



**The University of Hong Kong
Department of Social Work and Social Administration**

**Bachelor of Social Sciences
(Counselling)
Student Manual**

2025-26 Academic Year

Contact:

Department of Social Work and Social Administration

Room 534, 5/F, The Jockey Club Tower

Centennial Campus

The University of Hong Kong

Pokfulam Road, Hong Kong

Tel: (852) 3917-2099 / 3017-5014

Fax: (852) 2858-7604

Email: swsabss@hku.hk

Website: <https://www.socialwork.hku.hk/bss/counselling/>

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Introduction

Welcome to the BSocSc (Counselling) Programme!

This student manual provides essential information to guide students through the process of pursuing a second major or minor in the BSocSc (Counselling) programme. While housed in the Department of Social Work and Social Administration, the programme features a comprehensive curriculum with a wide selection of elective courses. Students will be equipped with interpersonal and communication skills valuable in diverse fields such as education, business, human resources, healthcare, sciences, engineering, law and management. Hence, students from any discipline are welcome to declare major or minor in the BSocSc (Counselling) programme. Students will gain insights and competencies that can enhance their effectiveness and relationships in any professional setting. Emphasizing practical learning, it equips students from diverse backgrounds to master the science of compassion. Through self-reflective exercises, group-based experiential learning, and other engaging activities in a supportive environment, students will gain deep intellectual and emotional insights into themselves and their relationships with others. By consulting this manual, students will find the key information needed to successfully navigate and excel in the BSocSc Counselling programme.

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Programme Objectives

The BSocSc (Counselling) programme is designed to equip students with the theoretical foundations, practical skills, and personal development needed for a wide range of people-oriented careers. It combines academic learning, self-exploration, and experiential training to prepare students to become ethical, effective, and compassionate professionals.

Programme Objectives

Specifically, the programme aims to:

- Equip students with foundational theories and helping skills in counselling.
- Develop the ability to analyze interpersonal and cross-cultural communication, with attention to ethical and professional responsibilities.
- Encourage self-awareness, including understanding personal values, beliefs, and life philosophies.
- Prepare students for further professional training and development in counselling, social work, psychology, and other related fields.

Graduate Attributes

Students completing the programme will be:

- Skilled communicators, capable of effective teamwork, conflict resolution, and fostering positive interpersonal relationships.
- Proficient in integrating counselling knowledge, skills, and self-awareness to work in diverse, people-oriented professions.
- Guided by professional ethics, using helping skills to support others in personal and group decision-making processes.

Learning Approach

The programme adopts compassion-based pedagogy within the curriculum to guide the creation of a conducive learning environment, enabling students not only to acquire theoretical knowledge of compassion science but also to embody compassionate practice in their actions (for more details, visit <https://cic.socialwork.hku.hk/>). Through a comprehensive and flexible curriculum that includes core and elective courses, students will:

- Acquire practical counselling techniques applicable across diverse populations and contexts.
- Deepen their understanding of self, community, and social systems, gaining a holistic perspective on helping professions.
- Develop transferable skills highly valued by employers, such as:
 - Exceptional observation and active listening
 - Effective communication and problem-solving
 - Empathy, compassion, and multicultural competence

III.

Degree Regulations and Syllabuses

Please note: Students from faculties outside the Faculty of Social Sciences are solely responsible for ensuring that they fulfill all graduation requirements as specified in their respective faculty handbooks, including degree regulations. Once you declare a major or minor in Counselling, you will be enrolled in the programme's Moodle platform, where you can access all the latest updates and essential information regarding the Counselling programme. It is your responsibility to regularly check the Moodle platform to stay informed about programme requirements and announcements.

Leave of Absence: Students must consult their home faculty handbook for detailed policies, procedures, and guidance regarding leave of absence requests.

For detailed information specific to the Bachelor of Social Sciences (BSocSc) programme, please refer to the faculty handbook available at <https://web.socsc.hku.hk/bachelors-regulations-and-syllabuses/>

Counselling

A. Programme structure

Components	No. of credits	
	Major	Minor
1) Introductory courses		
a) disciplinary	6	6
b) pre-requisites*	12	-
2) Advanced courses		
a) core courses	18	18
b) disciplinary electives	30	12
c) capstone experience	6	-

* Candidates who opt to declare two major programmes offered by the Faculty of Social Sciences should avoid selecting overlapping pre-requisites.

