THE UNIVERSITY OF HONG KONG

DEPARTMENT OF SOCIAL WORK & SOCIAL ADMINISTRATION

Student Handbook
2016 Intake

Master of Social Sciences
in the fields of
Gerontology
Mental Health
Social Service Management
Social Work
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I. Introduction

This student handbook aims to provide important information to facilitate the learning process of a student studying in the Master of Social Sciences degree in the fields of Gerontology, Mental Health, Social Service Management and Social Work.
## II. Calendar

### September 2016

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First Semester: Sep 1 – Dec 23, 2016

- Sep 1: First Day of Teaching
- Sep 1 – 14: Add/Drop Period for Courses
- Sep 16: Public Holiday
- Sep 24: Endnote Workshop

### October 2016

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- Oct 1: Public Holiday
- Oct 10: Public Holiday
- Oct 17 – 22: Reading Week
- Oct 24 – Nov 4: SSCC Meetings

### November 2016

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- Nov 30: Last Day of Teaching

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- Dec 24: University Holiday
- Dec 26 – 27: Public Holidays
- Dec 31: University Holiday (afternoon)
### January 2017

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Jan 2: Public Holiday
Second Semester: Jan 16 – Apr 29, 2017
Jan 16: First Day of Teaching
Jan 16 – Feb 2: Add/Drop Period for Courses
Jan 27 – 31: Public Holiday
Jan 28 – Feb 3: Class Suspension Period for the Lunar New Year

### February 2017

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Mar 6 – 11: Reading Week
Mar 16: University Holiday
Mar 20-31: SCC Meetings
Mar 31: Submission of Dissertation Title (PT2)

### March 2017

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Apr 4: Public Holiday
Apr 14 – 17: Public Holiday
Apr 30: Last day of Teaching
### May 2017

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- **May 1**: Public Holiday
- **May 3**: Public Holiday

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- **Jul 1**: Public Holiday

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- **Aug 1**: Submission of Dissertation (PT2)
- **Aug 15**: Submission of Dissertation Proposal (PT1)
III. Regulations

These regulations apply to candidates admitted to the Master of Social Sciences in the academic year 2016-17 and thereafter.

Any publication based on work approved for a higher degree should contain a reference to the effect that the work was submitted to the University of Hong Kong for the award of the degree.

The degree of Master of Social Sciences (MSocSc) is a postgraduate degree awarded for the satisfactory completion of a prescribed course of study in one of the following fields: Behavioral Health; Clinical Psychology; Corporate Environmental Governance; Counselling; Criminology; Educational Psychology; Gerontology; Media, Culture and Creative Cities; Mental Health; Nonprofit Management; Psychology; Social Service Management; and Social Work. These fields of study will not necessarily be offered every year.

Admission requirements

MSS 1. To be eligible for admission to the courses leading to the degree of Master of Social Sciences, candidates
(a) shall comply with the General Regulations and the Regulations for Taught Postgraduate Curricula;
(b) shall hold
   (i) a Bachelor’s degree with honours of this University; or
   (ii) another qualification of equivalent standard from this University or from another University or comparable institution accepted for this purpose;
(c) for a candidate who is seeking admission on the basis of a qualification from a university or comparable institution outside Hong Kong of which the language of teaching and/or examination is not English, shall satisfy the University English language requirement applicable to higher degrees as prescribed under General Regulation G2(b); and
(d) shall satisfy any other admission requirements which may be specified for individual fields of study in the regulations below; and
(e) shall satisfy the examiners in a qualifying examination if required.

MSS 1.1 To be eligible for admission to the courses leading to the degree of Master of Social Sciences in the fields of Behavioral Health, Counselling, Gerontology, Mental Health, Social Service Management and Social Work, candidates shall preferably have had a minimum of two years of post-qualification experience in the relevant fields, in addition to the requirements set out in Regulation MSS 1.

MSS 1.2 To be eligible for admission to the courses leading to the degree of Master of Social Sciences in the field of Clinical Psychology, candidates shall hold a Bachelor’s degree with honours with a major in Psychology, or a recognized equivalent qualification, in addition to the requirements set out in Regulation MSS 1.
MSS 1.3 To be eligible for admission to the courses leading to the degree of Master of Social Sciences in the field of Criminology, candidates
(a) shall hold a Bachelor’s degree with honours preferably with a major in the social sciences or humanities discipline; or
(b) shall preferably have working experience in the criminal justice system, social welfare agencies, or in other work with offenders,
in addition to the requirements set out in Regulation MSS 1.

MSS 1.4 To be eligible for admission to the courses leading to the degree of Master of Social Sciences in the field of Educational Psychology, candidates
(a) shall hold a Bachelor’s degree with honours with a major in Psychology, or a recognized equivalent qualification;
(b) shall be eligible for the Graduate Membership of the Hong Kong Psychological Society; and
(c) shall preferably have relevant working experience in educational or related settings,
in addition to the requirements set out in Regulation MSS 1.

MSS 1.5 To be eligible for admission to the courses leading to the degree of Master of Social Sciences in the field of Nonprofit Management, candidates shall preferably have three years of relevant working experience, in addition to the requirements set out in Regulation MSS 1.

MSS 1.6 To be eligible for admission to the courses leading to the degree of Master of Social Sciences in the field of Psychology, candidates
(a) shall hold
   (i) a Bachelor's degree with honours of this University (in a discipline other than psychology and without completion of any other programme in psychology which is designed to bring the honours degree holder up to the standard of a graduate majoring in psychology); or
   (ii) another qualification of equivalent standard from this University or from another University or comparable institution accepted for this purpose (in a discipline other than psychology and without completion of any other programme in psychology which is designed to bring the honours degree holder up to the standard of a graduate majoring in psychology);
(b) shall preferably have more than one year of working experience; and
(c) shall satisfy the examiners in a qualifying examination and interview if shortlisted,
in addition to the requirements set out in Regulation MSS 1.

MSS 2. An application for exemption from the above requirements shall be considered on a case by case basis.

Qualifying examination

MSS 3.
(a) A qualifying examination may be set to test the candidates’ formal academic ability or their ability to follow the courses of study prescribed. It shall consist of one or more written papers or their equivalent and may include a project
(b) Candidates who are required to satisfy the examiners in a qualifying examination shall not be permitted to register until they have satisfied the examiners in the examination.

Award of degree

MSS 4. To be eligible for the award of the degree of Master of Social Sciences, candidates
(a) shall comply with the General Regulations and the Regulations for Taught Postgraduate Curricula; and
(b) shall complete the programme as prescribed in the syllabuses and satisfy the examiners in accordance with the regulations set out below.

Period of study

MSS 5. The curriculum shall normally extend over one academic year of full-time study; or two academic years of part-time study, with a maximum period of registration of two academic years of full-time study or three academic years of part-time study, unless otherwise specified for individual fields of study in the regulations below.

MSS 5.1 In the field of Clinical Psychology, the programme shall normally extend over two academic years of full-time study, with a maximum period of registration of four academic years of full-time study.

MSS 5.2 In the field of Counselling, the programme shall normally extend over two or three academic years of part-time study, with a maximum period of registration of three academic years for the two-year part-time study or four academic years for the three-year part-time study.

MSS 5.3 In the field of Criminology, the programme shall normally extend over one academic year of full-time study or two academic years of part-time study, with a maximum period of registration of two academic years of full-time study or four academic years of part-time study.

MSS 5.4 In the field of Educational Psychology, the programme shall normally extend over two academic years of full-time study or three academic years of part-time study, with a maximum period of registration of four academic years for both full-time and part-time study.

MSS 5.5 In the fields of Media, Culture and Creative Cities, the programme shall normally extend over two academic years of part-time study, with a maximum period of registration of four academic years of part-time study.

MSS 5.6 In the field of Nonprofit Management, the programme shall normally extend over one academic year of full-time study, with a maximum period of registration of two academic years of full-time study.
MSS 5.7 In the fields of Mental Health, Social Service Management, and Social Work, the programme shall normally extend over two academic years of part-time study, with a maximum period of registration of three academic years of part-time study.

MSS 6. Candidates shall not be permitted to extend their studies beyond the maximum period of registration specified in the above regulations, unless otherwise permitted or required by the Board of the Faculty.

Advanced Standing

MSS 7. Advanced Standing may be granted to candidates in recognition of studies completed successfully before admission to the curriculum. Candidates who are awarded Advanced Standing will not be granted any further credit transfer for those studies for which Advanced Standing has been granted. The amount of credits to be granted for Advanced Standing shall be determined by the Board of the Faculty, in accordance with the following principles:
(a) a candidate may be granted a total of not more than 20% of the total credits normally required under a curriculum for Advanced Standing unless otherwise approved by the Senate; and
(b) credits granted for Advanced Standing shall not normally be included in the calculation of the GPA unless permitted by the Board of the Faculty but will be recorded on the transcript of the candidate.

Exemption

MSS 8. Candidates may be exempted, with or without special conditions attached, from the requirement prescribed in the regulations and syllabuses governing the curriculum with the approval of the Board of the Faculty, except in the case of a capstone experience. Approval for exemption of a capstone experience may be granted only by the Senate with good reasons. Candidates who are so exempted must replace the number of exempted credits with courses of the same credit value.

Progression in curriculum

MSS 9. Candidates may, with the approval of the Board of the Faculty, transfer credits for courses completed at other institutions during their candidature. The number of transferred credits may be recorded in the transcript of the candidate, but the results of courses completed at other institutions shall not be included in the calculation of the GPA. The combined total number of credits to be granted for Advanced Standing and credit transfer shall not exceed half of the total credits normally required under the curricula of the candidates during their candidature at the University.
Completion of curriculum

MSS 10. To complete the curriculum, candidates
(a) shall satisfy the requirements prescribed in TPG 6 of the Regulations for Taught Postgraduate Curricula;
(b) shall follow courses of instruction and complete satisfactorily all prescribed written work and field work;
(c) shall complete and present a satisfactory dissertation or capstone project as prescribed in the syllabuses; and
(d) shall satisfy the examiners in all prescribed courses and in any prescribed form of examination.

Dissertation and Capstone project

MSS 11. Subject to the provisions of Regulation MSS 10(c), the title of the dissertation or capstone project shall be submitted for approval by not later than March 31 of the final academic year in which the teaching programme ends and the dissertation or capstone project shall be presented by a date as prescribed in the syllabuses for each field of study; candidates shall submit a statement that the dissertation or capstone project represents their own work (or in the case of conjoint work, a statement countersigned by their co-worker(s), which show their share of the work) undertaken after registration as candidates for the degree.

