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I. Message from the Programme Director

As the Programme Director since September 2009, I would like to express my deep gratitude to the two former Directors, Dr Ho-yee Ng and Dr Sandra Tsang, who have laid down a solid foundation for the programme. The Master of Social Sciences in Counselling is a two-year part-time programme for professionals in human services who are interested in counselling as a career, or other individuals as an enhancement to their work performance in their respective professional settings.

Since its inception in September 2002, the student population has spanned from social workers and teachers to administrative and professionals such as executive officers, human resource managers, medical doctors, nurses, physiotherapists, police officers, and occupational and speech therapists. The mutual stimulation arising from students with such diverse backgrounds has proven to be most inspiring in the process of teaching and learning. The camaraderie amongst students who all struggle and juggle full-time work and part-time study has evolved as an unexpected feature in the programme and has culminated into the formation of an Alumni Association by the graduating class of 2005.

Apart from the diversity in student backgrounds, our teachers are also multidisciplinary, consisting of clinical psychologists, educational psychologists, family therapists, clinical social workers, play therapists, and hypnotherapists etc., who are all practitioners in the field of counselling.

I am very confident that the counselling programme offered by The University of Hong Kong has an important and growing role in strengthening the counselling workforce in Hong Kong and beyond. May I extend an invitation to all those who are interested in counselling to join our HKU Master in Counselling ‘family’ for a journey not only into the theories and practices of counselling, but also the experience of student life within a community of dedicated professionals aims at holding the hands of those who are in need.

Professor Samson S.K.TSE
Associate Dean, Faculty of Social Sciences
II. **Introduction**

The Master of Social Sciences in Counselling is a self-funded two to three year part-time postgraduate programme for professionals in the human services, such as social workers, teachers, managers, medical personnel like doctors, nurses, physiotherapists, occupational therapists, speech therapists, and other related professionals who are interested in counselling as a career.

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 field of Counselling.
### III. Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 18 – Sept 13</td>
<td>Add/Drop Period for Courses</td>
</tr>
<tr>
<td>Sept 1</td>
<td>First Day of Teaching (First Semester)</td>
</tr>
<tr>
<td>Sept 2</td>
<td>Endnote Workshop</td>
</tr>
<tr>
<td>Oct 16 – 21</td>
<td>Reading Week</td>
</tr>
<tr>
<td>Oct 24</td>
<td>Student-staff Consultative Committee Meeting</td>
</tr>
<tr>
<td>Oct 27</td>
<td>Deadline on Polling on Electives (Round 1)</td>
</tr>
<tr>
<td>Nov 17</td>
<td>Deadline on Polling on Electives (Round 2)</td>
</tr>
<tr>
<td>Nov 30</td>
<td>Last Day of Teaching (First Semester)</td>
</tr>
<tr>
<td>Jan 5 – 14</td>
<td>Self-awareness Training (Exact Date To Be Confirmed)</td>
</tr>
<tr>
<td>Jan 15</td>
<td>First Day of Teaching (Second Semester)</td>
</tr>
<tr>
<td>Jan 15 – 29</td>
<td>Add/Drop Period for Courses</td>
</tr>
<tr>
<td>Feb 16 – 22</td>
<td>Class Suspension Period for the Lunar New Year</td>
</tr>
<tr>
<td>Mar 5 – 10</td>
<td>Reading Week</td>
</tr>
<tr>
<td>Mar 19</td>
<td>Student-staff Consultative Committee Meeting</td>
</tr>
<tr>
<td>Apr 28</td>
<td>Last day of Teaching (Second Semester)</td>
</tr>
<tr>
<td>May 14</td>
<td>Submission of Dissertation Proposals (optional)</td>
</tr>
<tr>
<td>May 21</td>
<td>First Day of Teaching (Summer Semester)</td>
</tr>
<tr>
<td>May 21 – Jun 1</td>
<td>Add/Drop Period for Courses</td>
</tr>
<tr>
<td>Aug 2</td>
<td>Pre-practicum Workshop</td>
</tr>
<tr>
<td>Mar 31</td>
<td>Submission of Dissertation Title (optional)</td>
</tr>
<tr>
<td>Jun 30</td>
<td>Submission of Practicum Report</td>
</tr>
<tr>
<td>Aug 1</td>
<td>Submission of Dissertation (optional)</td>
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</tbody>
</table>
IV. Regulations

