has been amalgamated with the programme under the title 'Welcome Day'

The orientation courses this year were subsumed under the general title of "Welcome Day". The attendance, in percentages of the total enrolment, was as follows:

Faculty	No. attending/enrolment	Percentage attending
Engineering	141/166	85%
Dentistry	12/40	30%
Architecture	52/120	43%
science	57/508	11%

These attendance figures have not been included in the overall statistics of student contacts with the Centre. The Dean of Students have compiled a report on this Welcoming programme and sent it to the Deans of the Faculties for their comment and action. No comments or request of similar programmes have been received.

The organisation of these course are very demanding with regard to staff resources. It is therefore unlikely that similar programmes can be offered in future years, unless the University takes seriously the importance of orientation with a personal touch.

a) 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, but only 41 signed the attendance sheet and are therefore included in the attendance statistics of the Centre.

b) Orientation Workshop For Medical Students

At the request of the Medical Faculty a one-day workshop was planned for their students. Apart from the overall objective of facilitating a supportive relationship between all members of the Faculty, the programme aimed at assisting the students in examining their purposes in becoming medical doctors, the expectations and reality of the process of teaching/learning, and their study methods.

39 students out of a total First-year intake of 172, or 23%, attended the programme. Three senior students came to share their learning experience and skills with the new students. The atmosphere was cordial and conducive to the exchange of ideas. The participants seemed to enjoy the sessions and commented that they found new friends, who would be supportive for the coming years and they felt better informed of the course details.

In conjunction with the orientation the Dean of the Faculty of Medicine would like to have some preventive measures established so as to assist medical students in distress during their studies. Therefore a set of psychological tests were administered at the end of the workshop; all the participants completed the forms. Two weeks later, the results of the tests were communicated to the students in groups. Those who participated in these briefing sessions appreciated the comprehensive assessments of themselves, as means to promote their mental health. A number of students arranged for sessions with the counsellors to pursue further some personal problems.

Three counsellors were assigned to the work of planning and conducting of this workshop. In view of the unexpected small number of students attending the workshop some resources must be considered wasted. Measures would be taken to improve co-ordination between the Medical Faculty and the Centre and in communicating with the students.

c) Study Skills/ Orientation Courses

Under the heading of "Study At University" study skills courses were offered in September. 4,000 letters were sent to freshmen. 464, or 12%, of the students informed of the programme in this way attended, as compared to 631, or 24%, in 1994.

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

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

The lecture was presented nine 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

suites 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 faculties were as follows:

Faculty	No. Attending
Architecture	10
Arts	67
Dentistry	5
Education	32
Engineering	78
Law	57
Medicine (Nursing)	35
Science	76
Social Sciences	104
Total	464

d) 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, no follow up services were advertised, but the students were invited to come to a meeting to discuss their concerns.

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.

a) 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 58 applications were received in the first term. 45 attended. In the second term, 40 students applied for two courses and 28 attended.

The feedback from the participants was positive. They commented that the course reduces stress in reading and some requested further practice sessions. Some commented that the skills taught were useful and they reported an increased interest in reading.

b) 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. 38 students applied. 25 attended. No group was offered in the Second term as the counsellors involved was on leave. The need reflected by students application remains the same as last year.

c) 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 very minimal this year, Four applied and three attended in the first term. No course was offered in the Second term owing to the Counsellor's absence on long leave.

d) 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. 122 students attended in the First term and also 122 in the Second term. Some students came throughout the two terms, so the total number of individual students participating in this programme was actually 211.

As in previous years, a higher percentage of final year students attended. The distribution was as follows: Year I: 25%, Year II: 19%, Year III and above: 60%. Individual attendance ranged from 1 to 53 sessions. 14 students attended a minimum of 15 sessions.

e) *“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. 10 applied and six attended. No course was offered in the Second term.

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 Engineering, Science and Social Sciences faculties.

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.

a) *Humour and Effective Living*

This is a one-day experimental workshop. The counsellor in charge of the course believes that humour is important in maintaining a balanced mental health and in bringing fun into interpersonal relationships and social settings. In this programme the counsellor guided participants to explore the humorous side of their lives with an expectation that they would learn to appreciate life with a touch of humour.

In Second term two courses of six hours each were offered during the months of January and February. 34 applied and 14 and 9 attended in the two time slots.