Assessment

MSS 12. Candidates shall be assessed for each of the courses for which they have registered, and assessment may be conducted in any combination of continuous assessment of coursework, written examinations and/or any other assessable activities. Only passed courses will earn credits.

MSS 13.
(a) Where so prescribed in the syllabuses, coursework or a dissertation or a capstone project shall constitute part or whole of the examination for one or more courses.
(b) An assessment of the candidates’ coursework during their studies, including completion of written assignments and participation in field work or laboratory work, as the case may be, may be taken into account in determining the candidates’ result in each written examination paper; or, where so prescribed in the syllabuses, may constitute the examination of one or more courses.

MSS 14. Candidates shall not be permitted to repeat a course for which they have received a passing grade for the purpose of upgrading.

MSS 15. Candidates who have failed to satisfy the examiners at their first attempt in not more than half of the number of courses to be examined, whether by means of written examination papers or coursework assessment, during any of the academic years of study, may be permitted make up for the failed course(s) in the following manner:
(a) undergoing re-assessment/re-examination in the failed course; or
(b) re-submitting failed coursework, without having to repeat the same course of
   instruction; or
(c) repeating the failed course by undergoing instruction and satisfying the
   assessments; or
(d) for elective courses, taking another course in lieu and satisfying the assessment
   requirements.

MSS 16. Subject to the provision of Regulation MSS 10(c), candidates who have
failed to present a satisfactory dissertation or capstone project may be permitted to
submit a new or revised dissertation or capstone project within a specified period.

MSS 17. Candidates who have failed to satisfy the examiners in any prescribed field
work/practical work/internship may be permitted to present themselves for
re-examination in field work/practical work/internship within a specified period.

MSS 18. Candidates who are unable because of their illness to be present at the
written examination of any course may apply for permission to present themselves at
a supplementary examination of the same course to be held before the beginning of
the following academic year. Any such application shall be made on the form
prescribed within two weeks of the first day of the candidate’s absence from any
examination. Any supplementary examination shall be part of that academic year’s
examinations, and the provision made in the regulations for failure at the first attempt
shall apply accordingly.

MSS 19. There shall be no appeal against the results of examinations and all other
forms of assessment.

MSS 20. Candidates who
(a) are not permitted to present themselves for re-assessment/re-examination in any
   failed course(s) or to repeat the failed course(s) or take another course in lieu
   under Regulation MSS 15; or
(b) have failed to satisfy the examiners in any course(s) at a second attempt; or
(c) are not permitted to submit a new or revised dissertation or capstone project
   under Regulation MSS 16; or
(d) have failed to submit a satisfactory new or revised dissertation or capstone project
   under Regulation MSS 16; or
(e) have exceeded the maximum period of registration.

may be required to discontinue their studies.

MSS20.1 In the field of Clinical Psychology, candidates who have failed to either
one of the courses Practicum I or Practicum II may be required to discontinue their
studies.

Grading systems

MSS 21. Individual courses shall be graded according to the one of the following
grading systems:
(a) Letter grades, their standards and the grade points for assessment as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Excellent</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>Pass</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>Pass</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>0</td>
</tr>
</tbody>
</table>

or

(b) ‘Pass’ or ‘Fail’.

Courses graded according to (b) above shall not be included in the calculation of the GPA.

Classification of awards

MSS 22. On successful completion of the curriculum, candidates who have shown exceptional merit may be awarded a mark of distinction, and this mark shall be recorded in the candidates’ degree diploma.
## IV. Programme Structure

Students are required to complete a total of 10 courses: six core courses, two electives courses and a dissertation or two additional elective courses.

<table>
<thead>
<tr>
<th>Gerontology</th>
<th>Mental Health</th>
<th>Social Service Management</th>
<th>Social Work - Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SOWK6139 Theoretical foundation of human service practices</td>
<td>3. SOWK6084 Intervention in health care settings</td>
<td>3. SOWK6087 Managing people in human services</td>
<td></td>
</tr>
<tr>
<td>2. SOWK6265 Research methods in human service</td>
<td>4. SOWK6199 Assessment and interventions in mental health: A clinical case management approach</td>
<td>4. SOWK6156 Financial planning and management for social service organizations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. SOWK6309 Mental health: policies and practices</td>
<td>5. SOWK6217 Current social welfare policy issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. SOWK6310 Psychosocial approaches in mental health care</td>
<td>6. SOWK6289 Organizational analysis and strategic organizational management</td>
<td></td>
</tr>
</tbody>
</table>

### COMPULSORY COURSES

<table>
<thead>
<tr>
<th>3. SOWK6193 Social gerontology</th>
<th>4. SOWK6207 Social policy and ageing</th>
<th>5. SOWK6258 Care management</th>
<th>6. SOWK6282 Social Work intervention with the elderly</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. SOWK6201 Mental health problems in old age</td>
<td>8. SOWK6259 Contemporary perspectives on death, dying and bereavement</td>
<td>9. SOWK6291 Advanced gerontological seminars</td>
<td>10. SOWK6292 Ageing and health</td>
</tr>
<tr>
<td>11. SOWK6293 Evidence-based programmes in global ageing contexts</td>
<td>12. SOWK6201 Mental health problems in old age</td>
<td>10. SOWK6214 Children and youth mental health</td>
<td>11. SOWK6311 Cognitive-behaviour therapy skills training</td>
</tr>
<tr>
<td>15. SOWK6185 Qualitative research methods</td>
<td>16. SOWK6218 Fund raising and proposal development</td>
<td>17. SOWK6256 Civil society organizations and social development</td>
<td></td>
</tr>
<tr>
<td>18. SOWK6263 Quantitative research methods and statistical analysis</td>
<td>19. SOWK6258 Care management</td>
<td>20. SOWK6269 Child maltreatment and protection</td>
<td></td>
</tr>
<tr>
<td>21. SOWK6290 Social innovation and enterprise</td>
<td>22. SOWK6274 Theory and practice of positive psychology and strength-based interventions</td>
<td>23. SOWK6274 Use of expressive arts therapy in human services</td>
<td></td>
</tr>
</tbody>
</table>

### ELECTIVE COURSES

<table>
<thead>
<tr>
<th>7. SOWK6022 Emotion-focused interventions: theory and practice</th>
<th>8. SOWK6154 Marketing social welfare programmes and promoting community relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. SOWK6259 Contemporary perspectives on death, dying and bereavement</td>
<td>10. SOWK6214 Children and youth mental health</td>
</tr>
<tr>
<td>11. SOWK6291 Advanced gerontological seminars</td>
<td>12. SOWK6311 Cognitive-behaviour therapy skills training</td>
</tr>
<tr>
<td>13. SOWK6312 Cognitive-behaviour therapy supervised practice</td>
<td>14. SOWK6136 Adventure-Based Counselling: theory and practice</td>
</tr>
<tr>
<td>15. SOWK6185 Qualitative research methods</td>
<td>16. SOWK6218 Fund raising and proposal development</td>
</tr>
<tr>
<td>17. SOWK6263 Quantitative research methods and statistical analysis</td>
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</tr>
<tr>
<td>21. SOWK6274 Theory and practice of positive psychology and strength-based interventions</td>
<td>22. SOWK6294 Use of expressive arts therapy in human services</td>
</tr>
<tr>
<td>23. SOWK6313 Knowledge and intervention for SEN children</td>
<td></td>
</tr>
</tbody>
</table>

### OTHERS

V. Learning Outcomes

GERONTOLOGY

1. Critical intellectual enquiry and acquiring up-to-date knowledge and research skills in social gerontology;
2. Application of knowledge in social gerontology and research skills to practice or theoretical exploration, demonstrating originality and creativity;
3. Tackling novel situations and ill-defined problems related to aged population;
4. Collaboration and communication of knowledge in social gerontology to multi-disciplinary health care professionals and the general public;
5. Awareness of and adherence to personal and professional ethics in social gerontology;
6. Enhancement of leadership skills in social gerontology, especially in program evaluation and policy advocacy.

MENTAL HEALTH

1. Critical intellectual enquiry and acquiring up-to-date knowledge and research skills in mental health;
2. Application of mental health knowledge and research skills to practice or theoretical exploration, demonstrating originality and creativity;
3. Tackling novel situations and ill-defined problems in mental health;
4. Collaboration and communication of mental health knowledge to specialists in social services and the general public;
5. Awareness of and adherence to personal and professional ethics in mental health;
6. Enhancement of leadership and advocacy skills in the mental health profession.
SOCIAL SERVICE MANAGEMENT

1. Critical intellectual enquiry and acquiring up-to-date knowledge and research skills in management of social service organizations
2. Application of social service management knowledge and research skills to practice or theoretical exploration, demonstrating originality and creativity
3. Tackling novel situations and ill-defined problems in management of social service organizations
4. Collaboration and communication of social service management knowledge to specialists in social services and the general public
5. Awareness of and adherence to personal and social service professional ethics
6. Enhancement of leadership and advocacy skills in social services and social policy

SOCIAL WORK – YOUTH STREAM

1. Critical intellectual enquiry and acquiring up-to-date knowledge and research skills in youth social work
2. Application of knowledge in youth social work and research skills to practice or theoretical exploration, demonstrating originality and creativity
3. Tackling novel situations and ill-defined problems in youth social work
4. Collaboration and communication of management knowledge in youth social work to specialists in and the general public
5. Awareness of and adherence to personal and professional ethics in youth social work
6. Enhancement of leadership and advocacy skills in youth policies
VI. Programme Syllabus

GERONTOLOGY

The Department of Social Work and Social Administration offers a postgraduate programme leading to the degree of Master of Social Sciences in the field of Gerontology. This programme is designed for professionals who are interested in developing a career specialized in working with the elderly and who engage in elderly-related policy research. Applicants from a variety of professional backgrounds may apply for the programme which is designed to meet the diverse training needs of different professional disciplines including social workers, nurses, occupational therapists, physiotherapists and other health related workers who are interested in aged care policies and practices. The programme shall extend over not less than one and not more than two academic years of full-time study; or not less than two and not more than three academic years of part-time study, inclusive of intervening vacations.

EXEMPTION

Candidates may be granted exemption of up to three compulsory courses in recognition of studies completed in related areas. Exemption will only be considered in special circumstances and each application for exemption will be considered on its own merit. Candidates with exemption granted are required to take an additional elective course to replace the exempted compulsory course to meet the degree requirements.