These regulations apply to candidates admitted to the Master of Social Sciences in the academic year 2017-18 and thereafter. As the Practicum Handbook contains references specific to the Counselling Programme, it should be read together with this handbook.

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 concerned 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 report.
(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.

MSS 20.1 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>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>Good</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.
V. Curriculum

Candidates are required to complete 5 compulsory courses and 3 elective courses. These elective courses are so designed that they can provide a focused study in one of three service settings: welfare, education, and health care. By selecting a particular combination of courses, candidates may (1) specialize in one stream from these three service settings; or (2) choose a more broad-based curriculum; or (3) choose to complete 1 elective course with a dissertation (equivalent to two courses) if candidates are interested in advancing their research skills. Apart from lectures, candidates are required to complete a skills training laboratory and a practicum that includes a practice-based project report. For details about Assessment, please see MSS Regulation MSS12-20.

(A) Compulsory courses
Candidates shall complete the following courses.
- SOWK6040. Practice research in human services (6 credits)
- SOWK6158. Critical issues in human development (6 credits)
- SOWK6159. Abnormal psychology (6 credits)
- SOWK6160. Assessment and testing (6 credits)
- SOWK6161. Theories and practices in counselling and professional ethics (6 credits)

(B) Elective courses
Dissertation option: Candidates shall complete one of the following courses.
Non-dissertation option: Candidates shall complete three of the following courses.
- SOWK6022. Emotion-focused interventions: theory and practice (6 credits)
- SOWK6127. Cognitive-behavioral interventions (6 credits)
- SOWK6162. Counselling in the welfare setting (6 credits)
- SOWK6163. Counselling in the health care setting (6 credits)
- SOWK6164. Counselling in the educational setting (6 credits)
- SOWK6166. Substance abuse counselling (6 credits)
- SOWK6168. Group counselling (6 credits)
- SOWK6188. The fundamentals of art therapy (6 credits)
- SOWK6204. Hypnotherapy (6 credits)
- SOWK6206. Play therapy (6 credits)
- SOWK6210. Family therapy (6 credits)
- SOWK6274. Theories and practices in positive psychology and strength-based interventions (6 credits)
- SOWK6276. Philosophy, science and art of fostering authentic and intimate connections (6 credits)
- SOWK6299. Applied motivational interviewing in addiction recovery (6 credits)
- SOWK6314. Theories and practices in coaching in the workplace (6 credits)
- SOWK6317. Theories and practices in mindfulness, compassion and valued-based psychotherapies (6 credits)
(Note: not all elective courses will necessarily be offered in a given year.)

(C) Skills training (Compulsory)
Candidates shall complete the following course.
- SOWK6170. Skills training laboratory (6 credits)

Capstone Experience Courses
(D) Practicum (Compulsory)
Candidates shall complete the following course.
- SOWK6171. Practicum and practice-based project report (12 credits)

(E) Dissertation (Elective)
Candidates opt for dissertation option shall complete the following course.
VI. Course Descriptions

Compulsory Courses

SOWK6040. Practice research in human services (6 credits)

Social workers, teachers, nurses and counselors are guided by theories, research and practice wisdom in their work. It is important for students to be able to appraise, utilize, participate and contribute to research. In order to build evidenced and indigenous practice knowledge appropriate to local settings, this course aims to introduce students to principles and procedures of evidence-based practice. Specifically, it aims to help students in tracing research foundations in clinical practice, examining critical issues associated with evidence-based practice, accessing and evaluating new information related to practice and ultimately evaluating critically their practices. Through carrying out a mini-practice research as ongoing assignments, the students are expected to equip with hands-on experiences in planning, designing, implementing research and presenting its findings.
Assessment: 100% coursework