Then in the summer, twelve places were offered on first-come, first-served basis. 27 applied and 18 were accepted and participated fully. The Counsellor allowed an overflow over the set limit to meet the eagerness and interest in the case of the final years as this was their last chance to join this programme.

The counsellor found the flow of this one-day workshop more spontaneous than the three weekly two-hour sessions conducted during the Second term. Feedback from the participants showed that they have enjoyed the process of sharing funny encounters with other group members, gaining insights and appreciating things and events from different angles, and recognizing the creative potential in each individuals. One member summed up his feedback thus: "participating in a meaningful workshop with insights".

The counsellor was still in the process of exploring different ways to bring out the use of humour in daily living as a positive measure to maintain good mental health. The one-day workshop succeeded in offering some stimulation and food for thought to the participants.

b) Thinking Expansion Programme

This new programme aims at helping participants to develop a habit of lateral thinking and go beyond their existing confines. A locally made film was used to allow imagination and develop ideas in a many dimensions as possible. Guided discussions were interspersed throughout the workshop. The feedback from students were mostly positive. They found the chosen film insightful. Some suggested providing an advanced course and training in creative thinking. It was interesting that some requested that the discussion should be carried out in their mother-tongue, in order to facilitate a better flow on the thinking process.

One course was offered in June. 43 applied and 19 participated. Due to the interest expressed by the students, one further course was organized in July. 26 applied and 16 participated.

c) Family, The Root Of Personal Growth

This workshop is designed to assist participants to study and understand the dynamics of the family. It also provide the participants with insights into and an awareness of how their family experience contributes to their own sense of self. It provides means for the participants to deal with their own feelings, conflicts and relationships, intimate and otherwise. Ultimately it is expected o expand the participants' potential and help their search for alternatives in areas of concern, leading to self-enhancement.

In view of the needs of many students, two workshops were organized with a maximum capacity of 15 each. 31 students applied, but in the event only seven and nine participated.

A consulting psychologist in private practice was commissioned to conduct these two courses. She was satisfied with the progress of these courses and with the benefit that students obviously displayed. She appreciated the full and honest participation from students throughout the sessions. Realizing the limitations of such programmes, she balanced very carefully the areas to be explored, the emotive reasons of the participants and the richness of material, so as to enable the participants to assess their family situations and to gain insights into themselves.

The feedback from the students was positive. They felt the dynamics of this programme. They found the process intense, challenging, painful, fearful and loaded with many emotions. They saw

that as being important, as it offered them an opportunity to express, assess and reconstruct even though only incompletely at the time - but at least an awareness was aroused.

d) Workshop In Interpersonal Communication

This workshop aims at enhancing the participants' effectiveness in interpersonal communication through (a) heightening self-awareness, and (b) training of basic skills. The focus is on the communication situation commonly encountered by university students. The workshop comprises short lectures, experiential exercises and group discussions.

A two-day workshop was offered in July. 38 applied and 13 attended with one absent for half a day.

Students' comments were positive. They thought they had gained insight into their own pattern of communication with others. They expressed a need to understand one's feelings and an ability to assess the personal perception of the environment and the adoption of a flexible attitude to the interaction. Overall they found the workshop beneficial.

Communication workshop is of value to many in view of the complexity of such interactions. The Centre will continue to offer such programmes, varying its content from time to time.

e) 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:

I. How to foster a positive attitude towards social interaction; ii. how to help participants to understand the cultural dimensions and the subtle meanings displayed in behaviour in different situations; iii. how to modify self-defeating attitudes; iv. how to increase social confidence; and v. 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, seven SET courses were offered.

In the First term, 78 students applied for the five courses, and 48 (62%) were able to fit the programme within their time table and complete the course. In the Second term, 51 registered and 28 (55%) participated in the three courses.

f) 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 the first and second terms. 75 students applied and 24 attended in first term and 66 applied and 31 attended in second term.

In addition groups of engineering students requested that the same programme be made available to them in the first and second year as. A total of 23 attended.

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.

g) 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.

100 and 89 students applied for these sessions in the First and Second term respectively, 52 and 58 students attended. About half of the participants attended individual sessions for further self understanding.

Students attending this programme increased by 11% last year and again by 37% this year. The Centre will continue to develop the programme to help students to understand their own level of psychological maturity and development.

h) 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.

