

Preface

It is the dedication and the deep concern of a group of people that enable the Personal Development and Counselling Centre to operate at a satisfactory level and to serve our student population with understanding, care and love.

I would like to extend my thanks to Dr. Erik Kvan of his unfailing support and in compiling this report for our readers.

My thanks go to Professor Rosie Young and Professor John Spinks when they acted as the Dean of Student Affairs for their continuous support to the work of the Personal Development and Counselling Centre.

My gratitude extends to all members of the Academia who support the good work of the Personal Development and Counselling Centre and friends, from within and without the University, who gave encouragement and feedback for our services and programmes.

My thanks to all staff of the Personal Development and Counselling Centre for their devotion and their willingness to give up their private time to support new projects and services; and for their support which helped me overcome many obstacles and hardships during the year.

Ada Wong
Director

Introduction

1. During the year, the PDCC has enjoyed a stable number of professional staff but only by calling upon temporary additional professional staff has it been possible to cope both with suddenly arising crises and with other problems in the student population requiring counselling or consultation. It has thus been possible to assist students to grow and develop, either through individual sessions or through group activities arranged from time to time. On many occasions our counsellors have had the deep satisfaction of seeing graduates returning to acknowledge the assistance which they had received from the Centre.

2. The Centre is appreciative of the support by the University and, arising from our educational concerns, we hope that the University will examine in greater depth, the aims of a university education and acknowledge the competence of the Centre to contribute to these aims, by giving further support to the work of the Centre.

Comparative Standing of the Personal Development and Counselling Centre

3. In July, the Director of the Centre made a visit to the counselling services of two prominent universities which are often used as benchmarks against which our University is measured, Harvard University and the Massachusetts Institute of Technology, in Boston.

4. In an exchange of views with the directors and staff of the services of these two universities we found a great deal in common in our concerns and the ways of dealing with problems confronting the student populations. It was encouraging to note that the current state and scope of the counselling services in this University are fully comparable, albeit with less than half the staff. It may be tempting to assume a greater efficiency of the PDCC but this would give a misleading picture as, for many years now, the staff of this centre has performed at levels well in excess of that which could be reasonably expected. This has led, inevitably, to high stress levels and to some dissension and cracks in the cohesiveness of the Centre.

5. The trend towards globalisation has pushed our western counterparts to learn about oriental cultures and to communicate with their international clientele. A common problem is the shortage of funds and increase in numbers, which requires the staff everywhere to do more with less. In the case of MIT seven cases of suicide on campus aroused concern in the general population and the government was pushed to provide more funding in support of the services. MIT acquired new premises two years ago, while Harvard had an enviously high number of professional staff.

The Workload during the year 1999-2000

6. During the year, 1991 students attended the Centre either for individual or group sessions. This figure constitutes 21.5% of the undergraduates and 13.7% of the total student population. In addition 196 others, new graduates, staff members or family members of the student clients coming for consultation, attended the Centre, a total of 2187 persons.
7. 16.6% of our clients presented with clinical symptoms, requiring intensive psychological attention and/or medical care. The dominant symptoms fell in the categories of depression, mood swing and anxiety, but a large number of other categories listed in the Diagnostic & Statistical Manual of Mental Disorder (DSMIV) were also represented.
8. 20.21% of the students attended individual counselling sessions because of problems related to their studies, and 61.22% with problems of a personal nature, often family related. 16.23% presented with Administrative problems, arising from financial, legal and academic matters.
9. When compared to last year's statistics, there is a 37.8% increase of students attending the Centre but a decrease by 42% in the frequency of individual attendance. This means that the Centre has already reached its maximum capacity. Individual attendance must be regulated and reduced as more students require the services offered by the Centre.
10. 41 different types of group programme were organized throughout the year, some were repeated several times so that a total of 128 courses were given. These group programmes ranged in duration from 1½ to 125 hours. The details of these programmes are given in the Appendix.
11. There is an apparent trend for students increasingly to communicate with counsellors on the internet, but at this stage these services have not been quantified.
12. Of the counsellors' time, 39% was spent on individual counselling, 22% on group work, a total of 61% on direct student contact; 10% was spent on meetings, both externally and internally, and 29% on administration, liaison, project and programme planning. The Director served as Equal Opportunity Officer until April 17, 2000, but these working hours are not recorded in the statistics of PDCC.
13. The emergency service, operating after office hours and manned by the professional staff, received 50 calls during the year.
14. There is a record of 298 appointments (9.05%) which went by default, for a variety of reasons given by the clients, such as change of time table, forgetfulness, inability to get out of bed, traffic or feeling no need to continue. Some did not come back to apologize. The PDCC has been considering whether to charge students a fee for wasting a time slot, of which another student could have made full use.

