



THE UNIVERSITY OF HONG KONG
PERSONAL DEVELOPMENT AND COUNSELLING CENTRE

ANNUAL REPORT

1996 - 97

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PREFACE

In the following pages the Personal Development and Counselling Centre presents the Annual Report to the Committee on Personal Development and Counselling and to the University at large.

If the previous year strained the resources of the Centre to its limits, this has so much the more been the case for the year 1996 - 97. At a time when the University is rethinking and replanning its basic functions of teaching and research, the Centre would not expect to be exempted from the same processes - and has indeed been participating actively within its own domain. When the curriculum reform has taken effect the Personal Development and Counselling Centre will be able to undertake the consequential changes needed to adapt to these fundamental changes to the lives of the students.

It is fervently hoped that the current year will see the services firmly established within the University once again, so that full attention can be turned on the work with the students, away from the overwhelming concern with administrative matters which have characterised the past year.

In it all, the Personal Development and Counselling Centre and its staff are deeply grateful to the Committee and especially to its Chairman, the Acting Dean of Students, Professor Rosie Young

Ada Wong
Director

February, 1998

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1. Introduction

1996-97 was a year of trials and tribulations; a year which stretched our resources beyond reasonable limits and became the ultimate test of this Centre's ability to deal with human suffering and pain. In addition to normal counselling and programmes our Centre had to face five deaths including that of our Deputy Director, Mrs. Shirley Chan, an Arts student in a road accidents, a new graduate in the Kelly Building fire and two students in suicide. These crises all occurred in November and December, 1996 and it is due to the dedication, tenacity and tolerance of this Centre's staff that we were able to cope. We will remember this year for a long time to come

2. Our Concerns

As will become apparent from the Report, during the year, 23% of the undergraduates have come into contact with this Centre for many different reasons, ranging from adjustment into university to self understanding or psychotherapy, or for training in various skills. For the individual counselling sessions, there was a leap upward, compared with the previous year about three times as many clients were found to show clinical symptoms requiring medical consultation. The increase seemed partly to be due to a ripple effect following the sad events within campus. Overall, according to clinical predictions, one would expect that about 10% of the general population would suffer from mental problems at one time or another, where especially young adults, aged 18 to 22 are more susceptible to such problems. If detected soon after the onset, the problem could be managed; otherwise, it may be costly to society.

3. Staffing

Staff mobility was at its highest ever during the year of report. The filling of the vacant positions were suspended, pending the outcome of the Review of the Student Services. The Centre operated on an average of 65% of the normal staff establishment. The Centre has been fortunate to be able to recruit professionals on a temporary, part-time basis for shorter or longer periods, to help to tie over some of the difficult periods.

4. New Programmes

4.1 ILOP

New programmes have been introduced in keeping with students' needs and at the request from other parts of the University. This year, under the auspices of the Faculty of Social Sciences and in co-operation with sister units, this Centre has taken part in the launching of an ambitious and extensive programmes known as ILOP, the Intensified Learning Opportunity Programme. Thirty top students were selected to join in a Pilot scheme. The programme aims to provide opportunities both inside and outside of the University campus for expanded learning within a special learning environment and for the

students to explore the emotive aspects of their lives so that they can handle interpersonal relation with sensitivity. Part of the format is similar to the courses on Leadership and Life Skills which the Centre has conducted for the last ten years. In the Centre's view this endeavour is very worthwhile and should be positively supported. The Centre's participation in this project has the added advantage that it helps to generate much needed revenue , but it also taxes staff resources, as the income covers only the actual workshop time but not the planning, co-ordination and administration

4.2 Programmes for Postgraduates

A factor of increasing importance in the University has been the growth in the number of Postgraduate Students and the increasing evidence that new services are called for, especially for graduates from other Chinese universities who are unacquainted with the special features of Hong Kong society and hence also of the University. The University is aware of the problems arising from leaving these students isolated from other students, but further efforts have to be made to integrate them fully and thus to enable them to make their undoubtedly very valuable contribution to the University, both at the Academic and at the personal levels.