Two groups each were offered for the first and second term. In the First term, of the 47 applicants 17 attended. In the second term there were 36 applicants but the course was cancelled owing to the indisposition of the counsellor. 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.

i) Psychology In Life And In The Movies

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 38 applied and 20 attended. No course was mounted in the Second term, due to the other demands on the Centre.

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.

j) 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 and the second term. A total of 325 students applied, 180 attended the lectures and 92 the practical session.

In view of the obvious demand, the Centre will continue to provide this kind of courses for students. A video is in the final stages of production by the CMR. The video is expected to be in use soon.

k) 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.

l) 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. 20 students applied and 7 were offered a place. This group met weekly for eight weeks, for three-hour sessions. Three further courses for social work students were organized at their department's request in December 1995 and August 1996. A total of 27 students participated in the four - day courses meeting daily from 9 a.m. to 5 p.m. The response to this training programme is so positive that the Centre will attempt to increase the number of courses in future.

m) Creativity Workshop

This workshop was developed last year and the response from students was so encouraging and the effect so significant, that it has become an integral part of the regular programmes offered to students.

The workshop looks into the nature of creativity and into the question of how to nurture one's creativity. Different areas of creative expression are explored, such as creativity at work, in play, in learning, in interpersonal relationships and in personal development. This programme is designed to encourage participants to identify and appreciate their own creativity and that of others. The course consists of five weekly sessions with a pre-course interview. Participants are expected to attend all sessions.

One group was advertised in the second term. 28 applied and 9 attended. The apparently low attendance was due to a change in time-tabling, as the counsellor-in-charge was not well, so that re-scheduling became necessary.

Another three-day workshop was conducted for post-graduates in May. 8 applied and 7 attended.

Again the feedback from the participants was very positive. The members commented that they discovered new aspects of themselves, expanded their self-identity and found assurance and confidence in themselves. One post-graduate member commented that he had re-discovered his source of happiness.

n) Monthly Minders

Throughout the year the Centre continued to publish the "Monthly Minders", this year on the advice of some staff members, in Chinese. The content also appeared on our notice boards and the Internet 'Homage'. Owing again to staff movements, only four titles were published.

October	The thief of time
December	At Festivals, I miss my loved ones even more
January	"Teach Your Lecturers"
March	"head Study or Studyaholism"

4. TRAINING OF SPECIFIC SKILLS

a) 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.

b) Orientation Camp Leaders Training

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 1995 - 96 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.

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.

The attendance is summarized as follows:

Organization	Attending
Simon K Y Lee Hall	21
Medical Society	24
Science Society	15
Lee Hysan Hall	10
R C Lee Hall	27

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.!

c) Para-Professional Counsellor Training (PC)

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 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.

During this year, this course was suspended due to the shortage of manpower and the inclusion in the programme of the short summer courses. As soon as resources allow, the Para-Counsellor programme should be re-instated.

5. COURSE ON LEADERSHIP AND LIFE SKILLS

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.

As has been the case during the previous courses, the Sixth Course could 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. This course was completed by January. Forty three students fulfilled all requirements and received certificates.

This Sixth 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 Seventh course was advertised in March 96 by pamphlets and posters through out the Campus. 72 students came to the recruitment talk, 80 applied. 48 were accepted in the course, while 45 stayed the course to the end of August.

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 1994-1995.

The projects of the individuals 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.

F. MISCELLANEOUS

1. OPEN DAY

The Centre responded to the organization of the University Open Day, to introduce the work and life of the university to the public. The nature of the services offered to students was

illustrated by board displays and video shows. Talks on maintaining mental health and demonstrations of relaxation through music. Progressive muscular relaxation, through imagery and self hypnosis was also demonstrated. Bookmarks with texts for thoughts and books on parenting, stress management, interpersonal communications were on sale on the day. The Centre was the only office in the building open on that day, so it was difficult for visitors to find their way into the fourth floor of a very closed-up building on a Sunday. Anyhow, our creative staff used all kinds of means to attract our visitors, such as using loud marching music. The staff also went to the entrance to direct them to go up the lift or walk up the stairs. Around 400 visited the Centre and a profit of \$1,437 was made by selling bookmarks or books at a nominal cost.

One of the counsellors assisted the Student Union in training a group of 78 students to be the host members to receive visitors.