SOWK6158. Critical issues in human development (6 credits)

This course examines factors affecting human development through an exploration of the normal patterns of growth from infancy to old age. Individual, social, and familial conditions affecting growth at different stages in the life cycle will be studied, together with related problems of adaptation and adjustment, with particular foci on current thinking in the field of developmental psychology.
Assessment: 100% coursework

SOWK6159. Abnormal psychology (6 credits)

This course provides a broad exposure to both theory and practice in the understanding of mental disorders. A wide array of types of mental disorders will be examined. Important themes will be emphasized such as the continuum in behavior from normal behavior to mental illness, issues in diagnosis and classification, and the diathesis-stress and nature-nurture models of abnormal behaviour.
Assessment: 100% coursework

SOWK6160. Assessment and testing (6 credits)

This course surveys the major concepts and techniques in the field of psychometrics and provides students with some hands-on experience with commonly used tests. Topics covered include: the context of testing and measurement, the testing process, test standardization, reliability and validity, the nature of intelligence and its appraisal, personality assessment, special domain testing, occupational applications, and ethics in testing.
Assessment: 100% coursework

SOWK6161. Theories and practices in counselling and professional ethics (6 credits)
This course provides a theoretical foundation for the practice of counselling. Topics covered include the major approaches in counselling, counsellor dimensions, working with various clinical and non-clinical populations, professional ethics and limitations of counselling. 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

**SOWK6162. Counselling in the welfare setting (6 credits)**

This course introduces the various macro and micro intervention approaches in working with disadvantaged individuals who are users of social services in Hong Kong. Through a systems perspective, students will have the opportunity to examine various intervention approaches in helping disadvantaged groups, such as new arrivals, elderly people, at-risk youth, and mentally and physically handicapped persons to deal with their intra-personal, interpersonal and environmentally-induced difficulties. The course emphasizes the integration of micro and macro intervention approaches. Assessment: 100% coursework

**SOWK6163. Counselling in the health care setting (6 credits)**

Counselling approaches used in health care, such as crisis intervention, grief work, cognitive behavioural intervention, support groups, art therapy, psycho-education skills, bereavement counselling, pastoral care and peer counselling, will be examined. Students will be provided with experiential training on skills/ techniques in working with patients in hospitals and in the community. Assessment: 100% coursework
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

SOWK6166.  Substance abuse counselling (6 credits)

This course examines the drug scene in Hong Kong and gives an overview of the problem of substance abuse in society. The different theoretical conceptualizations of substance abuse and theories of addiction are then reviewed as a prelude to devising intervention approaches to help drug-addicted persons.
Assessment: 100% coursework

SOWK6168.  Group counselling (6 credits)

This course provides an overview of the theories and practice of group counselling approaches. Applications include working with families, children, the elderly people, and medical/psychiatric patients. Cultural issues, current research and developments in group counselling will also be discussed.
Assessment: 100% coursework

SOWK6188.  The fundamentals of art therapy (6 credits)

This course introduces students to the philosophy and practice of Art Therapy, and how Art Therapy activities can be modified and used with potential clients under careful working guidelines. Students will also experience different art activities/philosophies, which are designed according to the various needs of potential clients. Lectures, participation in group workshops, and video and case presentations will form a part of this course.
Assessment: 100% coursework

SOWK6204.  Hypnotherapy (6 credits)

This course gives an overview of the historical development and domain of hypnosis, as well as contemporary approaches in hypnosis. A particular emphasis is placed on the fundamentals of hypnotherapy where particular skills will be of use in the counselling process. Lecture topics include the art of hypnotizing, styles of hypnotic suggestion, clinical applications, professional ethics and limitations of hypnotherapy.
Assessment: 100% coursework