4.3 Computerisation

The University is already making considerable use of computer-based communication, externally through its homepage and internally especially for administrative purposes. While all staff members have easy access to computers, there is now a strong move to ensure that all undergraduates will have easy access to the nets, internal and external. In this context the Centre has been fortunate in being able to employ, temporarily, a clinical psychologist with extensive experience of networking, both in Hong Kong and overseas. Progress is being made in involving the undergraduates in the services of the Centre, both group and individual services.

4.4 Availability of Service

For several years the Centre has been very concerned about the lengthening waiting time for the students to obtain an individual appointment. At the beginning of the year the average waiting time was three weeks for a first appointment. The Centre plans to introduce a trial scheme of a daily time slot for walk-in consultations, a short initial contact to be followed as soon as possible by the normal one-hour session, if required.

5. 'Old Students Association'

During the year, graduates who took part in the Leadership and Life Skills courses over the past ten years have formed an Association, continuing on a more formal basis the informal contacts between the Centre and these groups of former course members. Again this year some of these graduates have assisted the Centre in the running of the Leadership

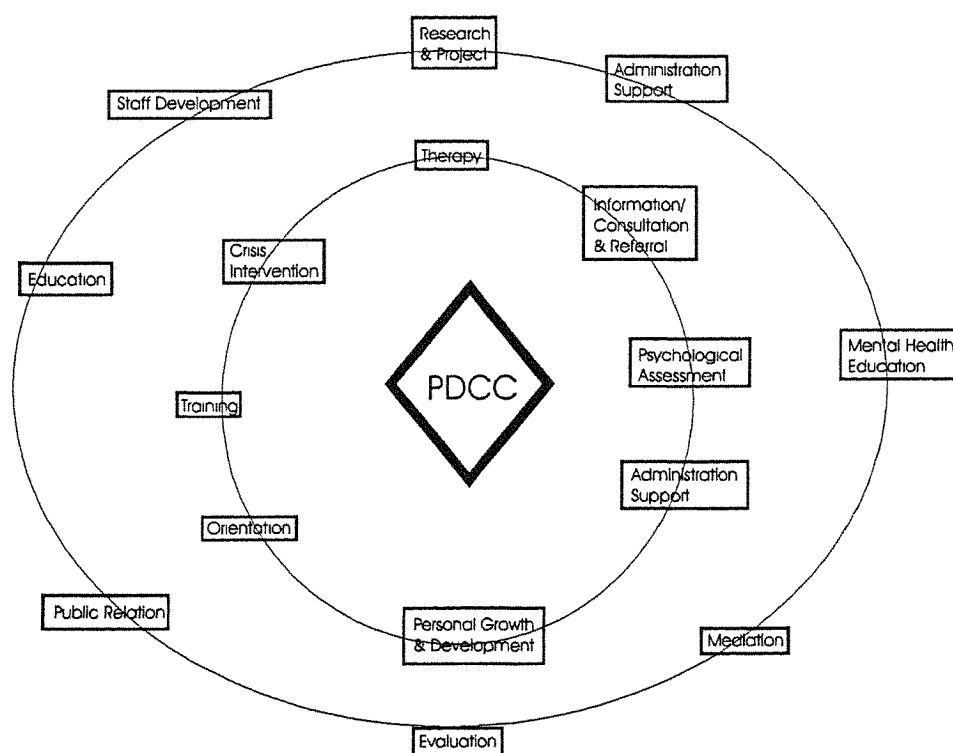
and Life Skills Course and have brought their experiences from their work since their leaving the University to bear upon the programme.

6. China Connection

During the year the contacts with other universities in China has intensified to a considerable degree. Apart from individual visits, three groups of fifty visitors each have visited Hong Kong under the auspices of the Centre, involving the staff in arranging accommodation and introducing the visitors to Hong Kong in general and the University campus in particular. There seems to be a great deal of interest in our approach to student counselling. The theories and concepts are well-known in China in general but few have experience of implementing the theories and applying them to the actual university context. Hence much time is taken up in describing the structures of the services and answering questions about administrative matters.