ASSESSMENTS

To complete the programme, candidates shall satisfy the examiners in the assessment of courses as prescribed in the programme. Assessments of the courses may be conducted either by course assignments, by presentations, or by written tests, or a combination of both methods. The grading system follows the standard practice in the Faculty of Social Sciences.

CURRICULUM

Candidates are required to complete 60 credits, including 6 compulsory courses (6 credits each), and 4 elective courses (6 credits each) or 2 elective courses (6 credits each) with a dissertation (12 credits). Candidates can take elective courses from courses in other fields of study under the Master of Social Sciences (Behavioral Health, Mental Health, Social Service Management, Social Work) programmes. Special approval from the respective Programme Directors for the courses in the above-mentioned fields of study is needed.

(A) Compulsory courses
Candidates shall complete the following courses.
SOWK6139. Theoretical foundation of human service practices (6 credits)
SOWK6193. Social gerontology (6 credits)
SOWK6207. Social policy and ageing (6 credits)
SOWK6258. Care management (6 credits)
SOWK6282. Social work intervention with the elderly (6 credits)
(B) **Elective courses**
Dissertation option: Candidates shall complete two of the following courses.
Non-dissertation option: Candidates shall complete four of the following courses.

SOWK6201. Mental health problems in old age (6 credits)
SOWK6259. Contemporary perspectives on death, dying and bereavement (6 credits)
SOWK6291. Advanced gerontological seminars (6 credits)
SOWK6292. Ageing and health (6 credits)
SOWK6293. Evidence-based programmes in global ageing contexts (6 credits)
and any other courses offered under Master of Social Sciences (Behavioral Health, Mental Health, Social Service Management, Social Work) programmes

(Note: not all elective courses will necessarily be offered in a given year.)

**Capstone Experience Courses**

(C) **Compulsory course**
Candidates shall complete the following course.
SOWK6265. Research methods in human service (6 credits)

(D) **Dissertation (Elective)**
Candidates opt for dissertation option shall complete the following course.
SOWK9002. Dissertation (12 credits)

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**COURSE DESCRIPTIONS**

### Compulsory Courses

**SOWK6139. Theoretical foundation of human service practices (6 credits)**

The knowledge base of human service practices comes from a wide spectrum of social science disciplines including psychology, sociology and political science. This course will provide the philosophical and conceptual basis for analyzing social problems and issues and translating these theoretical constructs into human service practices.
Assessment: 100% coursework

**SOWK6193. Social gerontology (6 credits)**

This course provides a comprehensive, holistic view of ageing that considers the implications for an older person’s interactions with their social and physical environments, including the immediate environment of family, friends, and home, as well as the larger social structure of community, organizations, and society. It also aims to impart knowledge to students about the most important social theories on ageing and the time dimension in the ageing process and its relation to the evolution of larger society.
Assessment: 100% coursework

**SOWK6207. Social policy and ageing (6 credits)**

The course is designed to examine the concepts of social policy and ageing, and the various
models available for the analysis of social policy. By analyzing local and foreign services and policy regarding the elderly people, students will become familiar with the roles of government and non-government organizations in implementing public policies. This should further the understanding of the development of social services to meet the needs of the elderly in the context of economic and social change. Basic concepts of social planning, problem identification and programme implementation will be examined.

Assessment: 100% coursework

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**SOWK6258. Care management (6 credits)**

Gerontological assessment is the foundation in elder care, whereas care management is one of the major practice strategies to promote effective service delivery to diverse target populations in long term care. Students will be taught to manage and to carry out needs assessment in long term care cases, with reference to the comprehensive assessments developed by international recognized bodies. On top of micro-level direct practice, the course also deals with the establishment of care management programmes in a macro-level, including programme design, development and evaluation.

Assessment: 100% coursework

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**SOWK6282. Social work intervention with the elderly (6 credits)**

This course focuses on intervention with older people at micro and macro levels. In macro level, it covers both administrative and community intervention strategies to engage older people in their communities, to empower older people and their communities for independent living, to promote choices, quality of care, and quality of life in elderly services. In micro level, it covers intervention strategies for intake, comprehensive assessment, treatment and termination involved in working with older clients and their families. It equips students with skills to reach out, engage reluctant or impaired elders, and work in a multidisciplinary team in elderly settings.

Assessment: 100% coursework

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**Elective Courses**

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**SOWK6201. Mental health problems in old age (6 credits)**

This course explores the types of mental illnesses among the elderly in Hong Kong. Attention will be put towards the understanding of the causes and treatments of mental illness in the elderly population. A critical review of medical, psychological and social services for the elderly with mental illness will be conducted.

Assessment: 100% coursework

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**SOWK6259. Contemporary perspectives on death, dying and bereavement (6 credits)**

Death is an inevitable life experience for everyone. Death-related problem is one of the commonest issues that clients brought to counseling, but is also rated as the most uncomfortable scenario by beginning counselors. This course is aimed to orientate those in helping profession the updated knowledge and intervention on death, dying and bereavement. Reviewing major theories related to death, including end-of-life situation, suicide, trauma and bereavement, the students are expected to have a better understanding of the universality of impermanence, and the impact of death towards individuals and societies. Updated
intervention strategies on end-of-life care and bereavement care will be introduced. It is hoped to equip those who are working with or going to work with clients facing death, dying and bereavement with both the knowledge and practical competence.
Assessment: 100% coursework

SOWK6291. Advanced gerontological seminars (6 credits)

Globally, aging population leads to both threats and opportunities for social development. New issues relating to gerontology emerge from time to time. This course will bring students one or two emerging gerontological issues each time. For example, social security, housing, health and social care integration, mental health, community empowerment, death, dying and bereavement. Focuses will be put on cutting edge knowledge on selected issues, perspectives from policy, service delivery, and/or program levels.
Assessment: 100% coursework

SOWK6292. Ageing and health (6 credits)

According to the WHO, health is a “complete state of physical, mental, and social well-being, and not merely the absence of disease or infirmity.” As people age, they are increasingly facing challenges in their physical and mental health and in their social wellbeing. A better integrated health and social care system will help older people to better adjust to their aging processes and to minimize the negative impacts of aging to their wellbeing. This course is designed to help students from diverse academic backgrounds to understand the core values, conceptual models, intervention strategies, and service delivery systems of the integrated health and social care model. Building on the foundation values and knowledge of their own disciplines, students will learn how to effectively develop and implement a multi-disciplinary team in geriatric care settings.
Assessment: 100% coursework

SOWK6293. Evidence-based programmes in global ageing contexts (6 credits)

This course aims to help students understand the implications of population ageing and increasing life expectancy in both developed and developing countries although countries in the Asia-Pacific region will be our focus. Cross-national evidence-based programs will be selected from North America, Europe, Africa, Asia, and South America. Specifically, we will illustrate how population ageing varies across the globe and how it affects family support, living arrangements, and intergenerational transfer and relationships. Moreover, the policy and practice implications of population ageing in social, political, and economic dimensions will be discussed.
Assessment: 100% coursework

Capstone Experience Courses

SOWK6265. Research methods in human service (6 credits)

This course covers the whole research process from the development of research questions and hypotheses to the analysis of data as well as presentation of findings. Different data collection methods including qualitative data collection such as case study, interviews and focus groups; and quantitative data collection such as survey and experiment will be
discussed. Data analysis on various types of data including secondary data will be examined. Students will be expected to integrate and apply the knowledge and skills they acquired through the programme by attending the oral presentation by the end of the first semester of the final academic year of study.
Assessment: 100% coursework

SOWK9002. Dissertation (12 credits)

The title of the dissertation shall be submitted for approval not later than three months before the formal submission of the dissertation or not later than March 31 of the same academic year of study. The dissertation shall be presented by not later than August 1 of the same academic year of study. The dissertation shall be a critical study that demonstrates the application of research methodology to the investigation of problems relevant to the field of study, and shall not exceed 20,000 words in length.
Assessment: 100% coursework

MENTAL HEALTH

The Department of Social Work and Social Administration offers a postgraduate programme leading to the degree of Master of Social Sciences in the field of Mental Health for social workers, nurses, occupational therapists, physiotherapists and other health related workers who are interested in mental health issues and practices. The programme shall extend over not less than two and not more than three academic years of part-time study, inclusive of intervening vacations.

EXEMPTION

Candidates may be granted exemption of up to three compulsory courses in recognition of studies completed in related areas. Exemption will only be considered in special circumstances and each application for exemption will be considered on its own merit. Candidates with exemption granted are required to take an additional elective course to replace the exempted compulsory course to meet the degree requirements.

ASSESSMENTS

To complete the programme, candidates shall satisfy the examiners in the assessment of courses as prescribed in the programme. Assessments of the courses may be conducted either by course assignments, or by presentations, or written tests, or a combination of both methods. The grading system follows the standard practice in the Faculty of Social Sciences.

CURRICULUM

Candidates are required to complete 60 credits, including 6 compulsory courses (6 credits each), and 4 elective courses (6 credits each) or 2 elective courses (6 credits each) with a dissertation (12 credits). In the first year of study, students will acquire most current knowledge about the contexts, policies and practices in mental health. They will also be introduced to advanced and practical knowledge and skills in psychiatric assessment and
mental health counselling. In the second year, students can choose to specialize in **three areas** in mental health (i.e. Integrative Mental Health, Psychogeriatric Care and Cognitive-Behaviour Therapy). Candidates must complete 4 courses, with some recommended courses that are offered under the Mental Health syllabus and elective courses from courses in other fields of study under the Master of Social Sciences (Behavioral Health, Gerontology, Social Service Management, Social Work) programmes. Special approval from the respective Programme Directors for the courses in the above-mentioned fields of study is needed.

(A) **Compulsory courses**
Candidates shall complete the following courses.
- SOWK6084. Intervention in health care settings (6 credits)
- SOWK6139. Theoretical foundation of human service practices (6 credits)
- SOWK6199. Assessment and interventions in mental health: A clinical case management approach (6 credits)
- SOWK6309. Mental health: policies and practices (6 credits)
- SOWK6310. Psychosocial approaches in mental health care (6 credits)

(B) **Elective courses**
Dissertation option: Candidates shall complete two of the following courses. Non-dissertation option: Candidates shall complete four courses. If interested, candidates can choose courses to make up one of the three areas of concentration: (1) Integrative Mental Health (2) Psychogeriatric Care and (3) Cognitive-Behaviour Therapy.
- SOWK6022. Emotion-focused interventions: theory and practice (6 credits)
- SOWK6127. Cognitive-behavioral interventions (6 credits)
- SOWK6201. Mental health problems in old age (6 credits)
- SOWK6214. Children and youth mental health (6 credits)
- SOWK6311. Cognitive-behaviour therapy skills training (6 credits)
- SOWK6312. Cognitive-behaviour therapy supervised practice (6 credits)

and any other courses offered under Master of Social Sciences (Behavioral Health, Gerontology, Social Service Management, Social Work) programmes

(Note: not all elective courses will necessarily be offered in a given year.)

