The Science and Art of
Fostering Authentic Human Connections

Master of Social Sciences in Counselling

Student Handbook
2022 Intake

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I. Message from Programme Director

It is my pleasure to share our vision about counselling with you. Our teaching team is passionately dedicated to bringing counselling to the wider community so that we can have a caring, compassionate, equitable, harmonic, and inclusive global city.

For me personally, I count having the knowledge, skills, and opportunity to work with vulnerable people as one of the greatest blessings of my life. Having the privilege of listening to people's innermost voices and learning from troubled minds has been the most treasured experience of my existence. In addition, being able to bring happiness and solace to the wider community in Hong Kong and elsewhere is an astonishing journey for us as allied health professionals.

Our teachers are all believers in building a "Community of Inquiry" in the learning of counselling. With the tremendous efforts of the previous programme directors, lecturers, supervisors, graduates, and administrative colleagues, we have developed a community of inquiry in counselling and community care. Our community creates a learning ecology that allows us to match and tackle the needs of people living in this complex society.

Since 2002, our student population has ranged from social workers and teachers to administrative and medical personnel such as executive officers, human resource managers, doctors, nurses, physiotherapists, and occupational and speech therapists. Apart from the diversity in our students' backgrounds, our teachers are also multidisciplinary, consisting of clinical psychologists, educational psychologists, family therapists, clinical social workers, play therapists, and hypnotherapists, all of whom are practitioners in the field of counselling.

If you are prepared to take up these challenges wholeheartedly and passionately, and are committed to join us on the journey to start becoming a more self-compassionate person gradually gaining more compassion for your families, friends, and social networks, we welcome you to enlist in our community of inquiry in counselling.

Assoc. Prof. Paul W.C. WONG D.Psyc.(Clinical), Reg.Clin.Psyc (Australia)., RCP(HKPS), Ccoun&ACounS(HKPCA), FHKPsS, FHKPCS, MAPS

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

Date	Events
2022	
Aug 18	Orientation
Aug 22 – Sept 15	Add/drop period for courses (First & second semester)
Sept 1	First day of teaching (First Semester)
Sept 2, 3, 10, 14	Library workshops
Oct 10 – 15	Reading week*
Oct 17	Student-staff consultative committee meeting
Oct 21	Deadline on polling on electives (Round 1)
Oct 28	First pre-practicum workshop for Year 1 (Topic: Introduction of practicum training)
Nov 18	Deadline on polling on electives (Round 2)
Nov 30	Last day of teaching (First Semester)
Dec 30	Final confirmation on electives
2023	
Jan 3 – 15	Self-awareness training (Exact dates to be confirmed)
Mid-Jan	Second pre-practicum workshop for Year 1 (Topic: Roles and duties of counsellor-trainees)
Jan 16	First day of teaching (Second Semester)
Jan 17 – Feb 7	Add/drop period for courses (Second & summer semester)
Jan 23 – 28	Class suspension period for the Lunar New Year
Mar 6 – 11	Reading week*
Mar 20	Student-staff consultative committee meeting
Apr 29	Last day of teaching (Second semester)
May 15	Submission of dissertation proposals (optional)
May 22	First day of teaching (Summer semester)
May 22 – Jun 2	Add/drop period for courses (Summer semester)
Early Aug	Third pre-practicum workshop for Year 1 (Topic: Final reminders and first meeting with practicum supervisors)

*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 2021-2022 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 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; Counselling; Criminology; Educational Psychology; Gerontology; Media, Culture and Creative Cities; Mental Health; Nonprofit Management; Psychology; Social Service Management; Social Work; and Sustainability Leadership and Governance. These fields of study will not necessarily be offered every year.