7. The Services Offered By The Centre

The different services offered by the Centre are graphically displayed in the diagram below:



The fourteen different categories of services are displayed in two concentric rings. The inner ring represents the services which form the everyday activities under the present circumstances. Not all of the activities coming under each category can be offered every year, dependent on the staff organization, but they form the first priority. The outer ring

contains services which the Centre considers of great importance and would like to include amongst the services in the inner ring - but at the moment it is only possible to undertake them occasionally , if and when the staffing situation permits. The content of the fourteen categories follows:

INNER RING		
No:	Category	Content
1	Therapy	Conducted either in individual settings or in groups
2	Personal Growth & Development	A total of 22 different workshops or training programs ranging from Time Organization over Social Effectiveness Training to Growing Creatively
3	Training	Longer training courses encompassing many skills and insights, e.g. the ILOP, Leadership and Life Skills course, or Sensitivity training for professionals
4	Psychological Assessment	Assessment of IQ, EQ, Personality factors etc.
5	Crisis Intervention	Support of students in acute difficulties
6	Orientation	Eight different courses given to new intakes in several departments and schools on how to be a student
7	Skills Training	Three courses for students wanting to improve study skills, e.g. reading
8	Information/Consultation & Referral; Administration/Support	Advice given over the counter on all kinds of questions affecting students' lives, from Finance Application to Transfers, local and overseas.

OUTER RING		
No:	Category	Content
9	Research & Project	Centre and individual staff projects
10	Staff Development	Conference & Course attendance Case conferences
11	Education	Lectures/workshops on topics of interest to a wider audience, e.g. Motivation & Learning
12	Liaison	Co-operation with other departments and universities.
13	Evaluation	Staff & Programme effectiveness
14	Mental Health	Drawing attention University wide to the need for paying attention to Mental Health

8. The Students' Use Of The Services

8.1 Individual And Group Services

As in previous years the services offered to the students fall into two distinct categories: Individual and Group services. Priority is of course always given to the requests for individual interviews, both first time contacts and subsequent treatment sessions. Most of the students are self-referred but some interviews are conducted at the request of teachers and wardens of halls, or even of friends. It is of course important that the Centre is always ready to see a person as the request may be a matter of the utmost importance to the individual. Unfortunately the existence of the Centre and the nature of the psychological services available are not necessarily known to those who require them most. It is of course hoped that the various offerings of group activities will attract the attention of the distressed before it is too late. In this connection the Centre has also been fortunate in having staff able to produce attractive placards and pamphlets. We will refer to the question of the mounting of courses later in this report.

8.1.2. The total number of students in the University during the year, including both graduates and undergraduates, was 13,852. The total number of students attending the Centre, 1953, thus constitutes 14% of the whole population. However as most of the students taking advantage of the services of the Centre are undergraduates, it seems more illuminating to say that of the 8,889 full-time undergraduates, 22% used the Centre during the year.

8.1.3 The following table shows the percentage of the students enrolled in the different sections of the University who have attended at the Centre during the year. There seems no way of accounting for the wide range of these figures. Neither the distance from the Centre nor the nature of the subject seems to correlate with the attendance rates. The rubric 'Others' refer to past graduates, parents and staff members.

Faculty representation of individuals registered

Faculty	Faculty enrolment	No. of individuals using the Centre	% of Faculty enrolment
Architecture	770	45	5.8
Arts	2,084	331	15.9
Dentistry	310	57	18.4
Education	1,668	169	10.1
Engineering	2,560	270	10.5
Law	735	76	10.3
Medicine	1,240	236	19.0
Science	2,033	264	13.0
Soc. Sciences	1,844	386	20.9
School of Business	608	29	4.8
Others	0	90	N.A.
	13,852	1953	

8.1.4 The students coming to the Centre registered for individual counselling sessions or for group activities, as shown in the following table

The Academic Year 1996 - 97 (In 1995 - 96)	Student in individual contact	Student in groups
No. of students registering	575 (619)	1,552 (1,425)
No. of registrations	575 (619)	1,935 (1,913)

In this table:

'Students registering' refers to an individual student, being counted only once during the year, no matter how many times he or she used the services within that category. Thus some students who were in individual contact also participated in group activities.