Candidates who wish to major (72 credits) or minor (36 credits) in Counselling must complete:

- 1) Introductory courses (18 credits for major; 6 credits for minor)
 - a) One disciplinary course from the following list:
SOWK1004. Human behaviour and the social environment I (6 credits)
SOWK1012. Communication and counselling skills in everyday life (6 credits)
 - b)
 - c) Two pre-requisite courses from the following six units, but not more than one from a single unit (12 credits):

Faculty of Social Sciences
Geography
Politics and Public
Administration Psychology
Social Work and Social Administration
Sociology

- 2) Advanced courses (54 credits for major; 30 credits for minor) consist of the following component:
 - a) Core courses (18 credits)

Candidates who major or minor in this programme must complete the following courses.

SOWK2137. Theories in counselling (6 credits)
SOWK2138. Foundation skills in counselling (6 credits)
SOWK3116. A self-reflective journey (6 credits)

- b) Disciplinary electives from the course lists (30 credits for major; 12 credits for minor)

c) Capstone experience

Candidates who major in this programme must complete the following course in Year III or IV:

SOWK4009. Capstone project in counselling (6 credits)

B. Course lists

Please note: For the most up-to-date course list for the 2025-26 academic year, students are advised to visit <https://www.socialwork.hku.hk/students/>. Be sure to check this website regularly for updates and important information regarding course offerings. Similarly, as mentioned earlier, once you declare a major or minor in Counselling, you will be enrolled in the programme's Moodle platform, where you can access all the latest updates and essential information regarding the Counselling programme including the latest course list. It is your responsibility to regularly check the Moodle platform to stay informed about programme updates.

C. Course enrollment

Please note that students who have declared a major or minor in Counselling often have priority of enrolling in courses within the BSocSc(Counselling) curriculum.

IV.

Capstone Project

1. SOWK4009 Capstone Project in Counselling

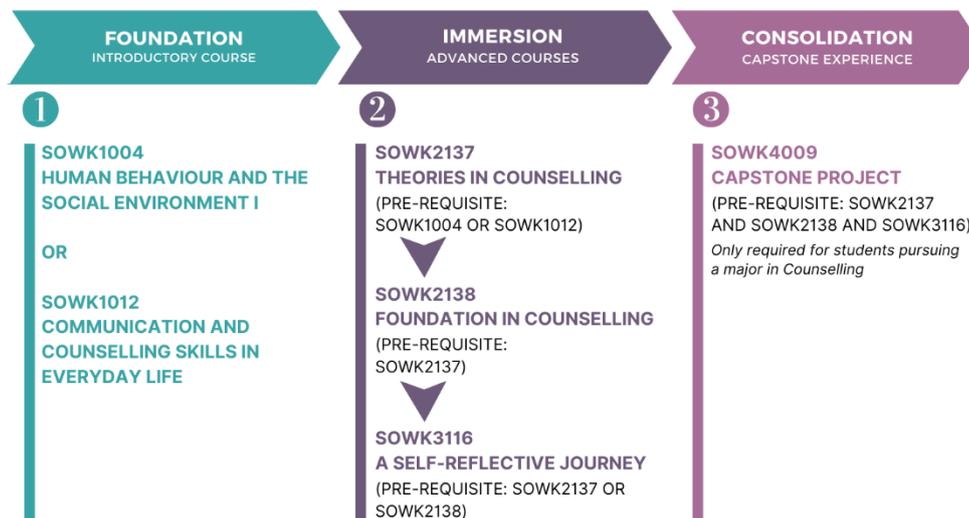
- **Nature and objectives**

The capstone project is a mandatory course that students majoring in the subject undertake in their final year of study. This project offers an opportunity for students to consolidate their knowledge and skills related to key communication and counselling concepts through experiential learning. In this course, students work collaboratively in groups with community organisations to address significant issues facing specific communities in Hong Kong. Students reflect on and analyse their learning through writing, developing a public exhibition using creative methods, and delivering an oral presentation. The project cultivates students' embodiment and engagement in compassion across the entire process. Alongside compassionate communication within teams, students apply compassionate principles to decision-making and action in collaboration with diverse community groups through their capstone projects. Below are some themes and communities our students have served.

- **Themes and communities served**

Themes	Communities served
Empowerment by discovering hidden potential	Children with special education needs, marginalized youths, and their parents
Cultivating social and emotional competence	People with mental health conditions and intellectual disabilities
Building hope and resilience	Individuals experience homelessness
Strengthening intergenerational communication	Elderly individuals
Fostering awareness and prevention of sexual violence	University students

- **Roadmap for Mandatory coursework**



➤ **Grouping and Matching**

Each semester, final-year counselling majors who have met all prerequisites are organized into groups of 4–5 students, either independently or with support from the coordinators and administrative team. These groups are then matched with partner organizations, considering organizational availability, students’ preferences, and other relevant factors to ensure the best possible fit for both the students’ learning needs and the organization’s capacity.