Admission requirements

MSS 1. To be eligible for admission to the courses leading to the degree of Master of Social Sciences, candidates
(a)   shall comply with the General Regulations and the Regulations for Taught Postgraduate Curricula;
(b)   shall hold
   (A)   a Bachelor's degree of this University; or
   (B)   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);
(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
(a)   shall hold a Bachelor's degree with a major in Psychology, or a recognized equivalent qualification;
(b)   shall have demonstrated empirical research experience in the form of a dissertation completed in the Bachelor's degree programme or another equivalent programme in psychology, or first-authorship in published journal article;

(c)   shall be eligible for the Graduate Membership of the Hong Kong Psychological Society; and
(d)   shall preferably have relevant working experience,
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 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 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 preferably have more than one year of work experience; and
(b)   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 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 5.6 In the field of Nonprofit Management, the programme shall normally extend over one academic year (three semesters) 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.

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 to make up for the failed course(s) in the following manner:
(a) undergoing re-assessment/re-examination in the failed course; or
(b) re-submitting failed coursework, without having to repeat the same course of instruction; or
(c) repeating the failed course by undergoing instruction and satisfying the assessments; or
(d) for elective courses, taking another course in lieu and satisfying the assessment requirements.

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

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

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

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

MSS 20. Candidates who

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

MSS 20.1 In the field of Clinical Psychology, candidates who have failed two external placements or the second attempt of either the external placement or internal practicum 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:

Grade	Standard	Grade Point
A+	Excellent	4.3
A	Excellent	4.0
A-	Excellent	3.7
B+	Good	3.3
B	Good	3.0
B-	Good	2.7
C+	Satisfactory	2.3
C	Satisfactory	2.0
C-	Satisfactory	1.7
D+	Pass	1.3
D	Pass	1.0
F	Fail	0

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)
SOWK6062. The Satir model and family reconstruction (6 credits)
SOWK6127. Cognitive-behavioral interventions (6 credits)
SOWK6162. Counselling in the welfare setting (6 credits)
SOWK6163. Counselling in the health care setting (6 credits)
SOWK6164. Counselling in the educational setting (6 credits)
SOWK6166. Substance abuse counselling (6 credits)
SOWK6168. Group counselling (6 credits)
SOWK6188. The fundamentals of art therapy (6 credits)
SOWK6204. Hypnotherapy (6 credits)
SOWK6206. Play therapy (6 credits)
SOWK6210. Family therapy (6 credits)
SOWK6274. Theories and practices in positive psychology and strength-based
          interventions (6 credits)
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)
SOWK6349. Mental health recovery: Narrative and strengths-based practices (6 credits)
SOWK7009. Online counselling and psychosocial interventions for digital generations (6
          credits)
SOWK7010. Bowen family systems theory and clinical applications (6 credits)
(Note: not all elective courses will necessarily be offered in a given year.)

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

Capstone Experience Courses

(D)   *Practicum (Compulsory)*
Candidates 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

SOWK6062. The Satir model and family reconstruction (6 credits)

Human behaviour is heavily influenced by family upbringing and socialization. This course, based on a marathon experiential training mode, aims to help students to achieve an understanding of their family. Virginia Satir's concepts of family rules, communication patterns, family mapping and self-esteem will be used to guide students through a process of self-discovery. Active participation will be essential.
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

**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

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

SOWK6349. Mental health recovery: Narrative and strengths-based practices (6 credits)

Recovery is "A deeply personal, unique process of changing one's attitudes, values, feelings, goals, skills and roles. It is a way of living a satisfying, hopeful and contributing life even with the limitation caused by illness." (Anthony, 1993). Recovery-oriented practices are empowering approaches that embrace person-centered alternatives for promoting hope, self-determination, self-management, wellbeing and social inclusion of people in face of mental distress. Such humanistic approaches have been gaining international credence among mental health service users, service providers, professionals and policy makers in recent years.

