Master of Social Sciences (Counselling) Student Handbook

2018 Intake
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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 (Undergraduate Education), Faculty of Social Sciences
Director, Master of Social Sciences in Counselling, Department of Social Work & Social Administration
II. Introduction

The Master of Social Sciences in the field of 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>2018-</td>
<td></td>
</tr>
<tr>
<td>Aug 20 – Sept 14</td>
<td>Add/Drop Period for Courses (First &amp; Second Semester)</td>
</tr>
<tr>
<td>Aug 23</td>
<td>Orientation</td>
</tr>
<tr>
<td>Aug 31, Sept 1, 8, 13, 15</td>
<td>Endnote Workshops</td>
</tr>
<tr>
<td>Sept 3</td>
<td>First Day of Teaching (First Semester)</td>
</tr>
<tr>
<td>Sept 8, 15, 29</td>
<td>Experiential Learning Session - Group 1 (Optional)</td>
</tr>
<tr>
<td>Sept 22, 29, Oct 6</td>
<td>Experiential Learning Session - Group 2 (Optional)</td>
</tr>
<tr>
<td>Oct 13, 20, 27</td>
<td>Experiential Learning Session - Group 3 (Optional)</td>
</tr>
<tr>
<td>Oct 15 – 20</td>
<td>Reading Week*</td>
</tr>
<tr>
<td>Oct 22 – 23</td>
<td>Student-staff Consultative Committee Meetings</td>
</tr>
<tr>
<td>Oct 26</td>
<td>Deadline on Polling on Electives (Round 1)</td>
</tr>
<tr>
<td>Nov 1</td>
<td>Practicum Supervisor’s Sharing – Writing Tips for Practicum Document (For Year 2)</td>
</tr>
<tr>
<td>Nov 16</td>
<td>Deadline on Polling on Electives (Round 2)</td>
</tr>
<tr>
<td>Dec 1</td>
<td>Last Day of Teaching (First Semester)</td>
</tr>
<tr>
<td>Dec 28</td>
<td>Final Confirmation on Electives</td>
</tr>
<tr>
<td>2019-</td>
<td></td>
</tr>
<tr>
<td>Jan 4 – 13</td>
<td>Self-awareness Training (Exact Date To Be Confirmed)</td>
</tr>
<tr>
<td>Jan 14</td>
<td>First Day of Teaching (Second Semester)</td>
</tr>
<tr>
<td>Jan 14 – 25</td>
<td>Add/Drop Period for Courses (Second &amp; Summer Semester)</td>
</tr>
<tr>
<td>Feb 5 – 11</td>
<td>Class Suspension Period for the Lunar New Year</td>
</tr>
<tr>
<td>Mar 4 – 9</td>
<td>Reading Week*</td>
</tr>
<tr>
<td>Mar 18 – 19</td>
<td>Student-staff Consultative Committee Meetings</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>
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<tr>
<td>May 21 – Jun 1</td>
<td>Add/Drop Period for Courses (Summer Semester)</td>
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<tr>
<td>Aug 2</td>
<td>Pre-practicum Workshop</td>
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<tr>
<td>2020-</td>
<td></td>
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<tr>
<td>Mar 31</td>
<td>Submission of Dissertation Title (Optional)</td>
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<tr>
<td>Jun 30</td>
<td>Submission of Practice-based Project Report</td>
</tr>
<tr>
<td>Aug 1</td>
<td>Submission of Dissertation (Optional)</td>
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</tbody>
</table>

*Classes may be arranged during the reading week, please refer to the schedules in the course outlines.
IV. Regulations

These regulations apply to candidates admitted to the Master of Social Sciences in the academic year 2018-19 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 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.

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>Good</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>Satisfactory</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>Pass</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>
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</tbody>
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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

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 Counselling for professionals in the human services, such as social workers, teachers, managers, nurses, physiotherapists, occupational therapists, speech and hearing therapists and other related professionals who are interested in counselling. The programme shall extend over two academic years for the two-year part-time study or three academic years for the three-year part-time study. Candidates shall not be permitted to extend their studies beyond the 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, inclusive of intervening vacations.

EXEMPTION

Candidates may be granted exemption of up to two 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(s) to replace the exempted course(s) to meet the degree requirements.