Major Projects undertaken during the year

15. *Psychological Testing*

15.1 In 1998 the Centre proposed a university - wide study of the freshmen's adjustment to university life. The aim was to find ways and means to design a better personal growth programme for the incoming students, so as to ensure both their physical and mental health. Since an application for funding failed, the PDCC conducted a small-scale explorative project with 384 volunteer subjects. Compared with their USA counterparts, the participating students scored relatively lower on the scales of (1) Self Esteem, while scoring relatively higher on the scales of (2) Anxiety, Depression & Suicidal Ideation, and on (3) Experiencing Difficulties in Interpersonal Relationships.

15.2 Alerted by these findings, an effort was made to repeat the same procedures in the beginning of the second semester in the Academic year 1999 - 2000. In order to involve participation from more students, assistance was solicited from the academic staff. However, the figure of participating students was only slightly higher. 504, out of a total of about 3000 first year students, sat the test.

15.3 The findings are about the same as those of the previous year. Interpersonal Problems and Self-Esteem are two areas of major interest. As compared to the U.S. norms, our students tend to exhibit intra-personal emotional problems as reflected in the scales of Anxiety, Depression and Suicidal Ideation.

15.4 These preliminary results seem to warrant the development and norming of a local test but, if such a project were to be undertaken, it would obviously be necessary to secure the full participation of the Academic staff or from the central University administration and to reach a general agreement on possible measures to be implemented, should the results be similar to those of the preliminary studies.

15.5 One of our counsellors, Mrs. Peggy Miu, takes an active role in liaising with the other seven universities in studying the common concerns of our students and eventually attempting to work out ways and means better to help our young people.

16. *Meyers-Briggs Type Indicator Qualifications*

Mrs. Peggy Miu and Ms. Winnie Tang, counsellors, qualified for and obtained a license for using the Meyers-Briggs Type Indicator, a widely used personality test. Programmes using the MBTI were organized throughout the year in connection with personal growth programmes and for leadership training.

17. *Information Technology*

17.1 The introduction of university wide usage of IT in teaching and learning has prompted the Personal Development and Counselling Centre to look into issues and problems in the students' development created by this new culture. On the one hand, the Centre aligns itself with the demands of the latest development and, on the other, assists students encountering difficulties. One of our counsellors, T.K. Kang, supervised and

organized activities to encourage students to develop positive attitudes, skills and knowledge with regard to this new medium.

17.2 Mr. Kang presented a paper entitled “Getting IT Right: Student Counselling in e-Education” in the 5th Hong Kong Web Symposium in Oct. 1999. The paper outlined some observations of the changing trends and the contributions which a counselling centre can make to overlooked issues of ‘human needs’ by helping students to cope with the changes and become confident in using IT creatively.

17.3 Mr. Kang has also introduced electronic competency into our traditional leadership training programme. He shared these ideas in a paper contributed to the Singapore Education 2000 conference, entitled “Leadership Development: The E-factors”, outlining how to integrate new skills into basic patterns of learning.

17.4 In July, a group of students, as part of their project under our Leadership and Life Skills Training Programme, organized a one-week study tour to Singapore (SIT Singapore IT in Education). They observed how the school system in Singapore encourages their students to employ IT skills in their daily lives. They also noted the attitude of their teachers, encouraging them to use the equipment without hesitation and inhibition. Most importantly, more than adequate funding to support IT development was much in evidence.

17.5 To give our graduates a competitive edge, we should lose no time in assisting our students in creating a culture of peer - support and - learning. Mr. Kang is planning to introduce more activities to enhance learning a competency. Central to his ideas is the issue of empowerment for personal growth where IT is a factor which cannot be neglected.

18. Learning Support Activities

18.1 PDCC has a tradition of offering services in the areas of learning: study skills, reading efficiency, examination skills, time management, speaking-up-in-tutorials, anxiety in connection with study and examinations. In the last two years, two counsellors, Ms Sylvia Acevedo and Ms Winnie Tang, have developed a package for students who choose to improve their study skills.