Grounding on the recovery paradigm, this course aims to walk you through the re-authoring elements of recovery, and the latest knowledge on recovery-oriented practices for mental health counselling and the promotion of wellbeing. It will provide you with the evidence- and experienced-based knowledge of non-pharmacological approaches and postmodern practices including story-telling, narrative therapy, the strengths model assessment and intervention, Wellness Recovery Action Plan etc. You will be guided to see how these practices are not only applicable to counseling in mental health context but also to working with people coping with other issues and challenges in life. You will also have the opportunities to learn and practise the various conversation maps of narrative therapy through experiential exercises during the course.
Assessment: 100% coursework

SOWK7009. Online counselling and psychosocial interventions for digital generations (6 credits)

This course brings together cutting-edge knowledge and discussions related to the online world, its impact on digital generations' health and mental health, and the use of technology in psychosocial services both in the unique local and international contexts. Students will learn essential theories and research of cyberpsychology and online counselling. The content includes basic principles, assessment and evidence-based practices of professional counselling and psychosocial interventions for individuals and groups over the Internet, focusing on understanding and practising online counselling and crisis intervention with high-risk groups. Ethical practices are highly emphasized throughout the entire course. Our goal is to help students with background training in "human services (e.g., counselling, social work, academic advising, support for caregivers) to be capable of helping people with various psychosocial needs or mental health conditions and distress through both synchronous and asynchronous e-platforms.

Assessment: 100% coursework

SOWK7010. Bowen family systems theory and clinical applications (6 credits)

This course will teach the fundamentals of Bowen family systems theory (or Bowen theory) and its application to clinical work. Bowen theory is one of the most well-established family therapy approaches. It views the family as an emotional unit and an emotional system, regulated by emotional processes found also in other living organisms. It adopts systems thinking (versus linear thinking) to viewing human behaviour, thus seeing symptoms not as the pathology of the individual, but as reflection of the dysfunctions of a family system.
Treatment is aimed at ameliorating the dysfunctional family relationship patterns and interaction processes.
Students will learn to make multigenerational and systemic assessment of families, to take a broad view, to practice objectivity and neutrality, to identify multigenerational relationship patterns and to work towards differentiation of self, a crucial factor for resilience, in their counselling work. Instructions on the theoretical concepts will be supported with ample illustrations of case examples with individual, couples and families facing problems such as eating disorder, marital difficulty, depression, and child behaviour/emotional problems. There will be videos, case presentations and discussions, and practice of questioning.
Assessment: 100% coursework

Skills training

SOWK6170. Skills training laboratory (6 credits)

This laboratory provides training on basic relationship building strategies and methods. Counselling relies on an establishment of therapeutic relationship. Characteristics and dimensions related to such counsellor-client relationship will be introduced, and strategies and methods for building rapport will be practiced in the laboratory setting. Further, the course will also cover basic skills related to case and group counselling. Teaching is done via an experiential learning approach. Students are required to participate actively in class and complete practice assignments.
Assessment: 100% coursework

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

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.

First Semester	Critical issues in human development
	Theories and practices in counselling and professional ethics

Second Semester	Abnormal psychology
	Assessment and testing
	Skills training laboratory

Summer Semester	Practice research in human services (Part I)
	Elective(s)

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.

First Semester	Practice research in human services (Part II)
	Elective(s)
	Practicum and practice-based project

Second Semester	Elective(s)
	Practicum and practice-based project

Summer Semester	Elective(s)

YEAR THREE (Optional)

First Semester & Second Semester	Practicum and practice-based project

VIII. Timeline on Writing Dissertation

Date	Task
By 15 May 2023	Submitting a brief proposal of dissertation to the Programme Director
By 31 August 2023	Arranging supervisors for individual students
By 31 January 2024	Having completed the conceptual framework of the study for the dissertation
Between 1 January and 31 March 2024	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 2024	Analysing the data and writing up the dissertation
By 1 August 2024	Submitting the dissertation to supervisor

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.