SOWK6206.  Play therapy (6 credits)

The objective of the module is to introduce the student to the principles and practice of play therapy and its application to the counseling and psychotherapy for children, adolescents and families. At the end of the course, the students will have an introduction of the history and development of play therapy, an understanding of various theoretical models of play therapy,
rationale for the use of play in therapy, and phrase of the client’s progress in play therapy. Practice material will be provided including how to development therapeutic rapport, conduct a play based assessment, setting up of a playroom and the selection of therapeutic play materials. Best practice tips on engaging the client, recording keeping and other ethical issues will be discussed.
Assessment: 100% coursework

SOWK6210. Family therapy (6 credits)

This course begins with an overview of the evolution of family therapy since the 1950s, with a major focus on specific family therapy approaches in working with children, youth, couples, and the elderly, such as conduct disorders in children, eating disorders in adolescents and depression in couples. Apart from an emphasis on theoretical and conceptual integration, this course draws heavily from case and video materials for discussion. Role-play and experiential activities will be used extensively for the training of family therapy strategies and skills.
Assessment: 100% coursework

SOWK6274. Theories and practices in positive psychology and strength-based interventions (6 credits)

Positive Psychology emphasizes the discovery and cultivation of human strengths and potential for a flourished life, and strength-based interventions include counseling and therapy models that foster psychological well-being and reduce distress and symptoms in clients. This course critically reviews the theory and practice of positive psychology and positive interventions, including the study of happiness, character strengths, optimism, resilience, compassion, meaning, goals, flow, creativity and hope and their relevance to psychological health and psychotherapy, as well as strength-oriented interventions which include mindfulness-based, compassion-based and valued-based models. The cultural relevance of Positive Psychology and strength-based interventions will also be examined.
Assessment: 100% coursework

SOWK6276. Philosophy, science and art of fostering authentic and intimate connections (6 credits)

This course is for all who want to be emotionally and relationally competent in human interaction, be it in the family, at work, with friends, or with neighbors. The idea is not to have to seek psychological security behind a rigid mask, but capable to be present here and now in our strong and vulnerable, true and caring, confident and gentle selves, and capable also of developing mutually satisfying and meaningful relationships. This course is primarily experiential and practice oriented, integrating the philosophy, science and art of intra and interpersonal competence into real life applications. Recent thinking in philosophy, psychology, group work, and neuroscience will be applied to working with intense emotions, inner blocks and inconsistencies, dilemmas and relational conflicts that haunt human encounters. Through class demonstrations, paired and small group practice, students will come to acquire concepts and skills that will guide them in facing the daily test of human interaction, help them advance their listening skills, increase self-understanding, gain confidence in decision-making, achieve relational transformation, connect with their deeper spiritual self, and affirm a more attuned, grounded, steady, and creative presence.
Assessment: 100% coursework
SOWK6299. Applied motivational interviewing in addiction recovery (6 credits)

This course provides an overview of Motivational Interviewing (MI), an evidence-based counselling strategy for promoting behavioural change. MI originates from treating alcohol dependence, and was further extended to other settings, including health care, the criminal justice system, correctional and education, to mention just a few. Over 30 decades of evolution, MI has spread widely across many settings and cultures.

MI was developed from clinical observation, rather than theory. However, there are numbers of social psychology and counselling theories that can be used to explain the underlying mechanism of motivating strategies in the process of motivational interviewing, such as cognitive dissonance theory, self-determination theory, etc. Students are required to learn different social psychology theories and counselling theories to deconstruct MI. In addition, multifaceted unfolding of the concepts of addiction and recovery-oriented approach toward addiction treatment will be covered.

Students can be equipped with not only the knowledge and conceptual framework of motivational interviewing, but also practical experiences through group exercises and role-play. Active participation is expected in order to cultivate mutual learning communities and achieve better learning outcomes.