2. Timeline for SOWK4009 Enrollment and other significant events

- Call for enrollment; Mid-April 2026
- Briefing: Early May 2026
- Orientation: Early-August 2026 (Combined for semester 1 & semester 2)

3. Alternative Course Sequence Form

Students who wish to enroll in mandatory courses for the Counselling major/minor in a sequence different from the recommended order must complete the Alternative Course Sequences Request Form. This form, along with an online declaration of the major/minor in Counselling through the SIS, must be submitted to the Department of Social Work and Social Administration at least one week before the end of the add/drop period. Approval from the student’s home department is required prior to submission. Students will be notified of the result before the end of the add/drop period each semester. Failure to submit this form will result in ineligibility to enroll in Counselling courses.

For enquiries, contact the BSocSc (Counselling) Programme Team at swsabss@hku.hk.

V. Programme Coordination

To ensure effective coordination of the various components of the BSocSc (Counselling) Programme, a Programme Coordinator is appointed to oversee all aspects of the programme. For the current academic year, Prof. Eddie Chong serves as the Programme Coordinator and is the primary point of contact for any matters related to the programme. Students are encouraged to direct any comments or suggestions about the programme's content to him. Supporting him is Dr. Pauline Wan, who serves as the Deputy Programme Coordinator.

The daily administrative operations of the BSocSc (Counselling) programme are managed by our dedicated administrative team. Ms. Karol Cheung serves as the Programme Secretary, while Miss Katherine Wong and Mr. Sam Lee support the programme as Programme Assistants.

VI.

Policies on Learning

University education is different from that in secondary school. With the assistance of the teachers, students are expected to learn to become adults who are responsible to and take initiative for their own learning. However, to promote positive learning attitudes among students, some principles have to be observed. The followings are Department policies relating to student learning:

- (1) Students are expected to take responsibility for adding or dropping courses within the designated period as outlined by the university. The Programme Office will not manage course registrations on behalf of students. Late registration requests will not be accommodated unless accompanied by very strong justifications and validated supporting documents. In such cases, penalties may also apply under exceptional circumstances. Your cooperation in adhering to these guidelines is essential.
- (2) Classroom attendance is an integral aspect of a student's learning. The complexity of counselling practice cannot be effectively learned through independent study. Students are expected to attend all classes and be on time. For some courses, in particular those that adopt experiential learning approaches, attendance of lectures is compulsory. There will be a system of penalty as stated in respective course outlines.
- (3) Tutorial/Seminar/workshop attendance is compulsory unless otherwise stated. Regarding absence from tutorials/seminars/ workshops, students should explain to the concerned course teachers in writing. If possible, prior notice should be given for reasonable absence. In case of illness, a medical certificate is required. A minimum attendance rate of tutorials/seminars/workshops is stated in respective course outlines.
- (4) For most of the courses, students are expected to submit their assignments via Turnitin @ Moodle system. This system will detect any plagiarized materials. For some courses, teachers may require students to submit the hard copies of their assignments. Please follow the instructions according to the respective course outlines.
- (5) Regarding submissions after the deadline, **10% of mark per calendar day will be deducted, for up to seven calendar days. No marks will be given for assignments that are handed in one week after the deadline**, but the teachers concerned will provide feedback on the paper.
- (6) No drinking or eating is allowed inside classrooms, except drinking bottles of water and cups of coffee or tea.
- (7) All mobile phones and gadgets must be muted during lectures and seminars/workshops to facilitate class attendance and concentration.

Guidelines on Compassionate and Collaborative Learning Environment for Counselling Students and Teachers