Grade	Standard	Grade Point
A+		4.3
A	Excellent	4.0
A-		3.7
B+		3.3
B	Good	3.0
B-		2.7
C+		2.3
C	Satisfactory	2.0
C-		1.7
D+	Pass	1.3
D		1.0
F	Fail	0

Table 1: Grade Descriptors for Group Presentation

A+ / A / A-	B+ / B / B-	C+ / C / C-	D+ / D	F
Clear & logical structure & rich content showing good exploration of the topic	Clear structure & content showing good understanding of the topic	Clear structure & relevant content showing basic understanding of the topic	Weak organization but relevant content	Poor organization & thin content
Creative in exploration method	A number of exploration methods adopted	Exploration achieved but methods could be enriched	Not creative / elaborate in exploration strategies	Casual exploration
Good facilitation of student participation	Clear facilitation of student participation	Some participation invited	Limited student participation facilitated	Did not invite participation
Good time management to allow adequate presentation & student participation	Reasonable time management in presenting own ideas with possible areas for improvement	Use of time need some improvement	Slightly overtime	Poor use of time to present ideas clearly

Table 2: Grade Descriptors for Individual Paper and Essay

A+ / A / A-	B+ / B / B-	C+ / C / C-	D+ / D	F
Rich and relevant knowledge coverage, showing good mastery of the topic	Adequate knowledge coverage showing good understanding	Limited knowledge coverage showing basic understanding	Very limited coverage of relevant literature showing some understanding	No mention of any relevant literature
Logical and rich analysis of different viewpoints	Clear & valid analysis of viewpoints	Limited but valid analysis of viewpoints	Descriptive listing of ideas, not analytical	Ungrounded comments & analysis
Systematic presentation of ideas allowing easy reading	Generally clear organization of ideas in the paper	A little jumpy in the certain part of the paper	Loose organization of arguments	Poor organization of arguments
Proper referencing and fluent English	Proper referencing & slight errors in English	Showing minor problems in referencing and language use	Showing some problems in referencing and language use	Lack referencing and poor language use

Table 3: Grade Descriptors for Quizzes

A+ / A / A-	B+ / B / B-	C+ / C / C-	D+ / D	F
Able to apply and integrate theories and own insight to fully address the question in a logical manner.	Able to integrate theories to fully address the question.	Able to apply just sufficient learned materials to address the questions.	Able to apply little learned materials to address the questions.	Unable to show learning in answering the questions.

Table 4: Grade Descriptors for In-class Participation

A+ / A / A-	B+ / B / B-	C+ / C / C-	D+ / D	F
Extremely active in participation in class exercises, well prepared for discussion and attended at least 90% of classes	Quite active in participation in class exercises, partially prepared for discussion and attended at least 80% of classes	Limited active in participation in class exercises, not well prepared for discussion and attended at least 70% of classes	Poor participation in class exercises, poorly prepared for discussion and attended at least 50% of classes	No participation in class exercises, never prepared for discussion and attended at least 40% of classes

Table 5: Grade Descriptors for Dissertation

Area	A+ / A / A-	B+ / B / B-	C+ / C / C-	D+ / D	F
Identification of research area and formulation of research question	Introduction identifies an important research area and formulates a well-defined research question	Introduction identifies a research area and formulates a well-defined research question	Introduction either identifies a research area or formulates a research question, but limited contextualisation	Weak introduction that fails to justify the research area or identify a clearly-defined question	Very weak introduction, which fails to justify the research area or identify a research question
Strategy for addressing question	Develops well-defined research strategy	Identifies clear strategy for addressing question	Identifies research strategy	Research strategy is poorly-identified	Little evidence of a coherent research strategy
Research methodology	Provides clear statement of methods used to obtain data, and shows a good understanding of the strengths and weaknesses of chosen methodology	Identifies methods used to obtain data and makes some attempt to evaluate their strengths and weaknesses	Identifies methods used to obtain data, but may apply these uncritically	Little attempt to explain methods used to obtain data, with little discussion of their strengths or weaknesses	Little or no attempt to explain methods used to obtain data, and little or no attempt to evaluate them
Knowledge and understanding of relevant literature	Shows good knowledge and understanding of relevant recent literature	Shows knowledge and understanding of relevant literature	Demonstrates some knowledge and understanding of relevant literature	Limited knowledge or understanding of relevant literature	Very limited knowledge or understanding of relevant literature
Use of data	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	Obtains relevant data from appropriate sources, shows some competence in using the data and makes some attempt to evaluate their strengths and weaknesses	Derives some data from sources, but the data obtained may be limited; comparatively little attempt is made to evaluate the strengths and weaknesses of the data	Only derives a limited amount of data, with little attempt to justify the sources or to evaluate their strengths and weaknesses	Derives very little relevant data; little or no attempt to justify sources or evaluate their quality