2. CONFERENCE

In July, 1996 with support from the University, the director attended a conference on 'Studies of Dreams' in Berkeley, California. A report has been compiled and submitted to the Conference Grant Committee. The exchanges at the Conference stimulated new ideas for the Centre to consider for adoption and development into more effective means of therapy.

3. "HOMEPAGE"

During the year the Centre established its own Homepage on the Internet under the Homepage of the whole University. The Homepage describes the services of the Centre and is regularly updated.

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
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- VI. Table 8: Distribution of hours in individual counselling and group programme 1995/96
- VII. Table 9: Faculty by course 1995/96
- VIII. Table 10: Summary of enrolment in group programme 1995/96

Appendix I

	Student in individual contact	Student in group
No. of students registering	619 (457)	1,425 (1,379)
No. of registrations	619 (457)	1,913 (1,853)
No. of student hours	2,843 (2,582)	16,359 (14,910)
Average no. of attendance/student	4.59 (5.65)	11.32 (10.81)

Table 1 Comparison of individual and group contact
(Note: Figures in parenthesis are those of the year 1994/95)

	No. of registration	%
1992/1993	2,138	+ 5
1993/1994	2,629	+ 23
1994/1995	2,310	- 12
1995/1996	2,532	+ 10

Table 2: Comparison of registrations with recent years

Appendix II

Year of Study / Faculty	I	II	III	Post-grad.	Other	Total
Architecture	22 (27)	12 (4)	4 (8)	12 (9)	0 (1)	50 (49)
Arts	130 (125)	74 (50)	64 (60)	10 (14)	6 (8)	284 (257)
Dentistry	52 (54)	4 (1)	2 (2)	6 (2)	0 (1)	64 (60)
Education	74 (142)	14 (3)	3 (1)	13 (12)	2 (2)	106 (160)
Engineering	139 (138)	51 (40)	57 (28)	20 (19)	1 (4)	268 (229)
Law	54 (40)	9 (11)	9 (18)	23 (14)	2 (2)	97 (85)
Medicine	61 (126)	28 (3)	15 (20)	28 (11)	1 (1)	133 (161)
Science	128 (126)	80 (70)	80 (47)	17 (10)	4 (7)	309 (260)
Soc. Sciences	210 (154)	80 (74)	87 (76)	36 (37)	7 (22)	420 (363)
Others	3 (1)	0 (0)	0 (0)	0 (0)	80 (57)	83 (58)
Total	873 (933)	352 (256)	321 (260)	165 (128)	103 (105)	1,814 (1,682)

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	44.0 (55.1)	24.0 (8.1)	8.0 (16.3)	24.0 (18.4)	0.0 (2.0)	100.00
Arts	45.8 (48.6)	26.1 (19.5)	22.5 (23.3)	3.5 (5.4)	2.1 (3.1)	100.00
Dentistry	81.3 (90.0)	6.2 (1.7)	3.1 (3.3)	9.4 (3.3)	0.0 (1.7)	100.00
Education	69.8 (88.8)	13.2 (1.9)	2.8 (0.6)	12.3 (7.5)	1.9 (1.3)	100.00
Engineering	51.9 (60.3)	19.0 (17.5)	21.3 (12.2)	7.4 (8.3)	0.4 (1.7)	100.00
Law	55.7 (47.1)	9.3 (12.9)	9.3 (21.2)	23.7 (16.5)	2.0 (2.4)	100.00
Medicine	45.9 (78.3)	21.0 (1.9)	11.3 (12.4)	21.0 (6.8)	0.8 (0.6)	100.00
Science	41.4 (48.5)	25.9 (26.9)	25.9 (18.1)	5.5 (3.8)	1.3 (2.7)	100.00
Soc. Sciences	50.0 (42.4)	19.0 (20.4)	20.7 (20.9)	8.6 (10.2)	1.7 (6.1)	100.00
Others	3.6 (1.7)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	96.4 (98.3)	100.00
Total	48.1 (55.5)	19.4 (15.2)	17.7 (15.5)	9.1 (7.6)	5.7 (6.2)	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 1994/1995.