EXAMINATIONS

To complete the programme, candidates shall satisfy the examiners in the assessment of courses and a practice-based project report as prescribed in the programme. Assessments of the courses may be conducted by ongoing coursework assignments, or by written tests, or by a combination of both.

CURRICULUM

Candidates are required to complete 66 credits, including 5 compulsory courses (6 credits each), and 3 elective courses (6 credits each) or 1 elective course (6 credits) with a dissertation (12 credits), a skills training laboratory (6 credits each) and a practicum (12 credits) that includes a practice-based project report. 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.

Candidates can take a maximum of one elective course from the Master of Buddhist Counselling programme. Teachers from the Master of Buddhist Counselling programme may also serve as the co-supervisor in the Capstone Experience Courses if the area of study is relevant. The selection of cross-listed courses and co-supervision of Capstone Experience Courses shall be subject to the approval of the Programme Director/Chairman of the two respective programmes.

(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 mindfulness, compassion and valued-based psychotherapies (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)
SOWK6330. Special topics in counselling I** (6 credits)
SOWK6331. Special topics in counselling II** (6 credits)

*Not all elective courses will necessarily be offered in a given year.
** Course details will be sent to students upon approval from the programme committee.

(C) **Skills training (Compulsory)**

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

**Capstone Experience Courses**

(D) **Practicum (Compulsory)**

Candidates opt for either dissertation or non-dissertation option 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.
SOWK6264. Dissertation (12 credits)
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 hand-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. 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

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

SOWK6330. Special topics in counselling I**(6 credits)

This course aims to walk with students through the latest knowledge on counselling practices individuals with mental health issues and the promotion of wellbeing. It will provide you with the evidence- and experienced-based knowledge of non-pharmacological approaches and practical skills relevant to counselling practices You will be guided to see how these practices are not only applicable to counselling in mental health context but also to working with people coping with other issues and challenges in life.
Assessment: 100% coursework
** Course details will be sent to students upon approval from the programme committee

SOWK6331. Special topics in counselling II**(6 credits)

This course aims to walk with students through the latest knowledge on counselling practices individuals with mental health issues and the promotion of wellbeing. It will provide you with the evidence- and experienced-based knowledge of non-pharmacological approaches and practical skills relevant to counselling practices You will be guided to see how these practices
are not only applicable to counselling in mental health context but also to working with people coping with other issues and challenges in life.
Assessment: 100% coursework
** Course details will be sent to students upon approval from the programme committee

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**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>First Semester</th>
<th>Critical issues in human development</th>
</tr>
</thead>
<tbody>
<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>First Semester</th>
<th>Practice research in human services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elective(s)</td>
</tr>
<tr>
<td></td>
<td>Practicum and practice-based project</td>
</tr>
<tr>
<td>Second Semester</td>
<td>Elective(s)</td>
</tr>
<tr>
<td></td>
<td>Practicum and practice-based project</td>
</tr>
<tr>
<td>Summer Semester</td>
<td>Elective(s)</td>
</tr>
</tbody>
</table>

YEAR THREE (Optional)

| First Semester & Second Semester | Practicum and practice-based project |
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 15 May 2019</td>
<td>Submitting a brief proposal of dissertation to the Programme Director</td>
</tr>
<tr>
<td>By 31 August 2019</td>
<td>Arranging supervisors for individual students</td>
</tr>
<tr>
<td>By 31 January 2020</td>
<td>Having completed the conceptual framework of the study for the dissertation</td>
</tr>
</tbody>
</table>
| Between 1 January and 31 March 2020 | 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 2020 | Analysing the data and writing up the dissertation                   |
| By 1 August 2020            | 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 its 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

For example:

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

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>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>Pass</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>0</td>
</tr>
</tbody>
</table>
1. As for group presentation, the grade descriptors are:

<table>
<thead>
<tr>
<th><strong>Table 1: Grade Descriptors for Group Presentation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A+ A A-</strong></td>
</tr>
<tr>
<td>Clear &amp; logical structure &amp; rich content showing good exploration of the topic</td>
</tr>
<tr>
<td>Creative in exploration method</td>
</tr>
<tr>
<td>Good facilitation of student participation</td>
</tr>
<tr>
<td>Good time management to allow adequate presentation &amp; student participation</td>
</tr>
</tbody>
</table>