'Registrations' refers to students who register for services, either joining programmes or requesting individual counselling. Thus a student may register more than once during the year.

8.1.5 As the table shows, compared with the previous year there was a decline of 44, or 7.65%, in the number of students registering for individual counselling, while the figures for students registering for group activities went up by 127, or 8.9%, and the number of registrations for group activities was nearly stationary, an increase of only 22. In this connection it is of course important to note that 'No. of students registering' for individual counselling is synonymous with 'No. of students accepted' for counselling, in that the number obtaining individual counselling is not only a function of the number of students requesting the service, but also of the number of counsellors and of counselling time available. Preference had to be given to students who appeared on intake to need the counselling more, while others might be referred to relevant group activities. Similarly, the number of different groups had to be curtailed, as fewer counsellors' hours were available to undertake these duties.

8.1.6 Another aspect of the staff / student interaction comes to light in the following table:

The Academic Year 1996 - 97 (In 1995 - 96)	Student in individual contact	Student in groups	Totals
No. of student hours	2,394 (2,843)	17,088 (16,359)	19,482 (19,202)
Average no. of attendance/student	4.16 (4.59)	11.0 (11.48)	

'Student hours' here refer to frequency of students attending the services, each attendance taking one hour.

8.1.7 As shown in the previous table, the year under review has seen but small changes in the numbers recording the utilization of the Centre. Students registering for individual contact are down by 7% , while the group participants have increased by 9%. The table shows an increase of 280 hours in the total number of student hours, or about 1%. As explained in connection with the previous table, the number of student hours depends also on the availability of counsellors and the modesty of the increase is due to the lack of counsellors' time. The average numbers of attendances per student are fractionally lower.

8.1.8 In addition to the students who registered individually, either for counselling or group programmes and therefore are included in the above table, large numbers of First-Year students took part in the Induction Programmes in which the Centre participated in other faculties and departments. These numbers are not shown here.

8.2 Group Activities And Courses Offered During The Year

As already indicated the group activities of the Centre have a dual purpose. First and foremost they are mounted because, for a variety of reasons, they are found to be of importance to the students' life and work as individuals and as Academics. Much of the information regarding the students' needs of courses have been obtained over the years from the individual counselling sessions. An attempt is constantly being made to form groups where problems commonly found amongst the students can be dealt with in group sessions, the more economical manner in terms of staff time. On the other hand, group courses are also useful in making more students acquainted with the work and personnel of the Centre and thus making it more likely that the individual turns to the Centre in times of stress which might be alleviated by individual interviews with counsellors. Further aspects of the problematics of running courses will be discussed below.

The courses given during the year are listed in the following table, which also shows the students' registration and attendance for each course.