1. **Fostering Respect and Empathy:** All members of the learning community are committed to demonstrating respect, empathy, and understanding towards one another. This includes listening actively, valuing diverse perspectives, and providing support during challenging times.
2. **Shared Responsibility for Creating a Supportive Atmosphere:** Both students and teachers share the responsibility of cultivating a safe, inclusive, and nurturing environment. This involves open communication, mutual respect, and acknowledgment of individual circumstances affecting learning and participation.
3. **Encouraging Open and Honest Dialogue:** A culture of openness will be promoted, where students feel comfortable sharing their concerns, setbacks, or emotional difficulties without fear of judgment. Teachers will facilitate discussions that acknowledge emotional well-being as integral to learning.
4. **Flexibility and Understanding in Academic Expectations:** While maintaining academic standards, teachers will exercise flexibility and compassion when students face personal or health-related challenges. This may include reasonable extensions, alternative assessments, or referrals to support services.
5. **Promoting Self-awareness and Reflective Practice:** Students and teachers are encouraged to engage in self-reflection regarding their attitudes and responses. This promotes personal growth, enhances empathy, and fosters a supportive co-created learning environment.
6. **Training and Resources on Compassionate Practice:** The program will provide ongoing training for teachers on compassionate pedagogy and for students on developing emotional resilience and empathy, reinforcing the shared commitment to a caring learning community.
7. **Confidentiality and Respect for Personal Boundaries:** All members will uphold confidentiality and respect personal boundaries, especially when discussing sensitive topics related to counselling practice or personal experiences.
8. **Collaborative Conflict Resolution:** Disagreements or misunderstandings will be addressed through respectful dialogue and mediation, emphasizing mutual understanding and co-creation of solutions.

Implementation and Review

These guidelines will be reviewed annually through feedback from students and teachers, ensuring it remains relevant and effective in fostering a compassionate, shared environment conducive to meaningful learning and professional growth.

VII.

Performance Pledge from Teaching Staff and Ethical expectations for students

Teaching and learning are mutual processes through which the commitment of teachers, as knowledge providers, and students, as learners, is expected for actualizing the educational objectives. As responsible teachers concerned to upkeep good teaching practice, the teaching staff are committed to the following basic performance pledge:

- (1) Teachers will provide students with updated knowledge and references on subjects they are responsible to teach.
- (2) At appropriate time or upon request, teachers will arrange time to discuss students' assignments with them, individually or in groups.
- (3) Teachers will provide prompt feedback to students on their assignments when they are returned.

VIII.

Tips for Studying in University

(1) Time Management:

Using time efficiently and effectively in the engagement of different academic and social activities is a big challenge for university students. Use a planner to plan your daily, weekly and monthly schedule reasonably. Stick to the schedule as much as possible.

(2) Note-taking in Lectures:

Taking notes in lectures can be frustrating. Read the relevant materials before the lectures. You will absorb the concepts and ideas more clearly when the teachers talk about the points that you have already gone through.

(3) Building your Studying Skills:

Some students have difficulties in concentrating in class and understanding materials studied. This can lead to prolonged and unproductive study hours, anxiety and sleep deprivation. Do not study in places where you will easily be distracted (e.g. noisy, poorly lit places). Find a place where your eyes and body do not feel strain. Have all the supplies you need for study (e.g. dictionary, papers) on hand.

(4) Writing Academic Papers:

The styles and requirements of writing academic papers in university are quite different from those in secondary school. An academic paper basically requires integration of theories/concepts into the text. Students with weak writing skills are strongly encouraged to seek out assistance from the Centre for Applied English Studies

(<https://www.caes.hku.hk>).

- (a) Academic Writing Workshop
- (b) Internet Resources on Writing
- (c) Writing Support
- (d) General Language Advising
- (e) English Teaching Assistants (ETAs)
- (f) Peer Tutors

(5) Course Policy

Penalty for late submission

All assignments should be submitted on time. According to the Departmental regulations, late submission of assignment will receive the following penalties:

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 mark will be given

Penalty on late submission of assignment for 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.

(6) Preparation for Examination:

Examinations are a primary source of stress for students. Teachers expect students to answer questions critically. So learning exam-writing strategies is important. Keep up with your readings throughout the semester. Do not cram your studying into one or two night(s) before the examinations. Group study with classmates can be an effective method for in-depth learning. Remember to take reasonable study breaks.

(7) Examinations Results:

Examination results are determined by the respective Board of Examiners. There shall be no appeal against the results of examinations and all other forms of assessment. Students may however request checking of assessment results on grounds of procedural irregularities. Please refer to the Procedures for Checking of Assessment Results of Taught Courses (document 111/511) posted at HKU website:

http://www.exam.hku.hk/pdf/111_511amend.pdf

Last but not least, students should also go through the relevant regulations and notice to students sitting University examinations stipulated by Examinations Unit at HKU website:

<http://www.hku.hk/exam/>

(8) Degree Audit:

To make sure everything is on the right track with your studies, you can run the Degree Audit in SIS to check your progress. It is a comprehensive system to help you monitor your

progress in fulfilling study requirements. To access “Degree audit”, go to HKU Portal > SIS Menu > Academic Records > My degree Audit. There is also a User Guide for reference: https://intraweb.hku.hk/reserved_1/sis_student/sis/SIS-reference-materials.html

IX. Plagiarism and Use of GenAI

Academic Conduct:

The University Regulations on academic misconduct will be strictly enforced. Please refer to <https://tl.hku.hk/2022/09/policy-on-student-plagiarism/> for further details. In addition, students should familiarize themselves with <http://lib.hku.hk/turnitin/>. Academic dishonesty is behaviour in which a deliberately fraudulent misrepresentation is employed as 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** - 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 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 someone else's ideas is still using someone else's ideas and must be acknowledged.
2. **Generative Artificial Intelligence (GenAI)** - The University's Policy on Use of Generative Artificial Intelligence for Teaching and Learning, while encouraging the use of GenAI tools to enhance GenAI literacy, also reiterates the importance of academic integrity when using GenAI tools to enhance student work. Students are reminded that they must take full ownership of, and responsibility for any work submitted to the University.
 - a. Furthermore, in SOWK4009: Capstone Project in Counselling, the use of GenAI language models is strictly prohibited in any context that involves the use or disclosure of clients' personal data. This policy is essential to safeguard client confidentiality and is in full alignment with the ethical and professional standards of counselling practice.
3. **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 person without due acknowledgement.

Proper Citation and Acknowledgement of AI Tools

All sources should be cited using the APA referencing style (for relevant guidelines and examples, see https://owl.purdue.edu/owl/research_and_citation/apa_style/index.html). All assignments will be screened for plagiarism and AI usage (including GenAI tools like ChatGPT, as well as AI writing assistance tools like Grammarly) using Turnitin. The course will tolerate Turnitin similarity scores of up to 25%, and AI detection scores of up to 40%. Any assignment whose similarity and/or AI detection score exceeds the aforementioned thresholds will be subjected to investigation.

To avoid misunderstandings between students and the teaching team, all assignments must include a cover page featuring the student's full name, student ID, the course code and title, assignment word count, and an AI usage statement in accordance with the following declare, describe, and reference guidelines:

1. Declare

Students must clearly state on the cover page of their assignments whether they used AI tools and, if so, the name of the tool and how it was used. Please use one of the following statements as appropriate:

- I did not use any AI technologies in preparing or writing up this assignment.

- I acknowledge the use of <insert AI system(s) and link> to <purpose>.

2. Describe

Students who use AI tools in their work should describe

- How the information or material was generated (including prompts used),
- What the output was, and
- How the output was changed.

Students are recommended to keep records of their writing process, such as outlines or the sequence of their drafts when using AI to assist their writing.

3. Reference

According to the assessment guidelines on Generative AI from the Teaching and Learning Innovation Centre (pp. 16), while citing AI generated language models like ChatGPT, detailed information about the model's specific version, its training data, and the responsible organization should be provided. For in-text citations, it is recommended to include the name of the organization, such as OpenAI, and the year of publication. The language model's title (for instance, ChatGPT), its version number, the responsible organization (like Open AI), and the URL to access the model should all be included in the reference list entry. Please see the APA Style Blog for more details on citing AI tools: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

The above guidelines are adapted from the ones set out by The University of Hong Kong Graduate School: https://intraweb.hku.hk/reserved_1/gradsch/course/guidelines-on-genai-for-gs-coursework_202308.pdf (HKU Portal login required)

4. Penalty

- The relevant Board of Examiners may impose a penalty in relation to the seriousness of the offence.
- 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 (1) might be invoked.

➤ 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.

➤ Completing assignments for others

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

➤ Important note to students sitting examinations/quizzes

Students are reminded that "all electronic devices MUST be switched off and put under the chair/on your desk throughout the examination/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 examination/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.

Staff-Student 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, the staff-student consultative meeting is arranged at least once in each semester, as an open forum for sharing between students and teachers on different issues relating to students' learning. Students are encouraged to bring up their different concerns in the meetings, while teachers can also share their views on related issues. These meetings are formally arranged. Informal exchange between students and teachers is also much encouraged.

XI.

Academic Advising

Academic Advising

At HKU, academic advising involves helping students to understand the aims of University education, the culture and ethos of learning, the available educational options and the paths that could be taken so that students can draw their own roadmaps to achieve their goals and monitor their own progress. Academic advising should result in students' greater satisfaction with their academic experience, better self-understanding and a sense of success in the achievement of personal and academic goals.