18.2 The package includes an assessment process, which provides comprehensive information on factors that might affect a student in their effective learning. The information includes indices of reading efficiency; levels of motivation; application and diligence; study habits and learning style; and of interfering factors like anxiety symptoms.

18.3 Each student is provided with an individual Study Profile, listing the findings, together with recommendations as to what programmes or component modules of particular programmes to take, if any.

18.4 Two major initiatives were completed. The Faculty of Dentistry included the programme within its comprehensive introduction to study in the faculty directed at the

entire first year intake of 1999-2000, and the PDCC provided a “Learning At University” programme for volunteers.

Details of the programme have been compiled into a report, available upon request.

18.5 The dental students appreciated their School's effort to tailor - make a programme for them. The counsellors involved in the process worked closely with the academic staff to understand the needs of their students within the new learning modality of Problem Based Learning. The end result seemed satisfactory to all parties involved.

18.6 It is of interest to note that (1) the dental students were more organized, more motivated and more diligent than the self-referred and (2) on the whole that self-referred exhibited a higher level of stress. This last point could be easily understood because the self - referred individuals had themselves identified their problems and voluntarily sought help, while the Dental students were being looked after and provided for within the group. To help the students to express their potential is to help them to become free from constraints. It has been and still is the hope of PDCC to provide a comprehensive learning support to all incoming students, funded by a University sharing the common concern.

19. *Project on the study of hall life*

The Director in co-operation with wardens of five university halls of residence, has developed a project on the role of residential halls in the students' Academic life, entitled 'Towards Whole - Person Education. Building a Nurturing and exciting community'. The aims of the Action Research project are two - fold:

- I. To collect quantitative and qualitative data to:
 - a) understand the strengths and limitations of hall education in the role of whole-person education,
 - b) identify the elements of hall experience that are conducive to the benefits of hall education, and
 - c) advise on the formulation of hall policies.

- II. To develop a training programme including a series of activities:
 - d) Work on the optimal way to combine the unique strength and characteristics of halls with more structured and formalized educational opportunities,
 - e) Enhance multiple-competencies and leadership qualities of the major activity organizers of student associations in the halls,
 - f) Develop hall tutorial staff so as to promote their competencies in performing their duties,
 - g) Develop a culture and a mode of running student halls which will sustain the impacts of the project and the future development of hall members,
 - h) Identify a model of hall education for the reference of other tertiary institutions.

19.1 The proposers applied for an Internal Teaching Development Grant (1998 - 2001) and were given \$300,000, or one third of the amount applied for. The Acting Dean of Students, Professor John Spinks, provided a further \$280,000. A suitable questionnaire has been developed and a survey is underway in the current Academic year, together with relevant psychological tests, in preparation for a report on the current state of affairs in the halls.

Cooperation with others

Apart from the co-operation with the School of Dentistry and with the Warden of Halls, already described in this report, during the year the PDCC has collaborated closely with other units and individuals in providing services.

20. The Whole Person Development Project

For some years the three units under the Dean of Students' Office, i.e. the Office of Student Affairs, the Careers Education and Placement Centre & the Personal Development and Counselling Centre, have co-operated on The Whole Person Development Project, reminding the students of how to make full use of their time and the facilities available to them in the University. In the past a donation by the alumni funded the publication of a booklet, while in the last year a Home Page has been designed for the Internet and will be unveiled in autumn, 2000.

21. Leadership and Life Skills Course

21.1 The LLS course was designed by the PDCC and has now been running for 15 years. It is a summer programme which enhances the personal quality and potential of our students by developing their self assurance and leadership skills.

21.2 This programme is supported, unfailingly, every year by the English Centre, the Centre of Physical Education and Sports, a team under Joseph Chan from City University, experts, and by friends of PDCC from Hong Kong and China. A Management Committee was set up in 1986 and is still in its active role in overseeing the progress and development of this programme. A separate funding is allotted to this programme each year and report compiled after the conclusion of each course. Ms Ida Cheung has been the co-ordinator of this programme for a number of years.

21.3 This programme has proven to achieve the goals set 18 years ago as graduates come back to confirm its usefulness. Some of the earlier graduates are serving as mentors for some of our current students.

