

THE UNIVERSITY OF HONG KONG
Personal Development & Counselling Centre

MISSION AND AIMS

In keeping with the University's mission

- “To provide a comprehensive education, developing fully the intellectual and personal strengths of its students” ; and
- “To produce graduates of distinction committed to lifelong learning, integrity and professionalism, capable of being responsive leaders and communicators in their fields” ;

the Personal Development and Counselling Centre aims:

- To promote effective living and learning in the University community;
- To provide opportunities for students to develop their personal skills; and
- To assist students maintain their mental health and general well being.

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Foreword

There was a steady increase in the number of students seeking individual counselling and attending group programmes in the year 2000-2001. The services of PDCC are grouped under three main areas for the purpose of this report: Preventive initiatives, personal development and skills acquisition, and therapeutic support. This report is the result of a collaborative effort of all professional staff.

Year 2000-2001 saw the departure of two dear colleagues. Ms. Ada Wong, Director of PDCC, retired in June after serving the Centre for 30 years. Ms. Winnie Tang, who was with PDCC as a Counsellor for five years left in August. We wish to thank them for their invaluable service offered to our students and their many contributions to the growth and development of PDCC.

1. Delivering the Services of PDCC – Preventive Initiatives

The focus is on pre-emptive programmes which are designed to forestall problems before they arise. Services mainly take the form of talks, orientation workshops and identification procedures and include outreach programmes to Faculties and other target groups. These programmes are designed for all students.

1.1 Learning Programmes

The aim of Learning Support activities is to ensure that students have the necessary skills and correct attitude to be independent learners. An assessment process “Knowing Your Reading and Learning Strategies: Identification and Assessment” is offered. This mechanism provides comprehensive information on factors that might influence a student’s ability to achieve effective learning. The information includes a reading efficiency index, together with descriptors of motivation level, application and diligence, study habits and learning style. Negative, interfering factors, such as anxiety symptoms, are also identified.

After the assessment procedure, students are offered an Individual Consultation Session and provided with a Study Profile listing findings and programme recommendations. Using the information summarized in their individual profile, immediate and future directions of their academic focus were identified and appropriate strategies or specific suggestions for improvement were discussed. Appropriate programmes were then provided to help them work on the skill areas identified.

During 2000-2001, Learning Programmes were offered in both the first and the second semester.

1.2 Psychological Assessment

Psychological Measures can provide alternative avenues for achieving self-understanding. The assessment information can help students know more about their adjustment level, coping style, personality and their specific needs and motives. There are a variety of psychological measures available for students to further their own understanding.

This year, the Centre focused on using the Myer Briggs Type Indicator, as it has proved to be one of the most useful instruments for self-understanding. Additionally, the instrument offers specific information and insight into interpersonal relationships, career choice, leadership styles and how to work in a team. All these are subjects relevant for the important transition to the world of work.

Sessions on “Knowing your Personality Preferences through the MBTI” were offered in the First and Second Semesters, as well as during the summer months. These sessions were specially recommended for second, final year and postgraduate students.

1.3 Orientation for Incoming Students

The PDCC plays a role in the Orientation programmes for all incoming students. Drawing upon our long experience in direct student contact, the presentations are designed to assist students adjust to the different expectations and responsibilities of University life. In particular academic integrity and intellectual originality, personal independence and self-reliance were addressed. Presentations also emphasize the diversity of social contact and opportunities for personal development in University life. These sessions provide a valuable forum to introduce the role and function of the PDCC.

Orientation sessions were offered to eleven Schools and Faculties in the first semester. The Centre also responded to Faculty invitations for orientation talks. For some specific groups such as Postgraduates, Overseas and Mainland students, the programmes are usually provided in collaboration with other stakeholders and may involve additional, custom-made components.