Faculty-based Academic Advising

Upon admission to HKU, all First-year undergraduate students will be assigned to a Faculty Academic Adviser (FAA) from his/her Home Faculty to support the students throughout the course of their study in the University. Students are expected to take the initiative to contact your FAA and to meet with his or her FAA **ONCE every semester in their first year of study** to discuss different academic issues.

For details of academic advising, please visit the website of Academic Advising Office (AAO) at <http://aao.hku.hk>.

XII. Supportive Services in the University

Besides support within the Department, there are also several services in the University that provide assistance to students. The main ones are:

(1) Health Services:

The University Health Service (UHS) located at 2/F & 3/F. of Meng Wah Complex provides primary medical and dental care for students. Subsidized hospital care is available (excluding maternity cases) to full-time students in the public wards of Government hospitals. There is also a Students' Medical Relief Fund of which students can apply for in case of financial difficulties from medical problems. Detailed information is available from the website: <http://www.uhs.hku.hk>

(2) Financial Assistance:

Supplementing the Government scheme of grants and loans for students, the University also operates a considerable number of bursaries and loans aimed at relieving students with genuine financial hardship. Students with genuine needs can apply for such assistance through the Centre of Development and Resources for Students (CEDARS) by submitting an application to the CEDARS by a specified date in September. But those with urgent needs may apply for emergency assistance any time during the year. Their information is available from the website: <http://cedars.hku.hk>

(3) Physical Education and Sports:

The Institute of Human Performance (IHP) of the University is responsible to promote health and physical fitness among students. There are three sports centres managed by the IHP, namely, Flora Ho Sports Centre, Lindsay Ride Sports Centre and Stanley Ho Sports Centre. These centres are differently equipped with facilities such as out-door swimming pools, sports halls, multi-purpose and sports specific areas, 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. Information can be obtained from the Flora Ho Sports Centre and on the following website: <http://www.hku.hk/ihp>.

(4) Personal Development and Counselling:

Adopting a whole person approach in education, the University stresses the importance of learning about life, academically and non-academically. Counselling and Person Enrichment Section (CoPE) under CEDARS is committed to providing opportunities for students to develop their potentials and creativity. Different services, including individual counselling and consultation; developmental and therapeutic programmes; life skills programmes; psychological testing; learning clinic; digital learning, living and leadership training are provided to students. The CEDARS's office is located on the 4/F., Meng Wah Complex. Their information is available from the website: <http://cedars.hku.hk>.

(5) Careers and Placement:

The main mission of the Careers and Placement Section under CEDARS (<http://www.cedars.hku.hk/careers/home>) is to provide careers information and guidance to students. Its core services include: careers education, placement, surveys, forums and careers library and consultation.

(6) Protection from Sexual Harassment:

As an equal opportunity employer and institution, the University has zero tolerance towards discrimination and sexual harassment. In order to protect students from being sexually harassed, each department has an officer responsible to handle related issues. The Equal Opportunity Advisors of our Department are Prof. Carrie K.W. Li (Tel: 3917-2091, li.carrie@hku.hk) and Prof. Paul W. C. Wong (Tel: 3917-5029, paulw@hku.hk). Students are encouraged to approach them for any issues related to sexual harassment.

(7) Accommodation Service:

The CEDARS runs a small-scale service to assist students seeking off-campus accommodation. For details, please refer to their website: <http://cedars.hku.hk>.

For more detailed introduction of different services available within the University for students, please refer to the 'Undergraduate Handbook for Full-time Students 2024-25' at <https://handbook.hku.hk/ug/full-time-2024-25/about-the-handbook.html>.

XIII. Typhoon & Black Rainstorm Warning Signal

Cancellation of classes and examinations during typhoon or black rainstorm warning signal

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

(a) 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.

(b) 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.

XIV.

Contact List

BSocSc (Counselling) Programme Coordinator

Prof. Eddie CHONG

Tel: 3917-1071

E-mail: echongsk@hku.hk

BSocSc (Counselling) Deputy Programme Coordinator

Dr. Pauline WAN

Tel: 3917-5586

E-mail: wanyp@hku.hk

General Enquiries:

Programme Assistants

Mr. Sam LEE

Tel: 3917-2097

E-mail: samsamlee@hku.hk

Miss. Katherine WONG

Tel: 3917-5014

E-mail: cwwongka@hku.hk

Programme Secretary

Ms. Karol CHEUNG

Tel: 3917-2099

E-mail: karolckm@hku.hk