Summary of enrolment in group programme 1996/97

Term Course	First Term				Second Term				Summer			
	No. of groups	No. of applicants	No. of students attended	No. of student-hour	No. of groups	No. of applicants	No. of students attended	No. of student-hour	No. of groups	No. of applicants	No. of students attended	No. of student-hour
Study At University	8	NA	578	867	-	-	-	-	-	-	-	-
Conversation And Current Affairs	5	NA	45	102	5	NA	68	167	-	-	-	-
System of Effective Learning	2	36	24	154	-	-	-	-	-	-	-	-
Reading Improvement Course	5	90	51	294	2	31	23	130	-	-	-	-
Motivation And Learning Group	-	-	-	-	1	7	5	24	-	-	-	-
Speak Up in Tutorials	1	41	11	98	-	-	-	-	-	-	-	-
Social Effectiveness Training	3	94	40	624	2	19	15	186	-	-	-	-
Self Understanding Through Psychological Testing	-	-	-	-	4	39	28	95	-	-	-	-
Dance And Movement	-	-	-	-	1	22	18	174	1	20	7	62
Sensitivity Training Group	1	NA	12	37	1	20	8	94	-	-	-	-
Stress Management	-	-	-	-	2	26	16	96	-	-	-	-
Psychology in Life And in Movies	1	47	13	87	-	-	-	-	-	-	-	-
Understand Yourself Through Movie	-	-	-	-	-	-	-	-	1	23	13	110
Humour And Effective Living	1	26	13	58	-	-	-	-	2	51	29	336
Family Workshop	-	-	-	-	-	-	-	-	2	25	13	143
Take A Break: Relax	2	27	13	36	-	-	-	-	-	-	-	-
Life Style Analysis	-	-	-	-	1	8	4	96	-	-	-	-
Surmounting Barriers	-	-	-	-	1	7	4	84	-	-	-	-
Thinking Expansion Programme	1	45	1	7	-	-	-	-	-	-	-	-
Workshop On Creativity	-	-	-	-	2	6	5	5	1	34	16	269
Workshop On Interpersonal Communication	2	62	14	91	2	20	13	84.5	1	21	11	71.5
Workshop Series: Psychology in Health & Illness	-	-	-	-	1	20	12	34	-	-	-	-
ILOP	-	-	-	-	-	-	-	-	1	77	30	1980
Orientation Camp Leaders Training	-	-	-	-	1	NA	65	97.5	4	NA	74	438
Orientation Workshop	6	NA	305	848.8	-	-	-	-	-	-	-	-
Western Table Manners	1	237	91	202.5	1	93	58	133	-	-	-	-
Leadership And Life Skills 1996	1	NA	42	276.5	1	NA	36	108	-	-	-	-
LAS 1997 Recruitment Talk	-	-	-	-	2	NA	28	31.3	-	-	-	-
Leadership And Life Skills 1997	-	-	-	-	1	67	65	294.5	1	NA	49	8924
New to U	1	13	9	57	-	-	-	-	-	-	-	-
Effective Study Time	-	-	-	-	2	13	8	16	-	-	-	-
Time Management	-	-	-	-	1	NA	54	40.5	-	-	-	-
Men's Group	-	-	-	-	-	-	-	-	1	2	1	0
Assertive Workshop	-	-	-	-	-	-	-	-	1	29	15	97.5

8.2.2 The table on the previous page shows the enrolment and the attendance for each course given during the year. All the courses were given as advertised - even the course on Thinking where only one student attended.

8.2.3 The decision to offer a course, whether old or new, in a particular term, is dependent on several factors. One is the availability of a counsellor with the relevant experience and expertise. Thus the absence of counsellors on long leave affects the programmes in general, while this year in particular the death of the Deputy Director and resignation of two counsellors severely limited the Centre's ability to mount of a number of courses.

8.2.4 Another factor is the perceived need for a course, as it transpires from student's inquiries and suggestions, either through the conversations in individual counselling sessions or direct inquiries to the Centre. The popularity of a course during a year may be taken as an indication that it is meeting a need. On the other hand, with the rapidly changing student population, a course popular in one year may attract very few participants the next.

8.2.5 A further factor is brought to light by the table in the discrepancy between the numbers of students registering and those actually attending. As this discrepancy obviously affects the planning of the workings of the Centre in many important ways, the issue has frequently been raised with both students and teachers. It is apparent that some drops in numbers can be ascribed to the fickleness of students or perhaps better to the difficulties students have in choosing between the ever increasing activities on campus, some of them announced very late, where the Centre has attempted to make all relevant information available at the beginning of each term. An Academic course may obviously impose an unexpectedly heavy workload, which makes attendance difficult, in spite of the previous undertaking. Another not unimportant factor seems to arise from clashes with Academic timetables, because of late announcements or even later changes.

8.2.6 In order to eliminate or reduce the 'fickleness' aspect, the decision has been made to institute a system of deposits from the beginning of the Academic year 1997 - 98. Students will be required to pay a deposit of one hundred Dollars when they are registering for a course, but the deposit will only be forfeited if they cannot demonstrate that their non-attendance did not arise from changes in Academic demands on their time or from illness. Increase in workloads is of course more difficult to demonstrate, but a demand for a deposit may introduce an element of realism in the students' planning of their time - or even present them with an opportunity for a greater output than they had envisaged.