During the year a total of 892 students participated in these preventive initiatives. (Appendix)

<h2>2. Delivering the Services of PDCC – Personal Development & Skills Acquisition</h2>
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Services are provided to support students with specific areas of concern. The objective is to provide training to prevent the area of concern interfering with the student’s academic and personal life. Support is delivered through skills development and self-management programmes in the following four areas:

- Personal Development
- Leadership
- Hall Education
- Programmes by Special Request

2.1 Personal development programmes

Communication and Interpersonal Skills

- Assertiveness Workshop
- CA.CON (Current Affairs & Conversation)
- Dealing with people from other Cultures
- Effective Business Communication
- Effective Public Speaking
- Interpersonal Communication Workshop
- MBTI Workshop on Interpersonal Relationship
- Toastmaster's Session

Learning

- MBTI Workshop on Learning
- Note-taking Workshop
- Note-Taking and Review Strategies
- Reading Effectiveness Course
- Teaching Yourself How to Think

Personal Growth

- @ Peer
- Hong Kong's Heritage
- Image Awareness Workshop
- MBTI Workshop on Career
- Nurture Yourself Through Dance and Movement
- Personal Leadership for Change in the IT Era
- So You want to be a Media Person
- Workshop on Creativity

2.2 Leadership Programmes

The Centre contributes the leadership component in two specially funded programmes, the Leadership and Life Skills Course (LLS) and the Intensive Learning Opportunities Programmes (ILOP).

2.2.1 Leadership and Life Skills Course (LLS)

The Leadership and Life Skills Course is particularly designed for students who wish to enhance life skills and develop leadership qualities. The course includes an intensive 5-week training of about 170 workshop hours and a project experience of not less than 90 hours.

The course adopts an integrated approach in leadership development. Training is given at various levels, including intra-personal, interpersonal, physical and societal, which constitute the different components of the programme.

To provide the different training segments, the programme draws not only on PDCC resources, but also relies heavily on the contribution of external sources. These include staff from the English Centre and the Centre of Physical Education and Sports at HKU, staff from the City University and the Hong Kong Institute of Education, and other experts in various skill areas.

For LLS 2000-2001, 50 applicants were accepted out of 90, of which 46 graduated from the course. This group turned out to be a very special group and impressed their trainers with their deep sense of commitment. All 46 graduates had an attendance rate of over 90%, with 25 participants having 100% attendance. A detail evaluation of the course could be found in the separate LLS 2000-2001 report.

2.2.2 Intensified Learning Opportunity Programme (ILOP)

This is the fifth year the PDCC has conducted this intensive, high profile programme jointly with the Careers Education and Placement Centre and the General Education Unit. Our Centre is responsible for sessions which focus on personal development and leadership, including growth workshops, simulated society and effective leadership. A separate report on this programme is available.

2.3 Hall Education Programmes

Since 1999 the Centre has been involved in a joint research project on residential hall life entitled "Towards Whole-Person Education: Building a Nurturing and Exciting Community". This year the Centre supported some of the project objectives in conducting a time management workshop for hall residents and four training workshops for hall tutors on how to work with students. An interim report on the research project is available.

2.4 Programmes by Special Request

The PDCC has responded to numerous requests from various departments to conduct customised training for their students.

2.4.1 Faculty of Dentistry: Learning Support Programme

Since the inception of the Problem-Based Learning Curriculum, the Faculty of Dentistry has been keen to ensure that their students have the necessary background and confidence to manage the challenges of this new mode of learning. The PDCC has been identified as a key resource to assist them in this venture.

In 2000-2001, the PDCC continued to work with the Faculty to provide learning support services to its entire first year intake: a total of fifty-two students. All these BDSI students were put through the "Knowing Your Reading and Learning Strategies: Identification and Assessment Programme". The programme aims to help students gain insight into their own learning style and apply the findings to their specific situations.

The students, as in previous years, found the programme helpful in promoting an understanding of their own strengths and weaknesses and to orient themselves to a

new mode of learning. They also found that the time needed for adjustment was shortened and the process less stressful as a result of the intervention.