Table 5: Grade Descriptors for Dissertation (Continued)

Area	A+ / A / A-	B+ / B / B-	C+ / C / C-	D+ / D	F
Interpretation of results	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	Makes a reasonable attempt to analyse and interpret the results of analysis, shows some awareness of the limitations of the methodology	Makes some attempt to analyse the results, but with some lack of awareness of the limitations of the methodology	Limited analysis of the results and of the weaknesses of the methodology	Very limited analysis of such results as have been obtained with no awareness of the limitations of the analysis
Presentation of material	Presents material in a clear and logical manner, with a full reference list; all sources are properly referenced	Material is generally well-organised and clearly-presented. Includes a full bibliography with appropriate referencing	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	Material may be poorly-presented and badly-organised. The bibliography may be limited or incomplete and references not cited appropriately	Material is poorly-presented and badly-organised. The bibliography is limited or incomplete, and references not cited appropriately
Presentation of findings	Clear and accessible presentation of findings	Findings are generally clear and accessible	Findings may not always be presented in a clear or accessible manner	Findings may be poorly-presented and difficult to understand	Findings are poorly-presented and difficult to understand
Quality of argument and clarity of conclusions	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	Clear and logical argument, leading to appropriate and relevant conclusions	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	Argument may be difficult to identify or follow	Failure to develop a clear argument

C. 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.

D. Submission of Assignments

For most of the courses (subject to the course teachers), students are expected to submit their assignments via Turnitin @ Moodle learning management system (LCS). Moodle learning management system (LCS) is to deliver online teaching and learning activities support for University users. Moodle courses will be automatically created for all academic courses that have been defined in the Student Information System (SIS). Teachers' and students' enrolments for the corresponding Moodle courses will also be automatically handled. Students are required to make regular access on the Moodle to receive course materials and class announcement sent by course teachers. Turnitin 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.

E. 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.

Late for	% of marks to be deducted
1 day	10%
2 days	20%
3 days	30%
4 days	40%
5 days	50%
6 days	60%
7 days	70%
More than 7 days	No marks will be given

F. 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.

G. 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.

H. Online teaching and leaning
When lectures/tutorials/seminars/workshops are conducted online, the campus license on Zoom is for use by HKU staff and students. Students can use Zoom to organize online meetings for supporting their learning needs. Students can also use the cloud recording function with no storage limit and the recordings will be kept for 31 days. Details please refer to the link https://www.its.hku.hk/services/communication/conferencing/zoom.

I. Important note to students sitting tests/quizzes
Students are reminded that "unless the tests/quizzes are allowed to open book or to use electronic materials or to conduct via online, 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.

J. All mobile phones or any mobile devices must be switched off or turn on silent mode during lectures, tutorials, seminars, or workshops.

X.   Tips for Studying at the Postgraduate Level

A.   <u>Time management</u>: 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.   <u>Find a quiet and stable environment to study</u>: Assign certain timeslots in the week for studying. The place must be quiet and provide an environment for you to study. The library is such a place.

C.   <u>Writing academic papers</u>: 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. 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. Dr Jessica Tang, the Deputy Programme Director, is assigned for Year 1 Class and Dr Paul Wong, the Programme Director, 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 been working towards building shared vision, mission and objectives for enhancing 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 Scholarship for Teachers is a scheme under T-applause, which is one of the focus areas under T-excel@hk. This scholarship aims to recognise achievements of high-performing teachers and to encourage teachers' pursuit of higher qualifications as well as to enhance their professionalism. For details, please refer to https://www.edb.gov.hk/en/teacher/qualification-training-development/training/scholarship-for-teacher-master/index.html.