Assessment: 100% coursework

SOWK6314. Theories and practices in coaching in the workplace (6 credits)

This course aims to introduce the basic theories and practices in coaching. Students will be able to distinguish coaching from other learning and development approaches such as mentoring, counselling, consulting, training, facilitating etc. Various theoretical approaches to coaching will be covered. This course also encourages students to evaluate the various coaching models and develop their own coaching model to be applied in their own coaching practice. The emphasis is also on using coaching as a management tool and conversational tool to enhance performance at work for higher motivation and retention. The topic on cross-cultural coaching is also a relatively imminent area for further research.

Assessment: 100% coursework

SOWK6317. Theories and practices in mindfulness, compassion and valued-based psychotherapies (6 credits)

This course will cover the most representative psychotherapies of such kind, including mindfulness-based psychotherapies, acceptance and commitment therapy, and compassion-focused therapy. All these therapies are transdiagnostic capable of treating different mental disorders and are evidence-based with proven treatment efficacy. They have a very different understanding of the nature of psychopathologies and human suffering from the traditional psychotherapies. Their theoretical frameworks, treatment principles and strategies, case conceptualization, and intervention skills will be demonstrated in this course, and the commonalities and differences among these therapy models will be reviewed. The benefits of practicing these therapies on the therapist and the therapeutic relationship will also be discussed. The students learning these contemporary psychotherapy models are expected to have advanced personal growth and gains in psychological well-being as well.

Assessment: 100% coursework
**Skills training**

**SOWK6170. Skills training laboratory (6 credits)**

This laboratory provides training on basic relationship building strategies and methods. Counselling relies on an establishment of therapeutic relationship. Characteristics and dimensions related to such counsellor-client relationship will be introduced, and strategies and methods for building rapport will be practiced in the laboratory setting. Further, the course will also cover basic skills related to case and group counselling. Teaching is done via an experiential learning approach. Students are required to participate actively in class and complete practice assignments.

Assessment: 100% coursework

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**Practicum (Capstone Experience Course)**

**SOWK6171. Practicum and practice-based project report (12 credits)**

All students will have to be engaged in a total of 250 hours of clinical work, and to complete a practice-based project report of no more than 10,000 words. A practicum teacher will be assigned to supervise the student's clinical work and to facilitate his/her completion of the practice-based project report. The report should essentially be an evaluation of the clinical work performed by the student. Individual and group supervision will be provided. Students must hand in their reports not later than June 30 of the same year when the practicum is undertaken.

Prerequisite: Students who have completed and passed the following courses
- SOWK6158. Critical issues in human development (6 credits)
- SOWK6159. Abnormal psychology (6 credits)
- SOWK6160. Assessment and testing (6 credits)
- SOWK6161. Theories and practices in counselling and professional ethics (6 credits)
- SOWK6170. Skills training laboratory (6 credits)

are permitted to take the practicum and practice-based project report course.

Assessment: 100% coursework

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**Dissertation (Capstone Experience Course)**

**SOWK6264. Dissertation (12 credits)**

The dissertation is offered to students who have proven record to show their ability to conduct research. The dissertation shall be a critical study that demonstrates the application of sound research methodology to the investigation of problem(s) relevant to the field of counselling. The proposed topic of investigation has to be substantially different from the issues or problems covered in the practice-based project report (SOWK6171). The dissertation option is subject to approval of the Head of Department and relevant dissertation supervisor. The dissertation must represent a student’s individual work and should not exceed 20,000 words in length. The title of the dissertation shall be submitted for approval 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.