2.4.2 Department of Social Work and Social Administration: Learning Support Programme for Master of Social Work Students

The Department of Social Work and Social Administration adopted Problem-Based Learning in the year 1999-2000. The PDCC was engaged to provide the “Knowing Your Reading and Learning Strategies: Identification and Assessment Programme” to Master of Social Work students. A total of twenty-three (full-time) and nineteen (part-time) students participated. The students found the information very useful, identifying clearly for them the areas of concern so that they felt more prepared for the PBL mode.

2.4.3 Department of Industrial and Manufacturing Systems Engineering: Team Building and Leadership Training for Final Year Students

A one-day workshop on Team Building and Leadership at the Kadoorie Agricultural Research Centre for the entire class of 62 final year students. The workshop focused on understanding team issues and personality.

2.4.4 Department of Psychology: Sensitivity Training for Master of Social Sciences Clinical Psychology Students

Two 21-hours sensitivity training workshops were organized for 21 clinical psychology postgraduates. The workshops formed an integral part of their training experience, enhancing the students' sensitivity and awareness as clinicians.

2.4.5 Postgraduate Student Association (PGSA) and Graduate School

For a number of years, the PDCC has organised programmes for post-graduate students to facilitate adjustment and well-being. Post-graduate students are encouraged to participate in our regular programmes. In addition film shows are organised for students from China for cultural awareness and entertainment.

2.4.6 HKUSU Science Society: Training of Orientation Camp Leaders

A three hour workshop was held for 24 participants. The focus of the workshop was on team building strategies and communication skills.

2.4.7 Prince Philip Dental Hospital: Study Skills Workshop for Dental Trainees

A half day workshop on study skills, learning styles and time management was provided to the Dental Surgery Assistant, Dental Hygienist and Dental Technician Students at the Prince Philip Dental Hospital. A total of 51 students attended.

During 2000-2001 1,163 students attended personal development and skills acquisition programmes. This together with those attending the preventive initiatives make a total of 2,055 students participating in group programmes, a steady increase from previous years. (Appendix)

3. Delivering the Services of PDCC – Therapeutic Support

The Centre continues to support students who wish to manage problems that are significantly interfering with their academic progress and/or personal well-being. The objective of the service delivery is to provide counselling to students in need.

3.1 Counselling Service

This year 685 individuals came for counselling, 624 were students (543 undergraduates and 81 postgraduates) and 61 were non-students (graduates, staff members and family members of students). Table 1 shows the distribution of individual counselling cases by Faculty and year of study.

Table 1. Distribution of Counselling Cases by Faculty and by Year

Faculty \ Year of Study	Year of Study							Total	Faculty Enrolment*	% of Faculty Enrolment
	I	II	III	IV	V	Post-grad	Others			
Architecture	11	9	6	-	-	4	-	30	784	3.8
Arts	23	64	29	-	-	11	-	127	1,919	6.6
Business & Economic	11	13	11	-	-	1	-	36	1,303	2.8
Dentistry	5	2	1	2	2	1	-	13	314	4.1
Education	15	4	6	6	-	9	-	40	1,873	2.1
Engineering	17	22	16	-	-	7	-	62	2,612	2.4
Law	6	9	6	16	-	3	-	40	695	5.8
Medicine	5	16	9	9	12	2	-	53	1,517	3.5
Science	18	24	28	-	-	6	-	76	1,810	4.2
Social Sciences	25	42	43	-	-	37	-	147	1,527	9.6
Others	-	-	-	-	-	-	61	61	-	-
Total	136	205	155	33	14	81	61	685	14,354	4.8

* Figures provided by Registry as at 30 December 2000

A total of 3,572 counselling sessions were offered this year. The average number of sessions per student is 4.8. Table 2 shows the frequency of sessions in the four major categories of concern.

Table 2. Nature of concern and number of sessions

Nature of concern	No. of sessions	Percentage
Personal	1,923 (1,735)*	53.84
Study	584 (579)	16.35
Clinical	558 (429)	15.62
Others	507 (547)	14.19
Total	3,572 (3,290)	100

* Figures of 1999-2000 given in parenthesis

1,923 counselling sessions (53.84%) were on personal issues, the three most common concerns were those of personal growth, intimate relationships, and family problems. Self-esteem and interpersonal relationships come next.