2. As for individual paper and essay, the grade descriptors are:

<table>
<thead>
<tr>
<th><strong>Table 2: Grade Descriptors for Individual Paper and Essay</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A+ A A-</strong></td>
</tr>
<tr>
<td>Rich and relevant knowledge coverage, showing good mastery of the topic</td>
</tr>
<tr>
<td>Logical and rich analysis of different view points</td>
</tr>
<tr>
<td>Systematic presentation of ideas allowing easy reading</td>
</tr>
<tr>
<td>Proper referencing and fluent English</td>
</tr>
</tbody>
</table>
3. As for quizzes, the grade descriptors are:

**Table 3: Grade Descriptors for Quizzes**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Able to apply and integrate theories and own insight to fully address the question in a logical manner.</td>
</tr>
<tr>
<td>A</td>
<td>Able to integrate theories to fully address the question.</td>
</tr>
<tr>
<td>A-</td>
<td>Able to apply just sufficient learned materials to address the questions.</td>
</tr>
<tr>
<td>B+</td>
<td>Able to apply little learned materials to address the questions.</td>
</tr>
<tr>
<td>B</td>
<td>Unable to show learning in answering the questions.</td>
</tr>
<tr>
<td>B-</td>
<td>Unable to show learning in answering the questions.</td>
</tr>
<tr>
<td>C+</td>
<td>Able to apply and integrate theories and own insight to fully address the question in a logical manner.</td>
</tr>
<tr>
<td>C</td>
<td>Able to apply just sufficient learned materials to address the questions.</td>
</tr>
<tr>
<td>C-</td>
<td>Unable to show learning in answering the questions.</td>
</tr>
<tr>
<td>D+</td>
<td>Able to apply little learned materials to address the questions.</td>
</tr>
<tr>
<td>D</td>
<td>Unable to show learning in answering the questions.</td>
</tr>
<tr>
<td>F</td>
<td>Unable to show learning in answering the questions.</td>
</tr>
</tbody>
</table>

4. As for in-class participation, the grade descriptors are:

**Table 4: Grade Descriptors for In-class Participation**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Extremely active in participation in class exercises, well prepared for discussion and attended at least 90% of classes</td>
</tr>
<tr>
<td>A</td>
<td>Able to integrate theories to fully address the question.</td>
</tr>
<tr>
<td>A-</td>
<td>Able to apply just sufficient learned materials to address the questions.</td>
</tr>
<tr>
<td>B+</td>
<td>Able to apply little learned materials to address the questions.</td>
</tr>
<tr>
<td>B</td>
<td>Unable to show learning in answering the questions.</td>
</tr>
<tr>
<td>B-</td>
<td>Unable to show learning in answering the questions.</td>
</tr>
<tr>
<td>C+</td>
<td>Limited active in participation in class exercises, not well prepared for discussion and attended at least 70% of classes</td>
</tr>
<tr>
<td>C</td>
<td>Performance is recognizably and decidedly better than a very large proportion of other students. Clearly exceptional.</td>
</tr>
<tr>
<td>C-</td>
<td>Performance is poorly identified.</td>
</tr>
<tr>
<td>D+</td>
<td>Performance is far below average and may be erratic or unpredictable, lacking in the integration of theory and practice.</td>
</tr>
<tr>
<td>D</td>
<td>Performance is far below average and may be erratic or unpredictable, lacking in the integration of theory and practice.</td>
</tr>
<tr>
<td>D-</td>
<td>Performance is far below average and may be erratic or unpredictable, lacking in the integration of theory and practice.</td>
</tr>
<tr>
<td>F</td>
<td>Performance is far below average and may be erratic or unpredictable, lacking in the integration of theory and practice.</td>
</tr>
</tbody>
</table>