Assessment: 100% coursework
VII. Programme Overview

YEAR ONE
Five to six courses are taught in Year One. There are three semesters per year. Each semester has 12-14 weeks. Classes will be held on weekday evenings and/or Saturday afternoons. In addition, students are required to attend seminars.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td>Critical issues in human development</td>
</tr>
<tr>
<td></td>
<td>Theories and practices in counselling and professional ethics</td>
</tr>
<tr>
<td>Second Semester</td>
<td>Abnormal psychology</td>
</tr>
<tr>
<td></td>
<td>Assessment and testing</td>
</tr>
<tr>
<td></td>
<td>Skills training laboratory</td>
</tr>
<tr>
<td>Summer Semester</td>
<td>Elective(s)</td>
</tr>
</tbody>
</table>

YEAR TWO
There are three to four courses in Year Two. In addition, the practicum and practice-based project are to be conducted throughout this whole academic year.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td>Practice research in human services</td>
</tr>
<tr>
<td></td>
<td>Elective(s)</td>
</tr>
<tr>
<td></td>
<td>Field practicum and practice-based project</td>
</tr>
<tr>
<td>Second Semester</td>
<td>Elective(s)</td>
</tr>
<tr>
<td></td>
<td>Field practicum and practice-based project</td>
</tr>
<tr>
<td>Summer Semester</td>
<td>Elective(s)</td>
</tr>
</tbody>
</table>

YEAR THREE (Optional)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester &amp; Second Semester</td>
<td>Field practicum and practice-based project</td>
</tr>
</tbody>
</table>
VIII. 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 14 May 2018</td>
<td>Submitting a brief proposal of dissertation to the Programme Director</td>
</tr>
<tr>
<td>By 31 August 2018</td>
<td>Arranging supervisors for individual students</td>
</tr>
<tr>
<td>By 31 January 2019</td>
<td>Having completed the conceptual framework of the study for the dissertation</td>
</tr>
</tbody>
</table>
| Between 1 January and 31 March 2019 | Submitting the application for ethical approval and the dissertation title  
                              | Having completed the pilot test and data collection for the dissertation |
| Between 1 April and 31 July 2019 | Analysing the data and writing up the dissertation         |
| By 1 August 2019              | Submitting the dissertation to supervisor                 |
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 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/
IX. Policies on Learning

A. Attendance and Absence
Students should explain to the course teachers and programme secretary concerned in advance and in writing, regarding absences from lectures/tutorials/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 Systems
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>4.3</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Satisfactory</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>Pass</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>Fail</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/tutorials/seminars/workshops.
X. **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.

XI. **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.
XII. Personal Tutor System

Each student in the Counselling Programme will be assigned a teacher as a personal tutor. The main role of the personal tutor is to assist student to tune into the study life in the University. Students are encouraged to take the initiative to approach their personal tutors at least once every semester.

XIII. Year Teacher

This new initiative is to ensure that if the whole class has any feedback or comments (e.g., suggestions for social functions, new ideas for elective courses) for the programme, they will be heard promptly. Professor Samson Tse is assigned for Year 1 Class and Dr Paul Wong for Year 2 Class as the ‘Year Teacher’ respectively.

XIV. Erik Kvan Memorial Book Prize

This book prize is especially established to encourage and reward students with outstanding academic performance in the Counselling Programme. Nomination for the award of the Prize will be made each year in September. In any year when no student is judged to be of sufficient merit, the award will be withheld.

XV. Madam Lo Ng Kiu Ying Anita Memorial Prize

This prize is awarded to final-year students who have achieved a grade of Distinction in their practicum. Nomination for the award of the Prize will be made each year in September. In any year when no student is judged to be of sufficient merit, the award will be withheld.
XVI. 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>
</tr>
</thead>
<tbody>
<tr>
<td>If either of the warnings is hoisted or in force at or after 6:00am</td>
</tr>
<tr>
<td>If either of the warnings is hoisted or in force at or after 11:00am</td>
</tr>
<tr>
<td>If either of the warnings is hoisted or in force at or after 3:00pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For classes and examinations already started</th>
</tr>
</thead>
<tbody>
<tr>
<td>When <strong>Tropical Storm Warning Signal No. 8 or above</strong> is hoisted</td>
</tr>
<tr>
<td>When <strong>Black Rainstorm Warning Signal</strong> is hoisted</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.
XVII. 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: 3917 2203

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: 3917 0123
Email: ithelp@hku.hk

The Computer Centres are located in the Chi Wah Learning Commons, Knowles Building and K.K. Leung Building. They operate a wide variety of computers and provides a wide range of information technology (IT) support services, including the central computers, personal computers and Internet/Intranet services.