584 counselling sessions (16.35%) were focused on learning issues. Problems presented include study pressure, lack of appropriate study skills and habit, and failure in examination.

558 counselling sessions (15.62%) were spent on the management of clinical problems. It has been noted that more students are experiencing chronic debilitating symptoms, which can range from general anxiety and depressive moods to more serious clinical symptoms that required medical or psychiatric treatment.

507 counselling sessions (14.19%) were taken up by a variety of advisory issues covering career, financial, legal and other administrative matters.

3.2 Emergency Pager Service

The emergency pager service is operated after office hours and manned by the PDCC counsellors. 50 calls were received during the year. It was noted that the service, as experienced in the previous years, was often misused. The majority of the calls were not an emergency. The Centre is reviewing this service as it involves intensive after hour work and responsibility.

3.3 Email Contact

There is a growing number of students seeking information and advice through emails. Students were encouraged to attend sessions at the Centre and emails have been used mainly as a supplementary communication link. At this stage the Centre is monitoring this trend for future service delivery.

3.4 Professional supervision of Clinical Psychologist-in-Training

The PDCC continues to serve as a clinical placement unit for the postgraduate programme in Clinical Psychology offered by the Department of Psychology of the University. This year, the Centre has provided a four month professional supervision to a clinical psychologist-in-training.

4. Staffing Issues

4.1 PDCC Professional Staff

Ms Ada Wong	Director (retired 30 6 01)	(Clinical Psychologist)
Mrs Peggy R. Miu	Counsellor (Acting Director from 1 7 01)	(Clinical Psychologist)
Ms Sylvia A. Acevedo	Counsellor	(Clinical Psychologist)
Ms Ida Cheung	Counsellor	(Counselling Psychologist)
Mr Kang Tsi Kit	Counsellor	(Clinical Psychologist)
Ms Winnie Tang	Counsellor (to 31 8 01)	(Educational Psychologist)

4.2 Staff Changes

Ms Ada Wong retired and one of our counsellors, Ms Winnie Tang, left the service. The experience and skills of these senior professional staff will be greatly missed. Their departure has reduced the professional staff numbers by one third and the delivery of services in the summer months and over the coming year need to be managed with care.

Mrs Peggy Miu was appointed Acting Director, upon Ms Wong's departure. Permission was also received for the appointment of a temporary Counsellor.

4.3 Staff Development

Professional staff attended conferences and workshops as follows:

Qigong Therapy Workshop for Interdisciplinary Health Care and Helping Professionals, December 13-14, 2000. (Ms Ida Cheung, Mrs Peggy Miu)

International Conference on Youth Development in the Cyber Space: Trend and Challenges, December 14 - 16, 2000. (Mr T. K. Kang)

Workshop on Selecting Effective Treatment, March 5, 2001. (Ms Sylvia Acevedo, Ms Ida Cheung, Mr T. K. Kang, Mrs Peggy Miu, Ms Ada Wong)

Workshop on Diagnosis and Treatment Planning using DSM-IV-TR, March 8 – 9, 2001. (Ms Sylvia Acevedo, Ms Ida Cheung, Mr T. K. Kang, Mrs Peggy Miu, Ms Ada Wong)

Myers-Briggs Type Indicator Accreditation Training, May 16, 17 & 22, 2001. (Ms Sylvia Acevedo, Ms Ida Cheung, Mr T. K. Kang)

MBTI Training on Team Building and Leadership, May 23, 2001. (Mrs Peggy Miu, Ms Winnie Tang)

4.4 Community Service by Staff Members

Mr T. K. Kang

Member, Joint Committee on Information Technology for the Social Welfare Sector, Social Welfare Department, Hong Kong Government

Mrs Peggy Miu

Registrar of the Registration Board, Council member, member of the Membership and Professional Standard Committee, member of the Preparatory Committee on Statutory Registration, of the Hong Kong Psychological Society
Member of the Disciplinary Committee Panel, Social Workers Registration Board
Chairman, Hong Kong Tertiary Institutions Psychological Counselling Working Group, of the Hong Kong Student Services Association

Ms Winnie Tang

General Secretary, The Hong Kong Psychological Society

Ms Ada 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

5. Future Directions

From its origins as a Counselling Unit, the PDCC has evolved to become the main provider of counselling and personal development expertise to the University. While the majority of its work remains dedicated to individual therapeutic work, the Centre remains committed to providing pro-active, developmental services to a broad and demanding community.