8.3 The Content Of The Courses

Five of the courses in this table were not given in the previous year. All the other courses, which were given then, were described in the Report for 1995 - 96. The courses new to this year were described in the pamphlets distributed to the students population in the following terms:

8.3.1 Assertiveness Workshop

From time to time many of us may feel uneasy in social situations. Some people may feel that they have something to contribute to society, but something holds them back. Others may find that they become aggressive when they only want to be firm. This one-day workshop aims at providing participants with insights and practical skills to gain self-esteem and confidence in expressing themselves in more positive and effective ways.

8.3.2 Bridging the Generation Gap

Being at University is a self-directed and self-disciplined environment, one sometimes feels rather distant from the family. This may create somewhat indifferent or conflicting situations which put both parties under stress. This group aims at: a) better understanding of the family communication pattern and values. b) identifying areas of conflict. c) achieving a synthesized balanced view to interact as grown-ups with parents. d) ways of helping parents gain some perspective of university life at present time. Mode of learning is by sharing of experiences and feelings, role-play and discussion. It will be conducted over four sessions of two hours each.

8.3.3 Psychology in Health and Illness

Health care providers have become increasingly aware of the importance of psychological and behavioural aspects to physical health and illness. The aim of this workshop series is to provide an introduction to the various psychobiosocial factors in disease. Health care, health maintenance and disease prevention measures based on a psychological perspective will be discussed. The format of the programme will comprise presentations by experts, group discussions and class exercises. The programme will consist of six sessions. Areas to be focused on are: psychobiological factors in bodily disease, stress: coping and illness, health psychology of women, lifestyle/life changes and mental health, sleep problems and eating problems. The group is limited to 40 students.

8.3.4 Men's Group

This is an experimental group in response to the expressed needs of some male students. This two-day programme is geared towards helping participants understand more about themselves in regards to their self image and identity, position in the family

and among friends, gender role, and love relationship and intimacy. The programme comprises group sharing, exercises and discussion and role plays.

8.3.5 Take a Break: Relax

Learning to relax is a very pleasant task. This programme aims at introducing various structured exercises and methods that promote all round physical and mental health. The group is limited to 8 students. Casual wear and warm clothing are advised. Bring a beach towel when you come. There will be 6 sessions for this course.

8.4 Services Offered To Departments

As in previous years, the Centre has collaborated with several Departments in the University, providing introductory workshops to new students. Such workshops on the nature of university life and how to study were provided for the Medical Faculty, the Faculty of Dentistry, the Faculty of Education and the Department of Nursing. Two three-day workshops on sensitivity training were given to students from the Department of Social Work and Social Administration, while four students of Clinical Psychology had their four-months placement in the Centre under the supervision of the counsellors.

9. Nature Of The Problems Brought To Counsellors

About two thirds of the counsellors' time is spent in counselling individual students. The following table gives an indication of the kind of problems which the students bring to the counsellors and of their frequency.

	1995/96		1996/97	
Personal Problems [Study]	393 hours	14%	170 hours	7.1%
Personal Problems [General]	2,074 hours	73%	1,398 hours	58.4%
Psychological Information etc.	153 hours	5%	127 hours	5.3%
Clinical Problems	223 hours	8%	699 hours	29.2%
Total	2,843 hours	100%	2,394 hours	100%

9.1 As the table shows, compared with the previous year there has been a drop of about 16 % in the total number of hours spent in contact with individual students. As already explained, the total number of students seen individually is also a function of the number of counsellors' hours available. The decline therefore reflects the fact that departing counsellors were not replaced by permanent appointments but by temporary help, unable to offer as many hours as full time appointments would have done.

9.2 The changes in the percentage of persons seen under each category, relative to the previous year, reflects the deliberate attempt by the Centre to screen the students presenting themselves, whether on their own initiative or by referral. The aim is of course always to give preference to urgent and serious cases. Again this year in a few instances

counsellors have gone to the help of students in acute crisis situations either in their department or in the halls of residence.