Website: http://www.les.hku.hk/teaching-learning/learning-space
Tel: 3917 8888 (Service Counter 1, 1/F, Chi Wah Learning Commons)
Tel: 3917 5122 (Room 204, K. K. Leung Building)

B. University Student Services

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

CEDARS – Counselling & Personal Enrichment Unit is located on the third floor of Meng Wah Complex and first & third floor of Main Building. It seeks to facilitate students in their personal development and help
them to overcome psychological and learning difficulties. Activities, services, consultation and guidance are provided on matters including

✧ Campus Life (Tel: 2859 2305)
✧ Careers & Placement (Tel: 2859 2317)
✧ Counselling & Person Enrichment (Tel: 3917 8388)
✧ Student Development (Tel: 2857 8387)

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

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 4046

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 2511/ 2859 2512 (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 (Professor Petula Ho)
Tel: 3917 2091
Staff Profile of the Counselling Programme

Programme Director
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Programme Advisor
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Teaching Staff
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Chan, Tess T.C. 陳憩晴 BSW, MSocSc(Counsel) HK
Chu, Kurtee S.M. 朱小敏 BSW, MSocSc HK; RSW
Liu, Lucia L. 柳琳 BA(Ed), MA(Ed) BJ Normal U; PhD HK
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Chan, Tess T.C. 陳憩晴 BSW, MSocSc(Counsel) HK

Programme Administrator
Wong, W. L. 黃詠麟 BSocSc, PgDip(Psy) CUHK

Programme Assistant
Kwong, Cindy S.M. 鄭淑敏 BBA HKBU
### Honorary Teachers

<table>
<thead>
<tr>
<th>Name</th>
<th>H.K.</th>
<th>Academic Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chan, Peggy C.Y.</td>
<td>陳蘇陳英</td>
<td>BSocSc HK; MEd Toronto; RSW</td>
</tr>
<tr>
<td>Cheng, Belinda Y. M.</td>
<td>鄭思明</td>
<td>BA(Hons) Michigan; MSc(Social Work) Columbia; LCSW New York; RSW</td>
</tr>
<tr>
<td>Chau, Iris Y.F.</td>
<td>周婉芬</td>
<td>Teacher’s Cert Sir Robert Black College of Education; BPhil Birmingham U; MEd(Counselling), DPhil North Texas U</td>
</tr>
<tr>
<td>Lee, Ester M.L.</td>
<td>李明琳</td>
<td>BSocSc CUHK; MSocSc(ClinPsych) HK</td>
</tr>
<tr>
<td>Lee Lau, Winnie W.Y.</td>
<td>李劉穎瑩</td>
<td>BSocSc Dip(Ed) HK; GradDip(Ed Counsel) RMIT; GradDip (Child Psy) PIT; MSocSc Monash U</td>
</tr>
<tr>
<td>Leung, Gracemary K.H.</td>
<td>梁國香</td>
<td>BA(Hons), PhD(Psycho) London; MSc (Clinical Psycho) Exeter; MBA Bournemouth</td>
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<tr>
<td>Lo, Bibiana C.H.</td>
<td>羅朝虹</td>
<td>BSocSc, HKU; PgDip (Family-centred SocWk), HKPU; MPhil HK; RSW</td>
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<tr>
<td>Lo, Eddie C.C.</td>
<td>羅澤全</td>
<td>BSc, Surrey U; PgCert(Psy), MSocSc(ClinPsy) HK</td>
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<tr>
<td>Poon Choy, Catherine Y.S.</td>
<td>潘蔡妍珊</td>
<td>BA(Geography) MSW, MBS(Distinction) HK</td>
</tr>
<tr>
<td>Tang, Jessica</td>
<td>鄧佩珊</td>
<td>BA(English) CUHK; MSW, PhD HK</td>
</tr>
<tr>
<td>Tang, Kelvin K.W.</td>
<td>鄧國永</td>
<td>BSW, HonDipSocWk HKBU; MA(Social Work), PgDip (SocAdmin) HKPU; PhD SU</td>
</tr>
<tr>
<td>Tong, Anthony K.K</td>
<td>湯國鈞</td>
<td>BSocSc, MSocSc HK; DipEd CUHK; DEd(CPsych) Toronto</td>
</tr>
<tr>
<td>Tong, Natalie</td>
<td>唐靜思</td>
<td>BA(Psychology) Notre Dame de Namur University; MSc(Clinical Psychology) San Jose State U; LMFT(AAMFT); Associate Member(APA); Reg Psychol(HKPS)</td>
</tr>
</tbody>
</table>
Practicum Teachers