In the year 2000-2001, the Centre gave assistance to a number of staff and students who had faced personal crises, including suicide, violence and sexual harassment. Sensitive and thorough care for the aftermath of these events takes a considerable amount of resources. By their very nature, the timing and scale of these crises cannot be predicted. This makes the planning and allocation of resources especially important.

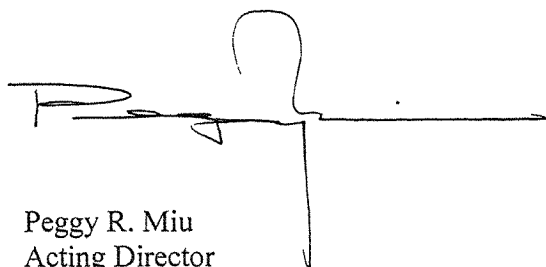
This year has also seen considerable progress in further integration between PDCC and the other units which make up the University's primary support services. Regular meetings take place between the Heads of Services, and a Student Support Forum has been initiated which brings together support services, including Health Service, Sport

and the Student Union. The pooling of expertise from these areas has resulted in highly creative proposals for future endeavours.

In the past, the PDCC has been disadvantaged by the absence of a business and development plan. The service has an excellent record in responding to requests from faculties or departments for special, customised courses. However, it now intends to take a more strategic approach to claims upon its resources.

A Development Plan for PDCC is in preparation. The intention is to identify the priorities for the service, and to match resources against demand. Having operated in deficit during the past years, a Business Plan is now necessary and work has begun on this task.

In the year ahead, we will finalise the Business and Development Plans, and make arrangements for the appointment of a new Director. The PDCC will continue its efforts to promote itself to users and to develop relevant, accessible and professional services of the highest standards.

A handwritten signature in black ink, appearing to read 'Peggy R. Miu'. The signature is stylized with a large, looped 'P' and a long horizontal stroke extending to the right.