22. Intensified Learning Opportunity Programme

22.1 This programme is in its fifth year of development and is well thought of by top students. It is a corporate effort of this Centre, the Careers Education and Placement Centre and the General Education Programme, and has had the support of all faculties and, in particular, of the Vice-Chancellor.

22.2 It is a high profile programme and its graduates are well thought of within the community. It is in the best interest of the University to keep this programme alive, but the new system of funding the individual centres in the University, together with the decrease in overall funding to tertiary education, may threaten its continuation.

23. *Cooperation with the Department of Industrial and Manufacturing Systems Department*

On 2nd of November, 1999 three counsellors conducted a one-day workshop on Team Building and Leadership at the Kadoorie Agricultural Research Centre for the entire class of final year students, to prepare them for the work force.

24. *Cooperation with the School of Business*

Two training courses on Social Etiquette Training and Image Building were conducted in January and March, 2000 for the senior students of the School.

25. *Cooperation with Tsinghua University*

A group of PhD students participating in a training programme in counselling visited the PDCC in August, 2000. A half-day workshop introduced them to the Hong Kong perspective on counselling services. As a result of the workshop, the Director of PDCC was invited to write a portion of a chapter on the development and experience in the past thirty years of Hong Kong counselling. The book is expected to be published in early 2001.

26. *Cooperation with Guang Dong College of Education*

Ms Ida Cheung and Ms Ada Wong were invited to conduct a two-day workshop for senior staff in student services areas on counselling. More than 100 participants attended. They were impressed with the demonstration of experiential learning, which is very new to them, and commented that they were amazed that a teaching class can be so alive, active and without lecture notes. The learning became very personal and the effects of certain skills were observed immediately.

27. *Cooperation with Postgraduate Student Association (PGSA) and Graduates School*

For a number of years, now, this Centre has been invited to organise programmes for the post-graduate students. These are usually conducted in April; and post-graduate students are encouraged to participate in our regular programmes. In addition film shows are organised for those students from China as part of their liaison and entertainment.

Staff Conferences, Courses and Workshops

28. During the year, members of the Centre took part in professional conferences, workshops and courses as follows:

28.1 *Ms Sylvia Acevedo*

Presentation on Stress Management Workshops, in Staff Development Seminar given by Mrs. Margaret Chan from Illeware Institute of Tertiary and Further Education, Hong Kong.

Problem Based Learning Special Interest Group Meeting, CAUT, Hong Kong

'Working with Emotion', WSCR Seminar, Hong Kong

'Academic Vocabulary: Assist and Assess'. Hong Kong

Suicide Intervention Workshop, Hong Kong.

28.2 *Ms Ida Cheung*

Stress Management Workshop - arranged by HKPS

Suicidal Awareness Workshop - arranged by HKPS

'Working with psychosomatic families' -Hong Kong.

The 33rd meeting of the International Committee for Adlerian Summer Schools and Institutes, in Zuoz, Switzerland.

28.3 *Mr. T. K. Kang*

Fifth HK Web Symposium, presenting a paper: 'Getting IT Right: Student Counselling in e-Education

HKU Multi-Media special interest group meeting on 'Getting It Right; Student counselling in e-Education

Workshop on Domestic Violence: When Love Hurts.

Leadership Seminar: Understanding Head teachers and Headship: Reflection on a three level approach to the study of leaders and leadership

Lecture on: 'Understanding MBTI'

Dept of Psychology, HKU, giving a paper on 'Handicapped but not Disabled'

Conference in Singapore: Education 2000, giving a paper on; 'Leadership Development: The E-Factors'

Division of Clinical Psychology Conference, Hong Kong, giving a paper on 'IT and the Clinical Psychologists'

Christian Family Service Centre, Hong Kong, giving a talk on 'E-Counselling'.

28.4 *Mrs. Peggy R. Miu*

Seminar on Jung and Confucius - arranged by Hong Kong Psychological Society

6th Annual National Conference on University Student Counselling, in Nanjing.

Seminar on Direct Interpretation of Dreams - arranged by HKPS

MBTI Accreditation Training Workshop - arranged by the Australian Psychologists Press.

Suicide Intervention Workshop, Hong Kong

Workshop on 'Working with psychosomatic families", Hong Kong.

28.5 Ms Winnie Tang

Seminar: 'Supporting and Evaluating Key Skills Development with Higher Education', Hong Kong.