5. As for practicum report, the grade descriptors are:

**Table 5: Grade Descriptors for In-class Participation**

<table>
<thead>
<tr>
<th>Area</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Identification of research area and formulation of research question</td>
<td>Performance is recognizably and decidedly better than a very large proportion of other students. Clearly exceptional.</td>
</tr>
<tr>
<td>A</td>
<td>Identification of research area and formulation of research question</td>
<td>Performance is sufficiently better than, and consistently exceed the normal requirements in most of their clinical duties.</td>
</tr>
<tr>
<td>A-</td>
<td>Identification of research area and formulation of research question</td>
<td>Performance is poor in case conceptualization and delivery of clinical skills.</td>
</tr>
<tr>
<td>B+</td>
<td>Introduction identifies an important research area and formulates a well-defined research question</td>
<td>Introduction identifies a research area and formulates a well-defined research question</td>
</tr>
<tr>
<td>B</td>
<td>Introduction identifies a research area and formulates a well-defined research question</td>
<td>Performance is poor in case conceptualization and delivery of clinical skills.</td>
</tr>
<tr>
<td>B-</td>
<td>Introduction identifies a research area and formulates a well-defined research question</td>
<td>Performance is poor in case conceptualization and delivery of clinical skills.</td>
</tr>
<tr>
<td>C+</td>
<td>Introduction identifies a research area and formulates a well-defined research question, but limited contextualisation</td>
<td>Introduction identifies a research area and formulates a well-defined research question, but limited contextualisation</td>
</tr>
<tr>
<td>C</td>
<td>Introduction identifies a research area and formulates a well-defined research question, but limited contextualisation</td>
<td>Introduction identifies a research area and formulates a well-defined research question, but limited contextualisation</td>
</tr>
<tr>
<td>C-</td>
<td>Introduction identifies a research area and formulates a well-defined research question, but limited contextualisation</td>
<td>Introduction identifies a research area and formulates a well-defined research question, but limited contextualisation</td>
</tr>
<tr>
<td>D+</td>
<td>Introduction either identifies a research area or formulates a research question, and limited contextualisation</td>
<td>Weak introduction that fails to justify the research area or identify a clearly-defined question</td>
</tr>
<tr>
<td>D</td>
<td>Introduction either identifies a research area or formulates a research question, and limited contextualisation</td>
<td>Weak introduction that fails to justify the research area or identify a clearly-defined question</td>
</tr>
<tr>
<td>F</td>
<td>Introduction either identifies a research area or formulates a research question, and limited contextualisation</td>
<td>Weak introduction that fails to justify the research area or identify a clearly-defined question</td>
</tr>
</tbody>
</table>