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:

For Classes and Examinations NOT Yet Started	
If either of the warnings is hoisted or in force *at or after* **6:00am**	All **morning** classes and examinations commencing *before 2:00pm* will be cancelled automatically.
If either of the warnings is hoisted or in force *at or after* **11:00am**	All **afternoon** classes and examinations commencing at any time *from 2:00pm and before 6:00pm* will be cancelled automatically.
If either of the warnings is hoisted or in force *at or after* **3:00pm**	All **evening** classes and examinations commencing from *6:00pm onward* will be cancelled automatically.

For Classes and Examinations Already Started	
When Tropical Storm Warning Signal No. 8 or above is hoisted	All classes will be suspended immediately. All **examinations to continue** until the end of that examination session.
When Black Rainstorm Warning Signal is hoisted	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.

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. Useful Resources

Department of Social Work and Social Administration
http://socialwork.hku.hk/

Faculty of Social Sciences
http://www.socsc.hku.hk/

JULAC Card: Borrow books from other UGC-funded libraries
https://lib.hku.hk/cdd/ils-jla.html

Access to past examination papers
http://sunzi1.lib.hku.hk/exambase/index.jsp

Teaching and learning
http://tl.hku.hk/

Moodle user guide for student
http://moodle-support.hku.hk/student/moodle_user_guides

HKU E-learning Resource Hub
https://elearning-resource.hku.hk/

Copyright in teaching & learning @ HKU
http://lib.hku.hk/copyright/

Parking facilities
https://www.estates.hku.hk/our-services/facility-management/parking

Campus map
http://www.maps.hku.hk

XIX. 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 2202

2.   **Computer Centre**

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

Website: http://www.its.hku.hk/
Tel: 3917 0123
Email: ithelp@hku.hk

The Computer Centre is located in the Chi Wah Learning Commons, Knowles Building and K.K. Leung Building.   It operates 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:
https://its.hku.hk/services/teaching-learning/classrooms-and-learning-commons/learning-space/
Tel: 3917 8888 (Service Counter 1, 1/F, Chi Wah Learning Commons)
Tel: 3917 5122 (Room 204, K. K. Leung Building)
Email: askles@hku.hk

B.   University Student Services

1.   **Centre of Development and Resources for Students (CEDARS)**

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: 3917 2305/ Email: cedars@hku.hk)
- ✧ Careers & Placement (Tel: 3917 2317/ Email: careers@hku.hk)
- ✧ Counselling & Person Enrichment (Tel: 3917 8388/ Email: cedars-cope@hku.hk)
- ✧ General Education Team (Tel: 3917 5044/ Email: gened@hku.hk)

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/

General Enquiries
Tel: 2817 4046
Fax: 2855 0344
Email: csehku@hku.hk

Flora Ho Sports Centre (FHSC)
Tel: 2817 4046
Fax: 2855 0344
Email: csehku@hku.hk

Stanley Ho Sports Centre (SHSC)
Tel: 2819 5450
Fax: 2816 1701
Email: csehku@hku.hk

HKU B-Active
Tel: 3910 2612
Email: CSEHealth@hku.hk

Active Health Clinic (AHC)
Tel: 3910 2612
Email: CSEHealth@hku.hk

CSE Active
Tel: 3917 7852
Email: CSEHealth@hku.hk

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 Bella Lu 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: shuanglu@hku.hk (Dr Bella Lu)
Tel: 3917 2080

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. Study Room inside Chi Wah Learning Commons

There are 22 Study Rooms at the Learning Commons, with 11 rooms on Level 1 (CPD-1) and 11 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.

Website: http://booking.its.hku.hk/lebook/book/Web/schedule.php

C. <u>Staff Profile</u>

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Deputy Programme Director

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Supervisor HKPCA

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Chan, Hallie H.L. 陳凱莉 BSocSc(Psy) CUHK; MSocSc(Counsel) HK

Choi, Charmaine S.M. 蔡舒敏 BA Melbourne U; MA(Guidance and Counselling) Poly U

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HKPCA Approved Accredited Supervisors in SWSA

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