Chan, Peggy C.Y. 陳蘇陳英  BSoSc HK; MEd Toronto; RSW

Chan, Sharon S.L. 周秀麗  Dip(SW) Shue Yan College; BSW, MA(SW) Poly U

Cheng, Belinda Y.M. 鄭恩明  BA(Hons) Michigan; MSc(Social Work) Columbia; LCSW New York; RSW

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Chu, Dana 朱丹娜  Cert (Journalism), BSocSc, MSW HK; Dip(Marketing & Personnel) HKMA; Dip (Executive Management) CUHK; RSW

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Mak, Lydia K.M. 參琪敏  BSW Monash U; MSocSc HK, MA HKPU

Ng, Nora Y.M. 吳綺薇  BSW Windsor U; PgCert, MSW HK

Pang, Fritz C.W. 彭智華  PgDip Institute of Education London U; MEd Manchester; MEd HK

Shea, Peter M.K. 佘文基  Dip (Counselling) Shue Yan U (formerly Shue Yan Coll); BEd Deakin U; MEd (Ed Psy) Manchester U; MSc (Ed Psy) London U; PGDip (Clinical Supervision) Sheffield U; PsyD (Clin Psy) Alliant Int’l U; AF, Certified Counsellor, Approved Supervisor HKPCA; RegPsychol HKPS; CPsychol BPS; CSci Sci Council; HPC registered UK; Member APA
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree and Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Szeto Max M.W.</td>
<td>Dip(SW) BSW HKPU; MSW CUHK</td>
</tr>
<tr>
<td>Tang, Kelvin K.W.</td>
<td>BSW, HonDipSocWk HKBU; MA(Social Work), PgDip (SocAdmin) HKPU; PhD SU</td>
</tr>
<tr>
<td>Wong, Jennifer C.M.</td>
<td>BA(Accounting and Financial Management) Sheffield U; PgDip(Psy) CityU; MSocSc(Counselling), MSocSc(Behavioral Health) HK</td>
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<tr>
<td>Wong, Michael Chun Hon</td>
<td>BS Toronto U; BSW York U; MPH HK</td>
</tr>
<tr>
<td>Wu, Carrie H.Y.</td>
<td>BBA(Marketing) HKUST; MSocSc(Youth Counselling), PhD HKPU</td>
</tr>
<tr>
<td>Yan, Julia H.C.</td>
<td>BSocSc(Social Work) HK; BA(Concentration Psychology) Ottawa U; MCS(Counselling) China Graduate School of Theology</td>
</tr>
<tr>
<td>Yim, Jennifer S.W.</td>
<td>BSW HKBU; PgDip(Family-Centred Social Work) HKPU; MEd(Counselling) CUHK; DEd Technology Sydney U</td>
</tr>
</tbody>
</table>
XVIII Information and Enquiries

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