6. As for dissertation, the grade descriptors are:

**Table 6: Grade Descriptors for Dissertation**

<table>
<thead>
<tr>
<th>Area</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Identification of research area and formulation of research question</td>
<td>Introduction identifies an important research area and formulates a well-defined research question</td>
</tr>
<tr>
<td>A</td>
<td>Identification of research area and formulation of research question</td>
<td>Introduction identifies a research area and formulates a well-defined research question</td>
</tr>
<tr>
<td>A-</td>
<td>Identification of research area and formulation of research question</td>
<td>Introduction identifies a research area and formulates a well-defined research question</td>
</tr>
<tr>
<td>B+</td>
<td>Strategy for addressing question</td>
<td>Develops well-defined research strategy</td>
</tr>
<tr>
<td>B</td>
<td>Strategy for addressing question</td>
<td>Identifies clear strategy for addressing question</td>
</tr>
<tr>
<td>B-</td>
<td>Strategy for addressing question</td>
<td>Identifies research strategy</td>
</tr>
<tr>
<td>C+</td>
<td>Strategy for addressing question</td>
<td>Research strategy is poorly-identified</td>
</tr>
<tr>
<td>C</td>
<td>Strategy for addressing question</td>
<td>Little evidence of a coherent research strategy</td>
</tr>
<tr>
<td>C-</td>
<td>Strategy for addressing question</td>
<td>Little evidence of a coherent research strategy</td>
</tr>
<tr>
<td>D+</td>
<td>Strategy for addressing question</td>
<td>Little evidence of a coherent research strategy</td>
</tr>
<tr>
<td>D</td>
<td>Strategy for addressing question</td>
<td>Little evidence of a coherent research strategy</td>
</tr>
<tr>
<td>F</td>
<td>Strategy for addressing question</td>
<td>Little evidence of a coherent research strategy</td>
</tr>
<tr>
<td>Research methodology</td>
<td>Provides clear statement of methods used to obtain data, and shows a good understanding of the strengths and weaknesses of chosen methodology</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Knowledge and understanding of relevant literature</td>
<td>Shows good knowledge and understanding of relevant recent literature</td>
<td></td>
</tr>
<tr>
<td>Use of data</td>
<td>Demonstrates ability to obtain relevant data from appropriate sources; shows competence in way data are used, and awareness of the strengths and weaknesses of the data</td>
<td></td>
</tr>
<tr>
<td>Interpretation of results</td>
<td>Clear and competent interpretation of the evidence presented, with an assessment of the strengths and weaknesses of the methods used to obtain and analyse data</td>
<td></td>
</tr>
<tr>
<td>Presentation of material</td>
<td>Presents material in a clear and logical manner, with a full reference list; all sources are properly referenced</td>
<td></td>
</tr>
<tr>
<td>Presentation of findings</td>
<td>Clear and accessible presentation of findings</td>
<td></td>
</tr>
<tr>
<td>Quality of argument and clarity of conclusions</td>
<td>Clear and logical argument, leading to appropriate and relevant conclusions. A first-class dissertation may also show an awareness of ways in which the topic or investigation may be extended further</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Material is generally well-organised and clearly-presented. Includes a full bibliography with appropriate referencing</th>
<th>Material is not always clearly-presented or well-organised. Some items may be lacking from the bibliography, and references may not always be cited appropriately</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes a reasonable attempt to analyse and interpret the results of analysis, shows some awareness of the limitations of the methodology</td>
<td>Makes some attempt to analyse the results, but with some lack of awareness of the limitations of the methodology</td>
</tr>
<tr>
<td>Limited analysis of the results and of the weaknesses of the methodology</td>
<td>Very limited analysis of such results as have been obtained with no awareness of the limitations of the analysis</td>
</tr>
<tr>
<td>Findings are generally clear and accessible</td>
<td>Findings may not always be presented in a clear or accessible manner</td>
</tr>
<tr>
<td>Argument may not always be clearly and logically presented; conclusions may not always be supported by evidence on which they are supposed to be based</td>
<td>Argument may be difficult to identify or follow</td>
</tr>
<tr>
<td>Findings are poorly-presented and difficult to understand</td>
<td>Failure to develop a clear argument</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identifies methods used to obtain data and makes some attempt to evaluate their strengths and weaknesses</th>
<th>Identifies methods used to obtain data, but may apply these uncritically</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates some knowledge and understanding of relevant literature</td>
<td>Limited knowledge or understanding of relevant literature</td>
</tr>
<tr>
<td>Only derives a limited amount of data, with little attempt to justify the sources or to evaluate their strengths and weaknesses</td>
<td>Derives very little relevant data; little or no attempt to justify sources or evaluate their quality</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May be extended or investigation in which the topic awareness of ways</th>
<th>Little attempt to explain methods used to obtain data, with little discussion of their strengths or weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Little or no attempt to explain methods used to obtain data, and little or no attempt to evaluate them</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May be limited; some knowledge or understanding of the results and little or no attempt to evaluate them</th>
<th>Material is poorly-presented and badly-organised. The bibliography may be limited or incomplete and references not cited appropriately</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited amount of data, with little attempt to justify the sources or to evaluate their strengths and weaknesses</td>
<td>Very limited analysis of such results as have been obtained with no awareness of the limitations of the analysis</td>
</tr>
<tr>
<td>The bibliography is limited or incomplete, and references not cited appropriately</td>
<td>Material is poorly-presented and badly-organised. The bibliography may be limited or incomplete and references not cited appropriately</td>
</tr>
<tr>
<td>The bibliography is limited or incomplete, and references not cited appropriately</td>
<td>Very limited analysis of such results as have been obtained with no awareness of the limitations of the analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Derives very little relevant data; little or no attempt to justify sources or evaluate their quality</th>
<th>Very limited analysis of such results as have been obtained with no awareness of the limitations of the analysis</th>
</tr>
</thead>
</table>

| The bibliography is limited or incomplete, and references not cited appropriately | Very limited analysis of such results as have been obtained with no awareness of the limitations of the analysis |
7. Distinction list
Distinctions are proposed to be awarded to students who achieved a cumulative grade point average (CGPA) of 3.6 or above without any failed courses, and attained the grade of A- at least in the capstone experience course(s) (e.g., fieldwork practicum, dissertation). The Chief Examiner has the final decision on recommendation for conferment of the degree with a mark of distinction.