**Capstone Experience Courses**

(C) **Compulsory course**
Candidates shall complete the following course.
- SOWK6265. Research methods in human service (6 credits)

(D) **Dissertation (Elective)**
Candidates opt for dissertation option shall complete the following course.
- SOWK9003. Dissertation (12 credits)

**COURSE DESCRIPTIONS**

*Compulsory Courses*
SOWK6084. Intervention in health care settings (6 credits)

This course introduces students to a variety of current intervention approaches that are effective for working with people with health and mental health problems. These may include narrative therapy, solution focused therapy, art and music therapies, mindfulness-based intervention, body-mind-spirit approach, Satir family therapy and etc. Candidates will be provided with experiential training on skills/techniques in working with patients in hospitals and in the community.
Assessment: 100% coursework.

SOWK6139. Theoretical foundation of human service practices (6 credits)

The knowledge base of human service practices comes from a wide spectrum of social science disciplines including psychology, sociology and political science. This course will provide the philosophical and conceptual basis for analyzing social problems and issues and translating these theoretical constructs into human service practices.
Assessment: 100% coursework

SOWK6199. Assessment and interventions in mental health: A clinical case management approach (6 credits)

Students will be given the opportunity to examine various clinical issues regarding the assessment and interventions on persons with mental health problems such as Depression, Anxiety Disorders, Schizophrenia and Personality Disorders. Students are expected to actively participate in role plays and case discussions. A clinical case management approach will be adopted for this course.
Assessment: 100% coursework

SOWK6309. Mental health: policies and practices (6 credits)

As part of practice competence, mental health workers should be able to take a critical stance in understanding and analyzing the policy contexts that affect their practice. The first half of the course will provide a general understanding of selected social policies in Hong Kong. It will also offer students an understanding of certain policy analysis frameworks. The second half of the course focuses on critically examining policy issues relating to mental health care. Topics such as policy trends in mental health care, legal contexts of mental health care, stigma and discrimination, rights of persons with mental illness and etc. will be explored. Overseas examples in mental health policies will be used for comparison.
Assessment: 100% coursework

SOWK6310. Psychosocial approaches in mental health care (6 credits)

This course critically examines current models of prevention, rehabilitation and treatments for people with mental illness. Topics such as prevention and rehabilitation, hospital and community care, models of social and vocational rehabilitation, models of psychological intervention, culture and mental health, multidisciplinary teamwork in mental health service, core competences of mental health workers/social workers and etc. By comparing these to overseas models of psychosocial approaches in mental health care, students can appreciate the strengths and weaknesses of the models that are at work in Hong Kong.
Assessment: 100% coursework
Elective Courses

SOWK6022.  Emotion-focused interventions: theory and practice (6 credits)

Social work practice recognizes the importance of the role of emotions in therapeutic change. This course will begin with a review of current theories and research on emotion-focused interventions before focusing on the application of these theories in the local setting. This is followed by an examination of the awareness, the arousal, and reorganization of the emotions in counselling and psychotherapy. Commonly encountered emotions in casework and groupwork practice like anger, fear, guilt, shame, sadness and grief will be examined. Moreover, the course aims to enhance students’ self-awareness and competence in handling critical incidents in clinical practice.
Assessment: 100% coursework

SOWK6127.  Cognitive-behavioral interventions (6 credits)

The course introduces students to the Beck’s cognitive-behaviour therapy model in working with people with depression and anxieties. A case process approach will be adopted to provide a stage-by-stage and step-by-step understanding of the theory and practice of Beck’s CBT. Other CBT models for working with people with psychosis, OCD, pathological gambling, substance abuse and etc. will also be discussed in class. Invited speakers will share their local experiences in using CBT for working with Chinese clients in Hong Kong.
Assessment: 100% coursework

SOWK6201.  Mental health problems in old age (6 credits)

This course explores the types of mental illnesses among the elderly in Hong Kong. Attention will be put towards the understanding of the causes and treatments of mental illness in the elderly population. A critical review of medical, psychological and social services for the elderly with mental illness will be conducted.
Assessment: 100% coursework

SOWK6214.  Children and youth mental health (6 credits)

This course focuses on an understanding of the mental health issues found among children and youth in Hong Kong. While it will introduce the developmental perspectives on child and adolescent development, it will also provide an overview of the prevalence and general features of different childhood and adolescent mental health problems. The course will also bear a practice focus and introduce to students the assessment, treatment and skills in engaging children and youth suffering from various mental health problems.
Assessment: 100% coursework

SOWK6311.  Cognitive-behaviour therapy skills training (6 credits)

This course adopts a CBT case process model and provides step-by-step intensive and hands-on training of cognitive-behaviour therapy skills for students who are interested in practicing CBT. Cognitive-oriented techniques such as thought stopping, cognitive
restructuring, cognitive continuum and pie chart will be taught, while behavioural techniques such as activity ruler, activity chart, behavioural experiment and exposure will also be introduced to the students. It is expected that students would actively participate by practicing the various skills, engaging in role plays and other activities in class. Students who intend to enroll in this course must have taken SOWK6127 Cognitive-behavioral interventions or an equivalent. As it is an intensive skill-oriented training, the optimum class size is 12 students.
Assessment: 100% coursework

SOWK6312. Cognitive-behaviour therapy supervised practice (6 credits)
The course adopts a “case-study” format in which students are required to work with up to two clients using cognitive-behavior interventions. Students will have to report in class the progress of their treatment sessions. Through case discussions and group supervision, students will learn the process and techniques of cognitive-behavior interventions. Students who intend to enroll in this course must have taken SOWK6127 Cognitive-behavioral interventions or an equivalent, and SOWK6311. Cognitive-behaviour therapy skills training. As it is an intensive skills oriented training, the optimum class size is 12 students.
Assessment: 100% coursework

Capstone Experience Courses

SOWK6265. Research methods in human service (6 credits)
This course covers the whole research process from the development of research questions and hypotheses to the analysis of data as well as presentation of findings. Different data collection methods including qualitative data collection such as case study, interviews and focus groups; and quantitative data collection such as survey and experiment will be discussed. Data analysis on various types of data including secondary data will be examined. Students will be expected to integrate and apply the knowledge and skills they acquired through the programme by attending the oral presentation by the end of the first semester of the final academic year of study.
Assessment: 100% coursework.

SOWK9003. Dissertation (12 credits)
The title of the dissertation shall be submitted for approval not later than five months before the formal submission of the dissertation or not later than March 31 of the same academic year of study. The dissertation shall be presented by not later than August 1 of the same academic year of study. The dissertation shall be a critical study that demonstrates the application of research methodology to the investigation of problems relevant to the field of study, and shall not exceed 20,000 words in length.
Assessment: 100% coursework

SOCIAL SERVICE MANAGEMENT
The Department of Social Work and Social Administration offers a postgraduate programme leading to the degree of Master of Social Sciences in the field of Social Service Management. The programme shall extend over not less than two and not more than three academic years of
part-time study, inclusive of intervening vacations.

EXEMPTION

Candidates may be granted exemption of up to three compulsory courses in recognition of studies completed in related areas. Exemption will only be considered in special circumstances and each application for exemption will be considered on its own merit. Candidates with exemption granted are required to take an additional elective course to replace the exempted compulsory course to meet the degree requirements.

ASSESSMENTS

To complete the programme, candidates shall satisfy the examiners in the assessment of courses as prescribed in the programme. Assessments of the courses may be conducted either by course assignments, or by presentation, or written tests, or a combination of both methods. The grading system follows the standard practice in the Faculty of Social Sciences.

CURRICULUM

Candidates are required to complete 60 credits, including 6 compulsory courses (6 credits each), and 4 elective courses (6 credits each) or 2 elective courses (6 credits each) with a dissertation (12 credits). Candidates can take elective courses from courses in other fields of study under the Master of Social Sciences (Behavioral Health, Gerontology, Mental Health, Social Work) programmes. Special approval from the respective Programme Directors for the courses in the above-mentioned fields of study is needed.

(A) **Compulsory courses**
Candidates shall complete the following courses.
SOWK6087. Managing people in human services (6 credits)
SOWK6139. Theoretical foundation of human service practices (6 credits)
SOWK6156. Financial planning and management for social service organizations (6 credits)
SOWK6217. Current social welfare policy issues (6 credits)
SOWK6289. Organizational analysis and strategic organizational management (6 credits)

(B) **Elective courses**
Candidates shall complete four of the following courses.
SOWK6132. Economics for social welfare (6 credits)
SOWK6154. Marketing social welfare programmes and promoting community relations (6 credits)
SOWK6185. Qualitative research methods (6 credits)
SOWK6218. Fund raising and proposal development (6 credits)
SOWK6256. Civil society organizations and social development (6 credits)
SOWK6263. Quantitative research methods and statistical analysis (6 credits)
SOWK6290. Social innovation and enterprise (6 credits)

and any other courses offered under Master of Social Sciences (Behavioral Health, Gerontology, Mental Health, Social Work) programmes
(Note: not all elective courses will necessarily be offered in a given year.)

**Capstone Experience Courses**

(C) **Compulsory course**
Candidates shall complete the following course.
SOWK6265. Research methods in human service (6 credits)

(D) **Dissertation (Elective)**
Candidates opt for dissertation option shall complete the following course.
SOWK9004. Dissertation (12 credits)

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**COURSE DESCRIPTIONS**

**Compulsory Courses**

**SOWK6087. Managing people in human services (6 credits)**

This course introduces concepts for the understanding of organization behaviour and emphasizes on the application of these concepts and the skills in managing people in non-profit making organizations. This course is particularly suitable for candidates who have not taken any management courses before but will be soon required to take up people management responsibility as a team leader or supervisor in the course of their own professional career development. The topics will include basic concepts on management functions, purposes of a managerial position and the roles of a manger; and skills in managing subordinates including motivation, morale, leadership, coaching, performance management and disciplinary actions.
Assessment: 100% coursework.