Appendix IV

Year of Study (%) / Faculty	I	II	III	Post-grad.	Other	Total (%)
Architecture	2.5 (2.9)	3.4 (1.6)	1.2 (3.1)	7.3 (7.0)	0.0 (1.0)	2.8 (2.9)
Arts	14.9 (13.4)	21.0 (19.5)	20.0 (23.1)	6.1 (10.9)	5.8 (7.6)	15.7 (15.3)
Dentistry	6.0 (5.8)	1.1 (0.4)	0.6 (0.8)	3.6 (1.6)	0.0 (1.0)	3.5 (3.6)
Education	8.5 (15.2)	4.0 (1.2)	0.9 (0.4)	7.9 (9.4)	1.9 (1.9)	5.8 (9.5)
Engineering	15.9 (14.8)	14.5 (15.6)	17.8 (10.8)	12.1 (14.8)	1.0 (3.8)	14.8 (13.6)
Law	6.2 (4.3)	2.6 (4.2)	2.8 (6.9)	13.9 (10.9)	1.9 (1.9)	5.3 (5.1)
Medicine	7.0 (13.5)	8.0 (1.2)	4.7 (7.6)	17.0 (8.6)	1.0 (1.0)	7.3 (9.6)
Science	14.7 (13.5)	22.7 (27.3)	24.9 (18.1)	10.3 (7.8)	3.9 (6.7)	17.0 (15.5)
Soc. Sciences	24.0 (16.5)	22.7 (28.9)	27.1 (29.2)	21.8 (28.9)	6.8 (21.0)	23.2 (21.6)
Others	0.3 (0.1)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	77.7 (54.3)	4.6 (3.4)
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	1994/95 % attendance	1995/96 % attendance	1995/96 % student population by faculty
Architecture	2.9	2.8	5.4
Arts	15.3	15.7	15.2
Dentistry	3.6	3.5	2.2
Education	9.5	5.8	11.7
Engineering	13.6	14.8	18.8
Law	5.1	5.3	5.5
Medicine	9.6	7.3	8.2
Science	15.5	17.0	15.3
Soc. Sciences	21.6	23.2	17.7
Others	3.4	4.6	-

Table 6: Distribution of attendance by faculty

Table 6a:
Student population by faculty

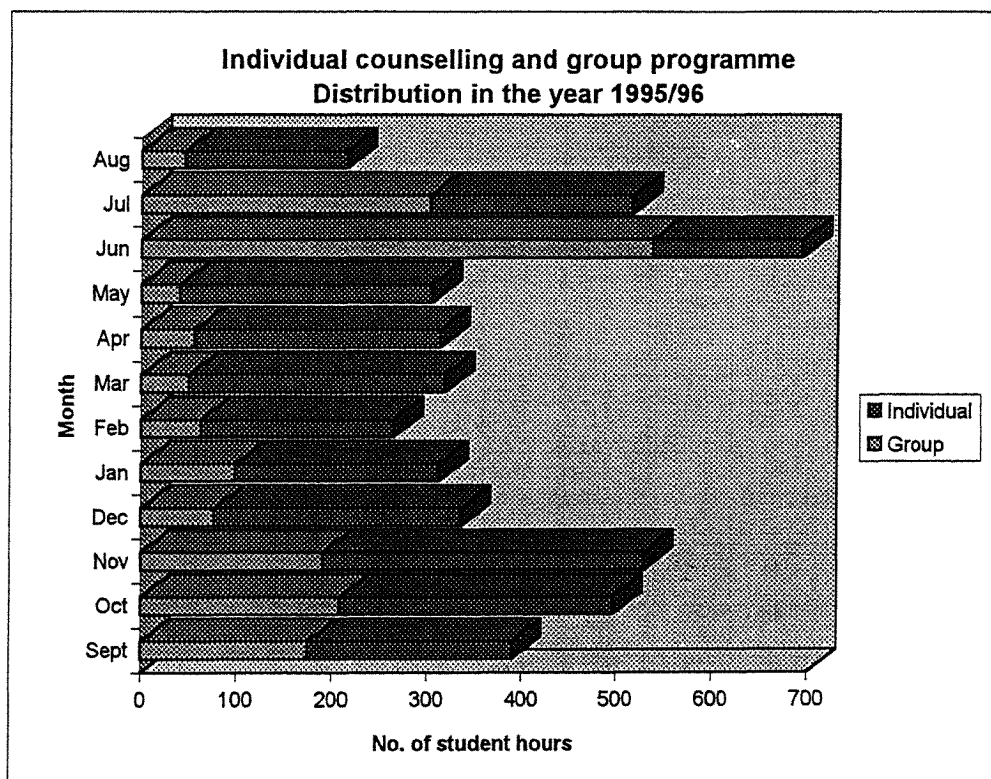
Faculty	No. of individuals registered	Faculty enrolment	% of faculty enrolment
Architecture	50	731	6.8
Arts	284	2077	13.7
Dentistry	64	300	21.3
Education	106	1601	6.6
Engineering	268	2563	10.5
Law	97	750	12.9
Medicine	133	1117	11.9
Science	309	2081	14.8
Soc. Sciences	420	2417	17.4
Others	83	-	-