Presentation on Stress Management Workshops, in Staff Development Seminar given by Mrs. Margaret Chan from Illeware Institute of Tertiary and Further Education, Hong Kong.

'Understanding Student Learning', CAUT, Hong Kong

Seminar; 'Effective Clinical Applications of the Psychology of 'Type in Asian Cultures', Hong Kong

Seminar; 'Working with Emotion', WSCR, Hong Kong

Suicide Intervention Workshop, Hong Kong.

Workshop on 'Working with psychosomatic families", Hong Kong.

28.6 Ms Ada M. P. Wong

'Conference by International Planned Parenthood Federation, East and South East Asia and Oceania Regional Office' in Kuala Lumpur

'Suicide Intervention Workshop' Hong Kong

American Mental Health Counsellors Association 2000 /Annual Conference, Boston, USA.

Community Service by Staff Members

Mrs. Peggy R. Miu

Registrar of the Registration Board, Council member, member of the Membership and Professional Standard Committee, member of the Working Group on Statutory Registration, of the Hong Kong Psychological Society.

Member of the Disciplinary Committee Panel, Social Workers Registration Board

Ms Ada M.P. Wong

Executive committee member, council member and member of the Health Services Sub-Committee of the Family Planning Association of Hong Kong.

Board member of the Hong Kong Children and Youth Centre

Board member of the Yang Memorial Methodist Social service

Conclusion

As mentioned earlier in this Report, over the last few years the Personal Development and Counselling Centre finds that an ever greater part of the time available is taken up in its 'fire-fighting' role, responding to urgent situations and requests. This is undoubtedly an important aspect of the work of the Centre in its commitment to the University. In our view it is equally important to ensure that the Centre is also able to carry out its other expert functions as a facilitator to the Educational process and a contributor to the mental health of the University as a whole.

APPENDIX

	Year	For individual counselling	For group counselling
Number of Students registering	1999-2000	653	1,798
	1998-99	613	1,175
	1997-98	507	2,061
	1996-97	575	1,552
Number of registrations	1999-2000	653	2,775
	1998-99	613	2,152
	1997-98	507	2,987
	1996-97	575	1,935

Note: " Student registering" refers to an individual student, being counted only once during the year, no matter how many times s/he 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 by joining programmes or requesting individual counselling. Thus a student may register more than once during the year.

The full picture for both individual and group sessions are shown in the following tables.

	The Academic Year	Students in individual counselling	Students in groups	Total
No. of Student hours	1999-2000	3,582	19,581	23,163
	1998-99	3,195	22,089	25,284
	1997-98	2,284	22,755	25,039
	1996-97	2,394	17,088	19,482
Average No. of hours per student	1999-2000	5.5	10.9	
	1998-99	5.2	18.8	
	1997-98	4.5	11.0	
	1996-97	4.16	11.0	

Nature of Problems	1999-2000		
	Frequency	Hours	Percentage (%)
Personal Problems (Study)	665	697.09	20.21
Personal Problems (General)	2,014	2,292.72	61.22
Information (Psychological /Educational etc.)	77	89.00	2.34
Administrative Problems	534	503.51	16.23
Total	3,290	3,582.32	100