**SOWK6139. Theoretical foundation of human service practices (6 credits)**

The knowledge base of human service practice comes from a wide spectrum of social science disciplines including psychology, sociology and political science. This course will provide the philosophical and conceptual basis for analyzing social problems and issues and translating these theoretical constructs into human service practice.
Assessment: 100% coursework

**SOWK6156. Financial planning and management for human service organizations (6 credits)**

The course introduces and examines concepts and practices critical to good financial planning and management. The objective is to enable students to learn skills and strategies for budgeting. Emphasis will be given to the understanding of the financial activities and reports essential to management, as well as analysis and use of financial information in planning, budgeting and measuring results to promote the organization’s mission and goals.
Assessment: 100% coursework
SOWK6217. Current social welfare policy issues (6 credits)

This course provides a framework of analyzing and formulating social policy in the current social, political and economic environment. Current social welfare policy issues including social welfare planning mechanisms, welfare blueprint, strategic framework for social welfare, district planning, and other relevant issues will be examined.
Assessment: 100% coursework

SOWK6289. Organizational analysis and strategic organizational management (6 credits)

This course aims at helping managers of human service organizations to be equipped with the knowledge in strategic management to deal with the current challenges arising from the rapidly changing public and social service scene. Topics may include strategic planning, quality management, risk management, change management, business process re-engineering, etc.
Assessment: 100% coursework

Elective Courses

SOWK6132. Economics for social welfare (6 credits)

This course aims to help students examine the use of concepts and theories from the economics discipline in analyzing social policies. As working knowledge of economic concepts and theories is essential for most professional roles in social administration, this course seeks both to convey the framework and concepts with which economists approach issues and to increase the likelihood that students will incorporate these in their own thinking about policy. Topics discussed will include the relationship between economic growth and social development, the role of the public sector in human service, the financing of social services, and the economic effects of social spending. Current topics such as the economics of ageing will also be examined.
Assessment: 100% coursework

SOWK6154. Marketing social welfare programmes and promoting community relations (6 credits)

As social welfare organizations increasingly adopt the business model of practice, they have to significantly promote their relationship and communication with their “customers” or service users through marketing their “products” and improving the community relations. This course provides students with some basic techniques in marketing and community relations with special emphasis on the social service sector.
Assessment: 100% coursework

SOWK6185. Qualitative research methods (6 credits)

This course is designed for students with an interest in understanding all aspects of social life and social relations especially those who will undertake a dissertation study. Starting with the question what is reality, the course begins with an introduction to different perspectives on approaching reality, followed by an assessment of the general strengths and weaknesses of
qualitative research in comparison with other conventions such as quantitative surveys. The
lectures will focus on introducing the general process of ethnographic research and the variety
of methods for data collection and analysis including ethnography, grounded theory,
observation, interviewing, focus groups and narrative analysis, etc. Various cases will be used
to demonstrate how qualitative research helps make meaningful policy and social work
practice. Seminars will be organized around practical methodological issues with the
objective of helping students proceed with their own research projects. Hands-on experience
of a range of research techniques will also be provided.
Assessment: 100% coursework

SOWK6218. Fund raising and proposal development (6 credits)

Securing funds for social services have become more and more competitive. Reducing
reliance on any single source of income, NGOs have attempted to diversify sources of
funding. Raising funds and writing proposals have been regular activities of NGOs. This
course covers topics such as the concepts of philanthropy, the understanding of giving
behavior (including annual giving and capital giving), cost-effectiveness of various fund
raising activities, use of volunteers, building prospect relationships, stewardship
(accountability and reporting), ethical issues of fund raising, making a business case for new
initiatives, obtaining grant and project support, etc.
Assessment: 100% coursework

SOWK6256. Civil society organizations and social development (6 credits)

The course examines theories and concepts related to the development of civil society. The
important role of civic society organizations (CSOs) in developing civil society in Hong Kong
and internationally will be examined. CSOs that work upon relevant public policy areas,
including urban development, housing, social welfare, home affairs, sustainable development,
etc., would be examined.
Assessment: 100% coursework

SOWK6263. Quantitative research methods and statistical analysis (6 credits)

This course covers various statistical analyses include single variable, bivariate, and
multivariate analyses. Appropriate analyses for different types of data will be discussed and
various techniques in scale development including reliability and factor analysis will be
introduced. Apart from various multivariate linear modeling and path analysis, non-parametric analyses will also be introduced. Assessment: 100% coursework

SOWK6290. Social innovation and enterprise (6 credits)

The Hong Kong society and the world at large have unfolded multifarious new social
phenomena that pose new challenges to professional social work practice. The social work
professional community has to develop new insights in understanding the nature of such
problems and challenges, and to accordingly devise timely and appropriate intervention to
address these issues. This course aims at introducing the concept of social entrepreneurship
and how it creates social change. We will examine the current global development of social
entrepreneurship as well as local development and its development in Greater China and
South East Asian countries. We will inspire our students to become an active agent in
addressing the pressing social issues and making social change.
Assessment: 100% coursework
**Capstone Experience Courses**

**SOWK6265. Research methods in human service (6 credits)**

This course covers the whole research process from the development of research questions and hypotheses to the analysis of data as well as presentation of findings. Different data collection methods including qualitative data collection such as case study, interviews and focus groups; and quantitative data collection such as survey and experiment will be discussed. Data analysis on various types of data including secondary data will be examined. Students will be expected to integrate and apply the knowledge and skills they acquired through the programme by attending the oral presentation by the end of the first semester of the final academic year of study.

Assessment: 100% coursework

**SOWK9004. Dissertation (12 credits)**

The title of the dissertation shall be submitted for approval not later than five months before the formal submission of the dissertation or not later than March 31 of the same academic year of study. The dissertation shall be presented by not later than **August 1** of the same academic year of study. The dissertation shall be a critical study that demonstrates the application of research methodology to the investigation of problems relevant to the field of study, and shall not exceed 20,000 words in length.

Assessment: 100% coursework

**SOCIAL WORK**

The Department of Social Work and Social Administration offers a postgraduate programme leading to the degree of Master of Social Sciences in the field of Social Work. The programme offers two specialist streams, namely: Family work; and Integrated practice with young people. Candidates shall take relevant core courses under the stream. The programme shall extend over not less than two and not more than three academic years of part-time study, inclusive of intervening vacations.

**EXEMPTION**

Candidates may be granted exemption of up to three compulsory/core courses in recognition of studies completed in related areas. Exemption will only be considered in special circumstances and each application for exemption will be considered on its own merit. Candidates with exemption granted are required to take an additional elective course to replace the exempted compulsory/core course to meet the degree requirements.

**ASSESSMENTS**

To complete the programme, candidates shall satisfy the examiners in the assessment of courses as prescribed in the programme. Assessments of the courses may be conducted
either by course assignments, or by presentations, or written tests, or a combination of both methods. The grading system follows the standard practice in the Faculty of Social Sciences.

CURRICULUM

Candidates are required to complete 60 credits, including 2 compulsory courses (6 credits each) and 3-4 core courses, plus 4 elective courses (6 credits each) or 2 elective courses (6 credits each) with a dissertation (12 credits). Candidates can take elective courses from courses in other fields of study under the Master of Social Sciences (Behavioral Health, Gerontology, Mental Health, Social Service Management) programmes. Special approval from the respective Programme Directors for the courses in the above-mentioned fields of study is needed.

(A) Compulsory courses
Candidates shall complete the following course.
SOWK6139. Theoretical foundation of human service practices (6 credits)

(B) Core courses
Candidates shall complete courses from one of the following streams.
Family work stream
SOWK6216. Professional supervision in human service practices (6 credits)
SOWK6219. Family policy and service planning (6 credits)
SOWK6277. Family systems and family therapy I & II (12 credits)

Integrated practice with young people stream
SOWK6164. Counselling in the educational setting (6 credits)
SOWK6214. Children and youth mental health (6 credits)
SOWK6285. Advanced social work practice with children and youth (6 credits)
SOWK6287. Children and youth services and social policies (6 credits)

(C) Elective courses
Dissertation option:
Candidates shall complete two of the following courses.
Non-dissertation option:
Candidates shall complete four of the following courses.
SOWK6022. Emotion-focused interventions: theory and practice (6 credits)
SOWK6062. The Satir model and family reconstruction (6 credits)
SOWK6102. Violence in intimate relationships (6 credits)
SOWK6127. Cognitive-behavioral interventions (6 credits)
SOWK6136. Adventure-Based Counselling: theory and practice (6 credits)
SOWK6145. Marital counseling (6 credits)
SOWK6261. Social work in school settings (6 credits)
SOWK6269. Child maltreatment and protection (6 credits)
SOWK6274. Theory and practice of positive psychology and strength-based interventions (6 credits)
SOWK6294. Use of expressive arts therapy in human services (6 credits)
SOWK6313. Knowledge and intervention for SEN children (6 credits)

and any other courses offered under Master of Social Sciences (Behavioral Health, Gerontology, Mental Health, Social Service Management) programmes

(Note: not all elective courses will necessarily be offered in a given year.)
Capstone Experience Courses

(D) Compulsory courses
Candidates shall complete the following course.
SOWK6265. Research methods in human service (6 credits)

(E) Dissertation (Elective)
Candidates opt for a dissertation option shall complete one of the following course.
SOWK9001. Dissertation (12 credits)

COURSE DESCRIPTIONS

Compulsory Courses

SOWK6139. Theoretical foundation of human service practices (6 credits)
The knowledge base of human service practices comes from a wide spectrum of social science disciplines including psychology, sociology and political science. This course will provide the philosophical and conceptual basis for analyzing social problems and issues and translating these theoretical constructs into human service practices.
Assessment: 100% coursework

Core Courses

Family work stream

SOWK6216. Professional supervision in human service practices (6 credits)
This course offers to students the knowledge and skills for practicing supervision in human services to meet the need of the beginning professionals in developing their knowledge and skills. This course focuses on the supporting and training functions of supervision. Students are expected to participate actively in class using their own experience to integrate the knowledge and skills in class.
Assessment: 100% coursework

SOWK6219. Family policy and service planning (6 credits)
This course provides a framework of analyzing and formulating social policy in the current social, political and economic environment. Current issues of family policies and the planning of family services will be examined.
Assessment: 100% coursework

SOWK6277. Family systems and family therapy I & II (12 credits)
The practice of family therapy grew out of diverse influences within mental health, marital counseling and social sciences. The movement criticized "traditional mental health as placing too much emphasis on the individual as the site of the problem, too much emphasis on history
to explain causality, too much emphasis on pathology to construct treatment strategies, and too much emphasis on objectivity.” The history and classic family therapy models will be introduced in the first semester of this course. In addition to the general system theory, the postmodern movement continues to gain momentum within family therapy in early 90s. Solution-oriented brief family therapy and narrative therapy are the two major family therapy approaches deprived from the postmodern shift. In the second part of this course, the assumptions, concepts and hallmark techniques of these social constructionist family therapies will be intensively examined and drilled. The application and conceptual underpinnings of different family therapy approaches relevant to Hong Kong will also be examined.
Assessment: 100% coursework

Integrated practice with young people stream

SOWK6164. Counselling in the educational setting (6 credits)
This course offers an understanding of the developmental characteristics, needs and struggles of students in schools (children and adolescents). To understand the counselling process and acquire necessary skills in offering counselling to students are the main foci, such that students may be helped to cope better with their school life.
Assessment: 100% coursework

SOWK6214. Children and youth mental health (6 credits)
This course focuses on an understanding of the mental health issues found among children and youth in Hong Kong. While developmental perspectives on child and adolescent development will be introduced, the course will also provide an overview of the prevalence and general features of different childhood and adolescent mental health problems. The course will also bear a practice focus and introduce to students the assessment, treatment and skills in engaging children and youth suffering from various mental health problems.
Assessment: 100% coursework.