9.3 As the table shows, in the year under review the number of students with clinical psychological problems more than trebled and formed 29% of the workload, as against only 8% in the previous year. On the other hand Personal Problems (Study) decreased by half, while Personal Problems also formed a smaller percentage of the overall workload. Following the usual categorization the following disorders were among the more common, each showing more than 20 instances: Mood Disorders, Schizophrenia, Eating Disorders, Anxiety Disorders. In the majority of cases the onset of the symptoms was apparently triggered by neglect of health conditions, by critical events or by examination anxieties. There is of course no way of telling why there was such an increase in the number of clinical problems during the year. It is unfortunate that the increase coincided with the decline in counsellor time available. Should the increase turn out to be of a more permanent nature, both the staffing of the centre and the provision of courses would have to be seriously reconsidered.

9.4 Returning to the table, the problems presented by other clients under the first three categories in the table can be broadly divided into two categories

I. Concerns related to learning or study, such as: Examination anxiety, Study Pressure (anxiety, procrastination), Study Skills (time organization, memory and concentration etc.) Language Skills, Examination Failure, etc.

II. Other Concerns, such as Transfer of faculty, Planning University courses, Administrative difficulties (e.g. appeal procedures), Careers, Overseas studies, Financial problems, Legal problems, General problems of the most diverse kind.

9.5 The time taken over each person varies greatly. For some a reference to relevant authority or source of knowledge is sufficient, others take a little longer - and there is of course always the possibility that the 'presenting problem' may not at all be the real reason for the persons presenting themselves, but a tentative attempt to find a trustworthy person to whom one can unburden oneself. So a little time must be spent on listening to even the most trivial questions. It is an unfortunate fact that at most times during the year there was a waiting time of three weeks to obtain an individual appointment.

10. The Workload Of Staff Members

10.1 The workload is rather unevenly distributed over the year. Not many group activities are organized for the months of May and August.

10.2 The table shows the distribution over the year of the hours spent by the Counsellors with groups and individuals respectively. The last column shows how much Counsellors' Time was available relative to the full establishment of six counsellors, including the Director and a Deputy Director. Only four counsellors were in post, including the Director who had to take on the additional administrative load of the Deputy Director. The availability of counsellors varies from month to month owing to departures/resignations, to leave requirements of the counsellors and to the availability of outside professional help.

Number of Hours / Month	Groups	Individuals	Percentage of Counsellors' Time Available
September	46.25 (175.00)	261.86 (215.10)	73
October	159.00 (208.0)	253.45 (287.80)	76
November	73.50 (190.00)	260.85 (338.90)	78
December	122.70 (77.00)	178.15 (258.90)	67
January	115.00 (98.50)	274.18 (213.10)	80
February	47.75 (62.50)	203.90 (201.70)	68
March	51.75 (50.00)	237.00 (267.60)	67
April	49.00 (56.00)	197.50 (256.90)	60
May	19.00 (40.50)	148.10 (263.60)	66
June	363.50 (536.50)	120.80 (156.50)	68
July	77.00 (301.00)	138.80 (214.60)	60
August	22.25 (45.50)	119.40 (168.70)	50
Total	1146.70 (1841.00)	2393.99 (2843.40)	

The number of hours for the year 1995-1996 are shown in brackets.

11. Conclusion

11.1 On the one hand, the year under review has been one of great uncertainty and the discomfort of the situation has at times threatened to 'get to' the staff members. The plans for the future of the Centre put on paper represent only a small part of the various plans which have been considered. It is of course reasonable and inevitable that the Centre shares in the general uncertainties of the University and the society at large. There are of course good reasons for a general review of all aspects of the University but there are also good reasons for taking into consideration the wider aspects of a University education and the values with which it is traditionally invested. These values are not easily amenable to the accountants' concern with the bottom line. The Centre's work is rooted in these values.

11.2 On the other hand, the year under review, as we hope is obvious from this report, has been a year of confirmation and consolidation. The demand for the services and the functional efficiency of so many aspects of them have been demonstrated once again. The uncertainties have increased the pressure on individual staff members, but the very

pressure has shown the continued importance of the existing services and pointed the way to new approaches to the changing needs of the student population. It is to be hoped that when the present phase of review is over, the dialogues will continue

THE END