Table 7: Faculty representation of individuals registered

Appendix VI

Number of Hours / Month	Group	Individual
September	175.00 (60.58)	215.10 (223.20)
October	208.50 (237.67)	287.80 (219.00)
November	190.00 (219.99)	338.90 (255.20)
December	77.00 (75.00)	258.90 (195.50)
January	98.50 (100.00)	213.10 (228.50)
February	62.50 (105.25)	201.70 (157.50)
March	50.00 (112.00)	267.60 (311.50)
April	56.00 (1.50)	256.90 (209.50)
May	40.50 (19.50)	263.60 (246.00)
June	536.50 (544.58)	156.50 (175.00)
July	301.00 (219.75)	214.60 (204.20)
August	45.50 (48.25)	168.70 (157.20)
Total	1841.00 (1744.07)	2843.40 (2582.30)

Table 8: Distribution of hours in individual counselling and group programme 1995/96
(in terms of counsellor's time)



Appendix VII

Course	Arch	Arts	Dent	Edn	Engg	Law	Med	Sc	Soc	L. Cr.	Grad	Staff	Other	Total
Personal Problem (Study)	8	20	6	3	24	6	26	25	33	-	3	-	3	157
Personal Problem (General)	17	74	9	14	47	20	45	68	111	-	32	12	27	476
Information, interviews and others	2	28	1	4	10	6	2	19	24	-	2	1	5	104
Personality Disturbance	4	11	1	1	6	5	6	4	14	-	4	1	4	61
Study At University	12	45	5	70	97	41	35	71	108	-	-	-	-	484
Learning Skills Workshop	-	-	48	-	-	-	-	-	-	-	-	-	6	54
Cultural Hour	-	-	-	-	-	1	-	2	-	-	-	4	2	9
Conversation And Current Affairs	3	48	2	10	45	10	6	45	38	2	1	1	-	211
System of Effective Learning	-	4	-	1	2	1	2	8	7	-	-	-	-	25
Reading Improvement Course	-	13	-	3	5	1	3	20	28	-	-	-	-	73
Motivation And Learning Group	-	-	-	-	-	-	-	-	3	-	-	-	-	3
Speak Up In Tutorials	-	-	-	-	-	-	-	-	6	-	-	-	-	6
Social Effectiveness Training	5	8	-	2	12	1	1	20	26	-	-	1	-	76
Introduction To Public Speaking	-	5	2	4	18	-	2	13	24	-	-	1	-	69
Self Understanding Through Psychological Testing	4	16	1	4	10	3	-	31	39	-	1	1	-	110
Nurture Yourself Through Dance And Movement	1	5	1	5	6	3	-	9	15	-	1	1	-	47
Sensitivity Training Group	1	-	-	1	-	-	-	2	30	-	-	-	-	34
Stress Management	-	-	-	1	1	-	-	2	1	-	-	-	-	5
Psychology In Life And in Movies	2	1	-	2	5	1	-	3	5	-	-	1	-	20
Humour And Effective Living	2	9	2	1	3	1	1	3	18	-	1	-	-	41
Family Workshop	-	5	-	2	1	-	-	1	6	-	-	1	-	16
Take A Break - Relax	1	-	2	-	3	2	-	3	4	-	-	-	-	15
Life Style Analysis	-	1	-	1	3	-	1	1	-	-	-	-	-	7
Surmounting Barriers	-	-	-	1	1	-	-	-	2	-	-	-	-	4
Thinking Expansion Programme	1	9	-	4	5	-	-	5	10	-	-	1	-	35
Workshop On Creativity	-	4	1	1	3	-	3	6	9	-	1	-	-	28
Workshop On Interpersonal Communications	-	3	-	2	3	-	-	6	6	-	1	-	-	21
Growing Creatively	-	6	1	1	4	1	8	6	5	-	-	-	-	32
Professional Image Building	1	-	-	1	1	-	3	1	1	-	-	-	-	8
Orientation Camp Leaders Training	3	32	1	3	32	10	23	32	35	-	-	-	-	171
Etiquette and Manners	1	-	-	1	2	-	1	1	2	-	-	-	-	8
Western Table Manners	3	44	4	2	25	7	3	38	52	-	-	1	-	179
Leadership And Life Skills 1995	1	10	-	2	5	-	-	13	11	-	-	-	-	42
Leadership And Life Skills 1996	1	8	-	1	3	3	1	7	9	-	-	-	-	33
Recruitment Talk	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Leadership And Life Skills 1996	2	19	-	1	3	4	-	8	11	-	-	-	-	48
Total	75	428	87	149	385	127	172	473	693	2	47	27	47	2712