SOWK6285. Advanced social work practice with children and youth (6 credits)
This course will focus on the various approaches in working with young people experiencing different issues in their development. To facilitate the skill development, emphasis will be placed on experiential learning through the use of simulated services, games and role-play. Advanced social work practice includes motivational interviewing, debriefing, youth development intervention protocol design, and multi-disciplinary cooperation for various youth problems.
Assessment: 100% coursework

SOWK6287. Children and youth services and social policies (6 credits)
This course will begin with a critical review of the current state of theory and cutting edge research on child development, youth development and delinquency. It will then go on to evaluate existing policies and services directed at child, youth and youth at risk. Finally it will explore current issues in the field of youth policy. Special emphasis will be given to the relevance of these issues and programmes within the Hong Kong context.
Assessment: 100% coursework
Elective Courses

SOWK6022.  Emotion-focused interventions: theory and practice (6 credits)
Social work practice recognizes the importance of the role of emotions in therapeutic change. This course will begin with a review of current theories and research on emotion-focused interventions before focusing on the application of these theories in the local setting. This is followed by an examination of the awareness, the arousal, and reorganization of the emotions in counselling and dynamics and personal reflections, students will reexamine the impact of their families on them, to shape and reshape their current and future family life to their greater satisfaction, and to unlock the treasure of this great resource, which has become the first and last emotional refuge in modern living.
Assessment: 100% coursework.

SOWK6102. Violence in intimate relationships (6 credits)
The issue of violence in intimate relationships (e.g. domestic violence & violence in dating) is examined through multi-lenses. The course introduces the nature of the different kinds of violence in intimate relationships. The knowledge and skills necessary to understand the dynamics of violent behavior are taught. How to assess violence, how to identify appropriate intervention strategies, and how to apply such related skills are examined. A particular emphasis is given to the relationship between violence and gender issues.
Assessment: 100% coursework.

SOWK6127. Cognitive-behavioral interventions (6 credits)
The course introduces students to the Beck’s cognitive-behaviour therapy model in working with people with depression and anxieties. A case process approach will be adopted to provide a stage-by-stage and step-by-step understanding of the theory and practice of Beck’s CBT. Other CBT models for working with people with psychosis, OCD, pathological gambling, substance abuse and etc. will also be discussed in class. Invited speakers will share their local experiences in using CBT for working with Chinese clients in Hong Kong.
Assessment: 100% coursework.

SOWK6136. Adventure-Based Counselling: theory and practice (6 credits)
Adventure-Based Counselling (ABC) is a popular contemporary approach employed to work with people in order to assist their building and/or promoting of a positive self-concept, improve their interpersonal relationship and enhance their problem-solving abilities. Although it is especially popular among working with young people, it can also be used in working with different age groups, families and couples. This course aims to introduce the basic theories and practices of ABC. Besides introducing the theoretical base of the approach, how to design and run sessions of ABC will also be taught. Some micro skills in conducting ABC sessions will be introduced. Last, but not least, the quality of an ABC facilitator and the ethical considerations in employing ABC to work with people will be discussed in the course. The format of the course includes lectures, seminars and ABC workshops for candidates to participate and experience the process.
Assessment: 100% coursework.
SOWK6145. Marital counseling (6 credits)

This course will examine the various issues brought up by couples as they work towards conciliation or reconciliation in their marriage. The psychodynamic, social learning and system approaches will provide the basic foundation concepts. These will be examined for their assessment and intervention focus and strategies, for their contribution in work with marriage difficulties whether they arise from personal vulnerabilities, reciprocal and intergenerational concerns and clashes, communication impasses or intimacy issues. Assessment: 100% coursework

SOWK6261. Social work in school settings (6 credits)

The objective of school counselling is to enhance students’ whole person development through the provision of remedial, preventive and developmental services in school settings. Phenomena such as students’ suicide, physical and sexual abuse, mental health issues, study problems and school violence pose great challenges to a school counsellor. Adopting the ecological perspective, this course will examine: the service provision of school guidance and counselling service in Hong Kong, the multiple roles of a school counsellor, the establishment of collaborative relationship with school personnel, the application of practice theories and intervention strategies to individual and school-based family counselling, and the implementation of comprehensive school guidance and counselling programmes. By participating in this course, social work students will be equipped with the knowledge and skills to be a competent school counsellor. Assessment: 100% coursework.

SOWK6269. Child maltreatment and protection (6 credits)

Every child has the right to a life free from violence. Unfortunately, millions of children around the world are the victims of physical, sexual and emotional abuse, as well as global neglect. Child maltreatment is a serious public health problem with a negative impact on the victims, their families and societies as a whole. The prevalence and risk factors of child maltreatment will be examined in the course. Effective prevention and intervention strategies will be investigated. Assessment: 100% coursework.

SOWK6274. Theory and practice of positive psychology and strength-based interventions (6 credits)

Traditionally counseling psychology and psychotherapy have focused on the assessment and intervention of problems and disorders. The recent development of positive psychology and strength-based interventions led by prominent psychologists such as Martin Seligman have revoked this prevalent pattern and made a revolutionary turn. Positive psychology emphasizes the discovery and cultivation of human strengths and potential, and strength-based interventions focus on positive goal setting and development of strengths such as resilience, hope, optimism, engagement, gratitude and positive emotions. This course will critically review the theory and practice of positive psychology and strength-based interventions including the constructs of happiness, wellness, optimism, resilience, flow, and hope, etc. Cultural factors in positive psychology and strength-based interventions in the local settings will be examined. Students will have the chance to develop an indigenous project of positive psychology in this course.
SOWK6294. Use of expressive arts therapy in human services (6 credits)

Art is a natural form of communication that offers a way to expressive feelings and thoughts in a manner that is less inhibiting than solely verbal means. Expressive arts therapy has powerful healing potentials, enabling self-discovery, expression of feelings, stimulating insight, and as a means for relaxation and communication. Expressive arts therapy can be utilized as a viable intervention in the field of social work, developing people holistically and connecting the body, mind and spirit. This course will provide an opportunity for the students to experience the use of expressive arts therapy for personal growth and inner exploration. Theory will be introduced through lectures and integrated within experiential exercises and sharing of reflections. The integration of expressive arts therapy within the practice of individual counselling and group work will be shared through case studies, life demonstrations and video analysis. Various arts media will be introduced in this course e.g. visual art, craft work, music, dramatic exercises, and body movement giving the students firsthand experience in understanding how to use different art forms with potential clients.
Assessment: 100% coursework

SOWK6313. Knowledge and intervention for SEN children (6 credits)

In light of increasing number of special educational needs (SEN) children in school settings, this course provides basic knowledge and intervention strategies for social workers working in family services, schools and integrated youth services settings. Attention is drawn to the assessments and the needs of these children, the needs of families, and the roles of different professionals with related multi-disciplinary collaboration. Students are expected to understand the social workers’ roles in working with SEN children. More importantly, various types of interventions, such as applied behavioral analysis, social story and learning strategies are discussed.
Assessment: 100% coursework

Capstone Experience Courses

SOWK6265. Research methods in human service (6 credits)

This course covers the whole research process from the development of research questions and hypotheses to the analysis of data as well as presentation of findings. Different data collection methods including qualitative data collection such as case study, interviews and focus groups; and quantitative data collection such as survey and experiment will be discussed. Data analysis on various types of data including secondary data will be examined. Students will be expected to integrate and apply the knowledge and skills they acquired through the programme by attending the oral presentation by the end of the first semester of the final academic year of study.
Assessment: 100% coursework

SOWK9001. Dissertation (12 credits)

The title of the dissertation shall be submitted for approval not later than five months before the formal submission of the dissertation or not later than March 31 of the same academic
year of study. The dissertation shall be presented by not later than August 1 of the same academic year of study. The dissertation shall be a critical study that demonstrates the application of research methodology to the investigation of problems relevant to the field of study, and shall not exceed 20,000 words in length.
Assessment: 100% coursework
VII. Dissertation & Writing Guidelines

Timeline on writing dissertation (for reference only)

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>By mid-August 2017</td>
<td>Submitting a brief proposal of dissertation to Dr. CK Law</td>
</tr>
<tr>
<td>By 31 August 2017</td>
<td>Arranging supervisors for individual students</td>
</tr>
<tr>
<td>By 31 January 2018</td>
<td>Having completed the conceptual framework of the study for the dissertation</td>
</tr>
<tr>
<td>Between 1 January and 31 March 2018</td>
<td>Submitting the application for ethical approval and the dissertation title Having completion the pilot test and data collection for the dissertation</td>
</tr>
<tr>
<td>Between 1 April and 31 July 2018</td>
<td>Analysing the data and writing up the dissertation</td>
</tr>
<tr>
<td>By 1 August 2018</td>
<td>Submitting the dissertation to supervisors</td>
</tr>
</tbody>
</table>
Guidelines on writing dissertation

A. Outline for dissertation proposal

1. Identification of a topic or an area of interest within your specialization that you will write your dissertation on.

2. Give reasons for your choice of this topic or area of interest, and indicate what experience you have had in relation to it.