Peggy R. Miu
Acting Director

January 2002

Appendix Group Programmes 2000-2001

Programmes		First Term Programme				Second Term Programme				Summer Programme			
		No of Sessions		No of Participants	Overall Attendance Rate	No of Sessions		No of Participants	Overall Attendance Rate	No of Sessions		No of Participants	Overall Attendance Rate
		Consecutive	Independent			Consecutive	Independent			Consecutive	Independent		
Learning Programmes													
Knowing Your Reading and Learning Strategies: Identification and Assessment (1.5 hr.)		-	3	54	NA	-	-	-	-	-	-	-	
* Individual Feedback Consultation (30 mins.)		-	-	50	NA	-	-	-	-	-	-	0	
Psychological Assessment													
Knowing Your Personality Preferences through the MBTI (4 hrs.)													
Group 1		2	-	22	100%	2	-	16	100%	2	-	28	82%
Group 2		2	-	23	87%	2	-	28	96%	-	-	-	-
Group 3		-	-	-	-	2	-	18	100%	-	-	-	-
Group 4		-	-	-	-	2	-	8	100%	-	-	-	-
Orientation Programmes													
Study at University	Faculty of Architecture/Law (1.5 hrs.)	-	1	24	NA	-	-	-	-	-	-	-	
	Faculty of Arts (1.5 hrs.)	-	1	78	NA	-	-	-	-	-	-	-	
	Faculty of Business and Economic (1.5 hrs.)	-	1	48	NA	-	-	-	-	-	-	-	
	Faculty of Dentistry (1.5 hrs.)	-	1	52	NA	-	-	-	-	-	-	-	
	Faculty of Education (1.5 hrs.)	-	1	51	NA	-	-	-	-	-	-	-	
	Faculty of Engineering (1.5 hrs.)	-	1	103	NA	-	-	-	-	-	-	-	
	Faculty of Medicine (1.5 hrs.)	-	1	23	NA	-	-	-	-	-	-	-	
	Faculty of Science (1.5 hrs.)	-	1	105	NA	-	-	-	-	-	-	-	
	Faculty of Social Sciences (1.5 hrs.)	-	1	70	NA	-	-	-	-	-	-	-	
	Department of Nursing Studies (1.5 hrs.)	-	1	27	NA	-	-	-	-	-	-	-	
Total:				581				-	-	-	-	-	
Cultural Adjustment Session for Overseas Students		-	2	64	NA	-	-	-	-	-	-	-	
Personal Development Programmes													
Communication & Interpersonal	Assertiveness Workshop (7 hrs.)	-	-	-	-	-	1	19	NA	-	-	-	-
	CA.CON (1.5 hr.)	-	-	-	-	-	2	9	NA	-	-	-	-
	Dealing with People from Other Cultures (8 hrs.)	-	-	-	-	-	1	16	NA	-	1	16	NA
	Effective Business Communication (2 hrs.)	4	-	23	79%	-	1	23	NA	-	-	-	-
	Effective Public Speaking (2 hrs.)	4	-	26	78%	-	-	-	-	-	-	-	-
	Interpersonal Communication Workshop (7 hrs.)	-	-	-	-	-	1	17	NA	-	-	-	-
	MBTI Workshop on Interpersonal Relationship (3 hrs.)	-	-	-	-	-	1	14	NA	-	-	-	-
	Toastmaster's Session (7 hrs.)												
	Group 1	-	1	25	NA	-	1	24	NA	-	1	21	NA
	Group 2	-	-	-	-	-	-	-	-	-	1	16	NA

Programmes	First Term Programme				Second Term Programme				Summer Programme			
	No. of Sessions		No. of Participants	Overall Attendance Rate	No. of Sessions		No. of Participants	Overall Attendance Rate	No. of Sessions		No. of Participants	Overall Attendance Rate
	Consecutive	Independent			Consecutive	Independent			Consecutive	Independent		
Reading and Learning Assessment for Master of Social Work (Full-time) (2 hrs.)	-	1	23	NA	-	-	-	-	-	-	-	-
* Individual Feedback Consultation (30 mins.)	-	-	23	NA								
MBTI Workshop for Department of Industrial and Manufacturing System Engineering (10 hrs.)	-	1	62	NA	-	-	-	-	-	-	-	-
Sensitivity Training for Master of Social Sciences Clinical Psychology Students												
Group 1 (21 hrs.)	2	-	10	100%	-	-	-	-	-	-	-	-
Group 2 (21 hrs.)	3	-	9	100%	-	-	-	-	-	-	-	-
HKUSU Science Society: Training of Orientation Camp Leaders (3 hrs.)	-	-	-	-	-	-	-	-	-	1	24	NA
Study Skills Orientation Talk for Prince Philip Dental Hospital (3 hrs.)	-	1	51	NA	-	-	-	-	-	-	-	-
Farewell Gathering for Exchange Students (2.5 hrs.)	-	1	21	NA	-	-	-	-	-	-	-	-

No. of students attending preventive programmes: 892

No. of students attending programmes on personal development and skills acquisition: 1,163

Total no. of students attending group programmes: 2,055

No. of students attending group programmes and individual counselling in the past five years

Year	Group Programmes (a)	Individual Counselling (b)	*Total No. of Students Receiving Service	% of University Enrolment
2000-2001	2,055	624	2,017	14.05%
1999-2000	1,798	653	1,991	13.70%
1998-1999	1,175	613	1,586	11.33%
1997-1998	2,061	507	2,422	17.16%
1996-1997	1,552	575	1,953	14.10%

* The figures in this column is not equal to (a) + (b) as some students attended both group and individual sessions.