Table 9: Faculty by course 1995/96

Appendix VIII

Term	First Term				Second Term				Summer			
	No. of groups	No. of applicants	No. of students attended	No. of student-hours	No. of groups	No. of applicants	No. of students attended	No. of student-hours	No. of groups	No. of applicants	No. of students attended	No. of student-hours
Study At University	10	NA	484	722.2	-	-	-	-	-	-	-	-
Learning Skills Workshop	3	NA	54	186	-	-	-	-	-	-	-	-
Cultural Hour	-	-	-	-	open	-	9	22	-	-	-	-
Conversation And Current Affairs	5	-	122	446	5	-	122	536	-	-	-	-
System of Effective Learning	3	38	25	132	-	-	-	-	-	-	-	-
Reading Improvement Course	4	58	45	274	3	40	28	154	-	-	-	-
Motivation And Learning Group	1	4	3	6	-	-	-	-	-	-	-	-
Speak Up In Tutorials	1	10	6	44	-	-	-	-	-	-	-	-
Social Effectiveness Training	5	78	48	786.9	2	51	28	381	-	-	-	-
Introduction To Public Speaking	4	75	39	163.5	3	66	39	233	-	-	-	-
Self Understanding Through Psychological Testing	4	100	52	182	4	89	58	184	-	-	-	-
Nurture Yourself Through Dance And Movement	2	47	43	185	2	36	NA	5	-	-	-	-
Sensitivity Training Group	3	39	26	625	-	-	-	-	1	8	8	224
Stress Management	-	-	-	-	1	9	5	35	-	-	-	-
Psychology In Life And In Movies	1	38	20	124	-	-	-	-	-	-	-	-
Humour And Effective Living	-	-	-	-	2	34	23	108	1	27	18	126
Family Workshop	-	-	-	-	-	-	-	-	2	31	16	209.3
Take A Break - Relax	1	13	7	37	1	15	8	33	-	-	-	-
Life Style Analysis	-	-	-	-	1	7	7	150.5	-	-	-	-
Surmounting Barriers	-	-	-	-	1	4	3	63	-	-	-	-
Thinking Expansion Programme	-	-	-	-	-	-	-	-	2	69	35	210
Workshop On Creativity	1	-	7	14	2	36	21	167	-	-	-	-
Workshop On Interpersonal Communication	1	62	10	60	-	-	-	-	1	38	13	152.5
Growing Creatively	-	-	-	-	-	-	-	-	1	42	32	1408
Professional Image Building	-	-	-	-	1	8	7	24.5	1	3	1	3.5
Orientation Camp Leaders Training	1	NA	78	58.5	-	-	-	-	5	NA	97	297.5
Etiquette and Manners	-	-	-	-	-	-	-	-	1	8	8	24
Western Table Manners	1	170	101	226.3	1	155	79	217.5	-	-	-	-
Leadership And Life Skills 1995	1	-	42	558.5	-	-	-	-	-	-	-	-
Leadership And Life Skills 1996	-	-	-	-	1	NA	33	49.5	-	-	-	-
Recruitment Talk	-	-	-	-	-	-	-	-	-	-	-	-
Leadership And Life Skills 1996	-	-	-	-	-	-	-	-	1	NA	48	6412

Table 10: Summary of enrolment in group programme 1995/96