3. A precise statement of objective(s) and/or hypothesis(es) of your dissertation.

4. A concise summary of pertinent research and literature and it’s bearing on the study, and a clear outline of the theoretical base which you will use to set parameters and direction for the dissertation.

5. A discussion of the approach to be used including the methodology and the design of the study, how data is to be collected and analyzed. (If you propose to base your dissertation on data from the fieldwork you anticipate to conduct, you should give a description of the proposed fieldwork, and state how the fieldwork relates to your dissertation and how you propose to monitor its progress).

6. A brief (and preliminary) outline of the proposed content of your dissertation, including the scope, limitations and implications.

7. A list of relevant reading already undertaken, and a list of books, articles, etc. identified as relevant but not yet consulted.

Students may consult members/ any departmental staff member to give advice and guidance while preparing a dissertation proposal. Your choice should be guided by the knowledge and experience of the staff member of the topic or subject area selected for your dissertation.

Length of outline - normally between 1,000 and 1,500 words on Size A4 double-spaced typed pages.
B. An acceptable dissertation should conform to the following requirements:

1. Length – shall be between 7,000 and 12,000 words on Size A4 double-spaced typed pages.

2. Presentation – one copy of the dissertation for examination is required, and should be presented thermal-bound in a clear cover.

3. Students should submit one formally hard-cover-bound copies of the final version to the Department when no further revision is required.

C. Writing the Dissertation

1. Style

Write simply and directly. Avoid unnecessary repetition. Be consistent in your use of tenses: use the past tense referring to the study itself. Use an impersonal style without it becoming mechanical or stilted. Avoid colloquialism or the excessive use of professional terminology. Writing filled with numbers may be very confusing unless the writer adheres strictly to the rules regarding their use:

(a) Numbers less than one hundred, and round numbers are usually spelled out. Numbers larger than one hundred, except round numbers, are usually given in figures. A fraction is always spelled out for example, one twelfth, unless it is part of a large number.

(b) No sentence should begin with figures.

(c) Number with four or more digits, except dates and page numbers, must have commas inserted to point off thousands from millions.

(d) Numbers indicating percentages are usually given in figures although these may be smaller than one hundred.

(e) In general no abbreviations should be used in the text though they are frequently called for in footnotes. Exceptions are titles such as Mr., Mrs., Dr.

In case of repeated reference mention the full name first and indicate the nature of abbreviations.
2. Format

The following sequence of items is required:
(a) Title-page.
(b) An abstract of the Dissertation: An abstract of one single-spaced typed page must be included in the dissertation to provide a brief description of the research objectives, the methodology and the major research findings.
(c) Acknowledgements (if desired).
(d) Table of contents.
(e) List of Tables (if any).
(f) List of Figures (if any). This may be subdivided into charts, groups, maps, illustrations, etc.

Chapter One

The first chapter should contain:
(1) A statement of the problem and its importance.
(2) Purpose of study.
(3) Perspective/theory used.
(4) Definitions of terms used.
(5) Organization of dissertation.

Chapter Two

Review of previous related studies, and investigations.

Chapter Three

Methods of procedure, data collection and analysis.

Other Chapters

Each of the subsequent chapters should have an introductory paragraph and summary conclusions at the end.

(1) One or more chapters of research findings.
(2) The last chapter should be a summary chapter of findings, discussions, or conclusions and recommendations:
   This should not be a restatement, but should be a synthesis of the materials already presented.
(3) Bibliography.
(4) Appendix or Appendices (if any).

Chapterization represents an important division of the subject investigated. The chapters are numbered with large Roman numerals for example, CHAPTER I, CHAPTER II, etc.

Each chapter must have a title, or heading, and this must tell very clearly what material is contained therein. Furthermore, these chapter headings must indicate definite and logical divisions of the problem. Each chapter must begin on a new page.

References

It follows the body of the text and is preceded by a division sheet containing the single word, REFERENCES. It must include all references which have been cited in the text.

Appendix or Appendices (if any)

If any appendix is needed it follows the bibliography and is preceded by a division sheet marked APPENDIX. Frequently an appendix offers a check upon the reliability of the data of the report, and may include also materials that cannot be reproduced in the text proper, e.g., schedules or questionnaires used.

If your dissertation has more than one appendix, number the appendices with larger Roman numerals for example, APPENDIX I, APPENDIX II, etc.

D. Reference to Sources

The standards of scholarly production require all source material to be acknowledged by the writer, not merely as a matter of common honesty but also as a validation of his own work. Never try to have references just for the sake of having them.

It is important to remember that, unless the contrary is clearly expressed, the quotation of another’s opinion or conclusion usually signifies the writer’s acceptance of the quoted opinion as also his own.

The following should be treated as general directions for various types of acknowledgements:
1. Quotations

The excerpt can be paraphrased or quoted exactly. Both must be referenced.

Omission may be made freely provided care is taken to preserve the exact meaning of the original passage and to indicate such omission. Three dots alternating with space (…) are employed to show the omission of any amount of matter – a word, phrase, or a clause. “Use double quotation marks to enclose quotations in text. Use single quotation marks within double quotation marks to set off material that in the original source was enclosed in double quotation marks” (APA, 2010, p. 92). For example:

He stated that, “The ‘Placebo effect,’ … disappeared when behaviours were studied in this manner” (Smith, 1982, p.276), but he did not clarify which behaviours were studied.

If a quotation is more than three typewritten lines in length or of 40 or more words, it should be set off from the text in a separate paragraph or paragraphs, indented four spaces, and single-spaced. For example:

Smith (1982) found the following:

The “placebo effect,” which had been verified in previous studies, disappeared when behaviours were studied in this manner. Furthermore, the behaviours were never exhibited again, even when real drug were administered. Earlier studies (e.g., Abdullah, 1984; Fox, 1979) were clearly premature in attributing the results to a placebo effect. (p. 276)

2. Reference Citations in Text

Citation of an author’s work in text documents your work, briefly identifies the source for readers, and enables readers to locate the source of information in the alphabetical reference list at the end of the dissertation.
One work by a single author
e.g.,
Smith (1983) compared reaction times......
In a recent study of reaction times (Smith, 1983)......

One work by two or more authors
e.g.,
Williams, Jones, Smith, Bradner, and Torrington (1983) found
[first citation]
Williams et al. (1983) found [subsequent citations]
One work by six or more authors
Cite only the first author followed by et al.
e.g.,
Takac et al. (1982)......

3. Endnotes and their use

Endnotes have four chief purposes:
(a) To establish the validity of evidence
(b) To acknowledge your source material
(c) To amplify the discussion beyond the point permissible in the text.
(d) To provide cross-reference to various parts of the dissertation.

Each endnote must in practice be required to justify its existence.

Endnotes should be listed at the end of the chapter in which they occur. Each endnote should be numbered, and it should be single-spaced. When two or more endnotes appear at the end of any chapter, a double space should be allowed between them.

Furthermore, the number series should be consecutive throughout each chapter. For example, the following footnote refers to a statement made earlier in the chapter:

For a detailed study on the community system, see Leung (1990), Leung and Deng (1990); Ministry of Civil Affairs (1987); Yang (1988); Feng (1988).
The statements must be identified by numbered superscripts such as:

The lowest government administrative unit in the city is the street office and in the city is the street office and in the rural area, the Xiang/town government I.

Every source cited in a footnote must appear in the bibliography.

4. Reference List

Bibliographical entries must comply with the following formatting instructions:

(a) Book: Author, Initials. (Year). Title. Place of Publication: Publisher.
    e.g.,

    e.g.,

(c) Chapter: Author, Initials. (Year). Title of chapter. In Initials. Author (Ed.), Title of book (pp. xxx-xxx). Place of Publication: Publisher.
    e.g.,

E. Illustrations of data

Since a table or a figure is used to aid in conveying ideas to the reader, due care should be exercised in the selection of materials to be contained therein. Unnecessary repetition in presentation of facts is to be deprecated.
A dissertation is a report of a scholarly nature, and it is to be read by people who will understand with ease those things that are simple. When a simple statement will suffice, illustrative materials need not be used.

1. Table

Any data collected for the dissertation must be presented as evidence upon which conclusions are based. If these data are of statistical nature, they must be presented for the reader’s examination in the form of tabulations. Long strings of figures placed in the body of the dissertation will inevitably defeat any effort to produce smooth writing and the reader may lose the deeper meanings to be drawn from the results reported.

The reader is interested in conclusions and most frequently is not particularly concerned with very minute details regarding findings. Thus, although complete data should be provided at some place in the dissertation for the benefit of those readers who want explicit details, the text should contain the findings or conclusions, stated in comprehensive terms, and it should not be clogged with masses of statistical minutia.

2. Figures

A figure may be a chart, diagram, drawing, graph, photograph, photostat, map, histogram, blueprint or any type of illustration. Most frequently, the total number of all these various kinds of illustration is small. In this case all of them are grouped together as one series and are called Figures. When, however, there is a large number of any one kind, it is proper to call the group by its specifics name and to call the other Figures.

3. Placement of table or illustration

Since a table is supposed to contain material that will be discussed in the text, or that is essential to a clear understanding of interpretation of what has been written, the table should be placed as near as possible to the discussion in the manuscript that relates to it.
4. Numbering

The tables should be numbered consecutively throughout the dissertation, from first to last, although some of these may appear in the appendix. The practice is to use Roman numerals in numbering tables. The number is placed one double space above the title, which is typed in capital letters.

In numbering Figures, Arabic numerals are used, even if there is more than one series. The number should be centered below the illustration, and the title should be centered one double space below the number.

5. Captions

Each table and figure in a dissertation must have a title which will tell in a direct and concise manner just what material is contained therein. This caption should be placed above a table but below any other kind of illustration.

6. Omitted Items

When an item must be omitted from its normal place in a table, the omission should be indicated by dashes or dots. A zero should not be placed in such a place unless the value that is supposed to appear at that point is actually zero. If the author wishes to show why the item is missing, he may insert a parenthesized superscript, and in a footnote at the bottom of the table give the necessary explanation.

F. Typing

Pages of the dissertation should be numbered, and double-spacing should be retained throughout except in quotations which are centered in the page, or in the footnotes.

New paragraphs begin with a line indented seven spaces from the left-hand margin. For long, single-spaced quotations, a new margin with a four space indentation is established between the regular left-hand margin of the text and the line of indentation.