Summary of enrolment in group programmes 1999/2000

Term	First Term				Second Term				Summer			
	No. of groups	No. of applicants	No. of students attended	No. of student-hour	No. of groups	No. of applicants	No. of students attended	No. of student-hour	No. of groups	No. of applicants	No. of students attended	No. of student-hour
1. Course Related To Study												
Learning Week Exhibition and Talk	5	NA	74	74	-	-	-	-	-	-	-	-
Learning Week: Reading and Learning Skills Assessment	14	NA	39	230	-	-	-	-	-	-	-	-
Learning and Study Assessment (Study Skills) for Dental	6	NA	121	369.5	4	NA	13	53	-	-	-	-
Notes Taking Workshop	1	NA	4	12	-	-	-	-	-	-	-	-
Reading Comprehension Session	1	NA	4	10	-	-	-	-	-	-	-	-
Reading Improvement Course	2	NA	6	12.99	-	-	-	-	-	-	-	-
Reading Speed Session	1	NA	3	6.75	-	-	-	-	-	-	-	-
Study At University	7	NA	380	570	-	-	-	-	-	-	-	-
Talk: Learning With Your LAPTOP	1	NA	14	14	-	-	-	-	-	-	-	-
Talk: Play & Learn: IT Competency	1	NA	2	2	-	-	-	-	-	-	-	-
Workshop in Groups for Dental	1	NA	50	150	-	-	-	-	-	-	-	-
2. Learning For Personal Growth												
Assertiveness Workshop	-	-	-	-	1	25	16	112	1	20	17	119
Crisis Management Workshop	-	-	-	-	1	15	13	114	1	34	23	207
Hong Kong's Heritage	-	-	-	-	-	-	-	-	2	29	18	162
Image Building for School of Business	-	-	-	-	1	16	7	28	-	-	-	-
Intensified Learning Opportunity Programme (ILOP 1998-2000)	1	NA	28	84	-	-	-	-	1	NA	31	71.69
Intensified Learning Opportunity Programme (ILOP 1999-2001)	1	NA	50	50	1	NA	51	1930	1	NA	50	1890
Interpersonal Communication Workshop	-	-	-	-	1	17	14	98	1	20	16	112
Leadership & Life Skills Course 1998 (LLS 1999)	1	NA	46	544.5	1	NA	49	193.8	1	NA	17	39.6
Leadership & Life Skills Course 2000-2001 Recruitment (LLS 2000)	-	-	-	-	1	NA	66	99	-	-	-	-

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
Leadership & Life Skills Course 2000-2001 Interview (LLS 2000)	-	-	-	-	18	90	83	41.5	-	-	-	-
Leadership & Life Skills Course 2000-2001 (LLS 2001)	-	-	-	-	-	-	-	-	1	90	49	7785
Negotiating Skill and Cultural Management	-	-	-	-	1	27	21	156	-	-	-	-
Nurture Yourself Through Dance And Movement Interview	1	19	13	13	6	16	12	8.33	-	-	-	-
Nurture Yourself Through Dance And Movement	1	19	13	90	1	12	12	129	-	-	-	-
PAC – Meeting The Three People Inside Us	-	-	-	-	1	14	7	149.5	-	-	-	-
Social Etiquette for School of Business	-	-	-	-	1	18	18	108	-	-	-	-
Social Etiquette for University Hall	-	-	-	-	1	91	91	364	-	-	-	-
So You Want to Work in the Media	-	-	-	-	-	-	-	-	1	21	17	153
ST for MSW	-	-	-	-	1	7	7	147	-	-	-	-
Toastmaster's Sessions	-	-	-	-	1	29	21	140	1	32	27	243
Workshop On Creativity	-	-	-	-	-	-	-	-	1	13	14	224
Workshop On Creativity Interview	-	-	-	-	-	-	-	-	2	20	17	15
3. Psychological Testing												
Adjustment in University – Know your adjustment profile	1	NA	53	43.99	23	NA	471	590.86	-	-	-	-
Know Your Personality Preferences	2	50	44	132	-	-	-	-	2	58	50	375
Knowing Your Emotional Intelligence	-	-	-	-	2	54	51	398	-	-	-	-
MBTI Workshop	-	-	-	-	1	12	12	18	1	8	8	64
4. Training In Specific Skills												
@PEER “Talk It, Work IT”	8	NA	32	42.75	2	NA	5	5	-	-	-	-
Digital Leadership: An Introduction	1	17	11	33	1	6	6	48	1	7	6	36
Play & Learn: Overcoming Computer Fear	1	6	4	12	-	-	-	-	-	-	-	-
IT Student Ambassador Training	1	NA	18	135	-	-	-	-	-	-	-	-
5. Talks												
Briefing Sessions for Buddies	-	-	-	-	-	-	-	-	1	NA	18	135

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
Cultural Adjustment and Orientation	-	-	-	-	1	12	12	30	-	-	-	-
Orientation Talks	-	-	-	-	-	-	-	-	2	NA	109	115.5
Orientation Programme for Mainland China	-	-	-	-	-	-	-	-	1	30	30	45
Overseas Student Programme	1	NA	37	92.5	-	-	-	-	-	-	-	-
Psychology Society Visit	-	-	-	-	1	16	16	16	-	-	-	-
Sharing Session with VC	-	-	-	-	1	NA	17	34	-	-	-	-
Talk for Dental School	1	NA	12	24	-	-	-	-	-	-	-	-