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.

<table>
<thead>
<tr>
<th>Late for</th>
<th>% of marks to be deducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day</td>
<td>10%</td>
</tr>
<tr>
<td>2 days</td>
<td>20%</td>
</tr>
<tr>
<td>3 days</td>
<td>30%</td>
</tr>
<tr>
<td>4 days</td>
<td>40%</td>
</tr>
<tr>
<td>5 days</td>
<td>50%</td>
</tr>
<tr>
<td>6 days</td>
<td>60%</td>
</tr>
<tr>
<td>7 days</td>
<td>70%</td>
</tr>
<tr>
<td>More than 7 days</td>
<td>No marks will be given</td>
</tr>
</tbody>
</table>

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 or turn on silent mode during lectures/tutorials/seminars/workshops.

H. Important note to students sitting tests/quizzes
Students are reminded that “all electronic devices MUST be switched off and put under the chair/on your desk throughout the tests/quizzes in a position visible to the invigilators. Make sure that you do not have any printed/written matter, mobile phone, or any other electronic/communication/sound-making devices in your pocket or on your body throughout the tests/quizzes. Unless you have obtained the prior permission of an examiner or invigilator, you are not allowed to access the content of your bag at any time during the examination/quizzes. Students do not comply with the above-mentioned instructions may be disqualified.
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. Scholarship for School Teachers (Pursuit of Master's Degree Programmes)

The Committee on Professional Development of Teachers and Principals (COTAP) of the Education Bureau has worked towards building shared vision, mission and objectives for the professional development of teachers and school leaders in Hong Kong. To achieve these goals, COTAP has launched
T-excel@hk, an overarching project which comprises eight areas of focus.

The present scholarship is an initiative under "T-applause" which is one of the focus areas covered under T-excel@hk. This scholarship aims to celebrate achievements of high-performing school teachers and to encourage teachers' pursuit of higher qualifications as well as to enhance their professionalism. For details, please refer to http://www.edb.gov.hk/scholarship_teacher.
XVII. 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 examinations to continue 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.
XVIII. 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@hku.hk (Professor Petula Ho)
Tel: 3917 2091

5. Catering outlets

Restaurants, café and kiosks are located throughout the Main Campus and Centennial Campus. Further details of locations and operating hours could be found with the hyperlink as below: http://www.cedars.hku.hk/sections/campuslife/Catering/CateringOutlets.php

6. Practice Centre

Students are allowed to reserve the room(s) of Practice Centre to strengthen the training of practice skills (e.g., case conceptualisation, specific therapy/ counselling skills) amongst students in the Department of Social Work and Social Administration; or meeting clients for the practicum practice-based project. The hirer will be held responsible for the group’s use of the rooms.

Student should email the booking request to Ms. Jesslin Sit at jwmsit@hku.hk two working days in advance, filling in the booking form and wait for email confirmation. Key of the practice centre will be inserted into No. 58 mailbox outside of general office and it should be returned to No.59 mailbox after used.

7. Study Room inside Chi Wah Learning Commons

There are 25 Study Rooms at the Learning Commons, with 11 rooms on Level 1 (CPD-1) and 14 rooms on Level 2 (CPD-2) of Centennial Campus for self-study or group project discussion. Display panels are available in some of the Study Rooms for notebook projection.
All current HKU students (for group of 3 persons or more) are eligible to book these study rooms. The maximum session one student can reserve per day is 4 sessions (30 minutes per session). Students are able to reserve the study room via the link with HKU portal as below.

Staff Profile of the Counselling Programme

Programme Director
Tse, Samson S.K. 謝樹基 PDOT(Dis) HKPU; PgDipSocSc Massey; MSc(Dis), PhD Otago, AFHKPCA, Certified Counsellor, Accredited Counselling Supervisor HKPCA

Deputy Programme Director
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