Note: For further information, please check

http://apastyle.apa.org/
VIII. Policies on Learning

A. Attendance and Absence
Students should explain to the course teachers concerned in advance and in writing, regarding absences from seminars/workshops. If possible, prior notice should be given for reasonable absences. In case of illness, a medical certificate is required. Absences which are unexplained or unsatisfactorily explained will result in a deduction of marks. **Compulsory attendance in skills training is required.** Further, a closed group format is used, thus, no swapping of sessions between groups is allowed. **A minimum of 75% attendance rate at seminars is also required.** A student who cannot meet these requirements without acceptable reasons may be deemed to have performed unsatisfactorily in which case G11 of the Postgraduate Degree Regulations may apply:

**G11. A student whose performance at examinations or in coursework or in such class tests as may be held from time to time is unsatisfactory, or in the case of a higher degree student whose progress is unsatisfactory, may be required by the Senate (a) to discontinue his studies, or (b) to repeat any part of his course before being admitted to examinations or before being allowed to present his thesis or dissertation (or Practice-based Project Report in the case of MSS-Counselling), or (c) to represent himself for examination without repeating any part of his course.**

B. Grading System
Students will receive the following grades instead of marks for their assignment.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Excellent</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>Good</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>Satisfactory</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>Pass</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>
C. Submission of Assignments
For most of the courses (subject to the course teachers), students are expected to submit their assignments via Turnitin @ Moodle system. This system will detect any plagiarized materials. More information and training can be obtained in the Turnitin website: http://lib.hku.hk/turnitin.

For some courses, teacher may require students to submit the hard copies of their assignments. Please follow the instructions according to the respective course outlines.

D. Penalty of Late Submission
Regarding the submissions after the original deadline, 10% of mark per working day will be deducted, for up to seven working days. No marks will be given for assignments that are handed in one week after the original deadline, but the teachers will provide feedback on the paper.

E. Penalty on Late Submission of Re-assessment of Failed Paper
If a student fails a particular paper, and if re-assessment is allowed by means of a resubmission of assignment, the student must submit the assignment for re-assessment on or before the due date. No mark will be given to late paper unless prior approval is sought from the teacher of the course.

F. Academic Conducts
The University Regulations on academic dishonesty will be strictly enforced! Please check the University Statement on plagiarism on the web: http://www.hku.hk/plagiarism/.

Academic dishonesty is behavior in which a deliberately fraudulent mis-representation is employed in an attempt to gain undeserved intellectual credit, either for oneself or for another. It includes, but is not necessarily limited to, the following types of cases:

1. Plagiarism
   (a) According to the HKU policy http://www.hku.hk/plagiarism/, "Plagiarism is defined as the unacknowledged use, as one's own, of work of another person, whether or not such work has been published."

   (b) The representation of someone else's ideas as if they are one's own. Where the arguments, data, designs, etc., of someone else are being used in a paper, report, oral presentation, or similar academic project, this fact must be made explicitly clear by citing the appropriate references. The references must fully indicate the extent to which any parts of the project are not one's own work. Paraphrasing of
someone else’s ideas is still using someone else's ideas, and must be acknowledged.

(c) The following also constitute plagiarism: (i) copying past papers of seniors or classmates without proper referencing, (ii) submission of assignments with similar content by the same student to different courses can also be considered as self-plagiarism.

(d) Plagiarism is a serious offence in the academic world. This University takes plagiarism seriously. Academically, it is almost certain that the plagiarized work will receive a fail grade (and most likely a zero mark). There may also be disciplinary action against the student who commits the offence of plagiarism. A warning letter will be issued in case of minor plagiarism. In the more serious cases, the students concerned will be referred to the Vice-Chancellor for referral to the University Disciplinary Committee for disciplinary action (extracted from HKU website http://www.hku.hk/plagiarism/).

2. Unauthorized Collaboration on Out-of-Class Projects
The representation of work as solely one's own when in fact it is the result of a joint effort. Where a candidate for a degree or other award uses the work of another person or persons without due acknowledgement.

(a) Dishonesty in collaborative work
Where a candidate for a degree or other award represents his/her work as solely one's own when in fact it is the result of a joint effort of a group of persons constitutes dishonesty and will thus be penalised.

(b) Completing assignments for others
The department does treasure mutual support among students. Yet, it does not mean a student can complete assignment for another classmate. Even the act is of good intention, both students will be penalised for such act.

3. Penalty
(a) The relevant Board of Examiners may impose a penalty in relation to the seriousness of the offence.
(b) The relevant Board of Examiners may report the candidate to the Senate, where there is prima facie evidence of an intention to deceive and where sanctions beyond those in (a) might be invoked.

G. All mobile phones or any mobile devices must be switched off during lectures and seminars/workshops.
IX. Tips for Studying at the Postgraduate Level

A. **Time management:** Using time efficiently and effectively in the engagement of different academic and social activities is a big challenge for part-time students like yourself. Try to stick to a planned schedule for studying and completing assignments. Do not procrastinate.

B. **Find a quiet and stable environment to study:** Assign certain timeslots in the week for studying. The place has to be quiet and provide an environment for you to study. The Library is such a place.

C. **Writing academic papers:** Students must conform to a consistent style in writing academic papers. An academic paper requires the integration of concepts and theories, and most preferably with an independent and critical view expressed on the topic under examination. Students must also conform to a particular referencing style such as that of the APA format.
X. Student-Staff Consultation

Communication, formal and informal, between students and teachers is important for facilitating mutual understanding and nourishing mutual trust. In order to promote frank exchange and open communication between students and teachers, a student-staff consultative meeting is arranged at least once every semester, as an open forum for sharing between students and teachers on various issues relating to students’ learning. Students are encouraged to bring up their concerns in the meetings, while teachers can also share their views on related issues. These meetings are formally arranged. Informal exchanges between students and teachers are also much encouraged.
XI. Typhoon and Black Rainstorm Warnings

When Tropical Storm Warning Signal No. 8 (or above) or the Black Rainstorm Warning Signal is hoisted, the following arrangements will apply:

<table>
<thead>
<tr>
<th>For classes and examinations NOT yet started</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>If either of the warnings is hoisted or in force at or after 6:00am</td>
<td>All <strong>morning</strong> classes and examinations commencing before 2:00pm will be cancelled automatically.</td>
</tr>
<tr>
<td>If either of the warnings is hoisted or in force at or after 11:00am</td>
<td>All <strong>afternoon</strong> classes and examinations commencing at any time from 2:00pm and before 6:00pm will be cancelled automatically.</td>
</tr>
<tr>
<td>If either of the warnings is hoisted or in force at or after 3:00pm</td>
<td>All <strong>evening</strong> classes and examinations commencing from 6:00pm onward will be cancelled automatically.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For classes and examinations already started</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>When Tropical Storm Warning Signal No. 8 or above is hoisted</td>
<td>All classes will be suspended immediately. All <strong>examinations to continue</strong> until the end of that examination session.</td>
</tr>
<tr>
<td>When Black Rainstorm Warning Signal is hoisted</td>
<td>All classes and examinations, except those held outdoors, would continue. For outdoor classes and examinations, the responsible staff members on the spot should suspend the activities immediately, ensure that all students are taken to a safe place, and remain there until it is safe for them to return home.</td>
</tr>
</tbody>
</table>

The Examinations Unit will re-schedule postponed examinations to a later date and inform the candidates of the details as soon as possible.

When Tropical Storm Warning Signal No. 3 or Red Rainstorm Warning Signal is in force, it should be assumed that all classes and examinations will be held as scheduled unless an announcement to the contrary has been made by the University.
XII. Supportive Services in the University

A. Academic Resources

1. Libraries

Students are strongly encouraged to familiarize themselves with the library facilities as early as possible in their course of study, as the appropriate use of library facilities is essential for learning. A library orientation programme will be organized for new students during the orientation period of each academic year.

Website: http://lib.hku.hk/
Tel: 2859 2202

2. Computer Centre

As a student of this university, you will have access to the Computer Centre. You can open a university e-mail account and have your home computer linked up with the university system. Thus, you can access the university library from home.

Website: http://www.its.hku.hk
Tel: 2859 2491

B. University Student Services

1. Counselling & Personal Enrichment, Centre of Development and Resources for Students

CEDARS – Counselling & Personal Enrichment Unit is located on the fourth floor of the Meng Wah Complex. It seeks to facilitate students in their personal development and help them to overcome psychological and learning difficulties. Services include psychological testing, individual counselling and consultation, developmental and therapeutic programs, awareness and life skills programs, learning clinic, and electronic communication with students.

Website: http://cedars.hku.hk/cedars/counselling.aspx
Tel: 3917 8388

2. Institute of Human Performance

The Institute is responsible for promoting health and physical fitness among students. There are three sports centres managed by the
Institute, namely, Flora Ho Sports Centre, Lindsay Ride Sports Centre and Stanley Ho Sports Centre. These centres are equipped with different facilities such as out-door swimming pools, sports halls, multi-purpose rooms and specific areas for sports, fitness and weight training rooms, athletics stadium with a synthetic running track, floodlit artificial turf pitch, golf driving bays, softball diamond, and tennis courts, etc. Regular physical education, sport and wellness programmes are provided to students.

Website: http://www.hku.hk/ihp/

Flora Ho/Lindsay Ride Sports Centres and Stanley Smith Swimming Pool
Tel: 2817 2411

Stanley Ho Sports Centre and Henry Fok Swimming Pool
Tel: 2819 5450

3. University Health Service

The University Health Service (UHS) located on the 2nd & 4th Floors of Meng Wah Complex provides primary medical and dental care for students. As a student of this university, you are entitled to the medical services on campus.

Website: http://www.hku.hk/uhs
Tel: 2549 4686 (Medical appointment)
2859 2510 (Dental appointment)

4. Protection against Sexual Harassment

As an equal opportunity employer and institution, the University has zero tolerance towards sexual discrimination and sexual harassment. In order to protect students from being sexually harassed, each department has an officer responsible to handle related issues. Dr Paul Wong and Dr Petula Ho are the Equal Opportunity Advisors in our department responsible for managing sexual harassment and related issues. Students are encouraged to approach them for any issues related to sexual harassment.

Email: paulw@hku.hk (Dr Paul Wong)
Tel: 3917 5029
Email: psyho@hkucc.hku.hk (Dr Petula Ho)
Tel: 3917 2091
XIII. Information and Enquiries

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Lou, Vivian W.Q.
Tel: (852)3917 4835
E-mail: wlou@hku.hk

Programme Director of MSocSc(Mental Health) Programme
Wong, Daniel F.K.
Tel: (852)3917 2287
E-mail: dfkwong@hku.hk

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Programme Secretary
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Website
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