

# *Annual Report*

## *2004 - 2005*

*Personal Development  
and  
Counselling Centre*



The University of Hong Kong

THE UNIVERSITY OF HONG KONG  
Personal Development and Counselling Centre  
Annual Report 2004-2005

### Executive summary

This past year we had a number of changes, we bid farewell to Dr. John Powell, our old Dean in October 2004, Professor John Spinks as our Acting Dean, and welcomed our new Dean of Student Affairs, Dr. Albert Chau in April 2005 who has been so encouraging in supporting me and our work with the students. My thanks also go to the team of administrative staff, workers, counsellors. They have been enthusiastic, hardworking and reliable. Often I found them still working on a voluntary basis late into the evenings without any complaints. Of course when the demands for jobs are at hand, the teamwork spirit to success is applaudable. Without them, my work would not be as successful during this transitional period. Students continued to support developmental training programmes and their evaluations have been excellent, we have maintained the ISO quality standard (i.e 70% evaluation success).



**Dr. Gracemary Leung**  
Acting Director of PDCC

Every year we are confronted with new challenges and changes, environmentally, politically and in health matters. Students come from all over the world, their cultural needs and adjustment issues steadily increased and created more demands on our services. This year we did more preventive programmes (see Table 1) to help students cope with unexpected life stresses.

The Personal Development and Counselling Centre continued to offer individual therapies. Our Drop-in sessions increased to 10.7% more than last year. We have adopted more short-term cognitive behavioral approaches in individual counselling. The mean session is 6, students learn to deal with their problems and are taking on more responsibilities for change.

Liaison and cooperation have been more obvious, inter-disciplinary staff and departments, are sharing and solving difficult problems in meeting students' needs and achieving a whole person development education. Even though resources are available, a small concentrated group of students are quick to reap the benefits but many students are a bit slow in coming. We therefore must not let the slow ones be left behind, they are the good seeds that warrant nurturing and need more support to expand their potentials in our university community.

Overall, PDCC has accomplished a lot and have enjoyed our contributions to our students.



Counsellors

From Left: Ms Judy Wu, Dr. Larry Ng, Ms Winning Chan, Dr. Gracemary Leung,  
Mr. T.K. Kang, Ms Josanna Lai (P/T), Mr. Joe Wong



Centre Staff

From Left

Back row: Ms Alice Yu, Ms Enid Fung, Mr. Wong Kwan Yeung, Ms Melissa Wong  
Front row: Ms Wenny Chow, Ms Kenra Chan

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## **(I) Development Training Programmes**

The Centre offers 171 personal workshops throughout the three semesters during 2004-05 in the following areas to support students in their self-enhancement. 2,690 students took part in the workshops.

Effective Learning	It consists of two parts: learning assessments and 56 one-off workshops. The assessment helps students to identify their weak areas in their studies. After the assessment, participants were assigned to the one-off follow up workshops. These workshops included 'thinking skills', 'presentation techniques' and 'maximise your day time energy', etc.
Self-exploration and Self-care	Personal success often comes with better self-understanding and effective self-management. Last year, a number of psychological/personality assessments were used to help students learn about themselves. They recognized their strengths and weaknesses. We intentionally raised their self-awareness and to help themselves. Building up Self-confidence, Enhancing Self-esteem, Sleeping Well, Managing an Intimate Relationship, etc. were the most popular workshops in our self-care series.
Social Success	Our social skills programmes were always well-received among students. Last year, workshops such as Public Speaking, Business Etiquette, Cocktail Party Practical Session were very popular and were often over-subscribed.
Occupational Well-Being	11 activities (e.g. "Psychology of Interview" and "Starting Your First Job") and a series of career talks were offered to students.

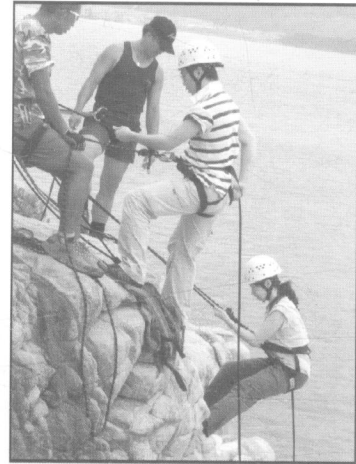
### New programmes 2004-2005 (Table 1)

- Managing Meetings
- Presentation Skills for Public Speaking and Coursework
- How to Say Goodbye to Your Partner
- Learn How to Think Effectively
- Preparing a Winning Speech
- Psychology of Job Interview
- Scholarship Application
- Managing Your Financial Stress
- Going Back into the Love Jungle after a Break Up
- Time Management and Study
- Presentation Skills for Beginners
- Concentration – The Royal Road to Successful Study
- Training on Group Discussion Technique
- Speechcraft – Success Through Speech
- Starting Your First Job
- Business Etiquette
- Overcome Internet Control Problem
- One-on-one Interview Practice
- Learning to be Assertive
- Effective Study Strategies
- Exploring Your Leadership Style Through Sensitivity Empathetic Training
- How to Be Comfortable with People
- Migration to a Preferred Self
- Maximise Your Daytime Energy
- Spending Wisely
- Enhancing Self-Esteem
- Psychological Management of Physical Pain
- Enhancing Self-Esteem (Follow-up)
- Sleeping Well
- CALM
- “Men are from Mars and Women From Venus” How True is it?
- Team Building for Committee Members of Student Societies
- Handling Negative Feedback
- Setting Your Short-term Goal

## (II) Project Groups

### 1. Leadership & Life Skills Course (LLS)

Due to the period of SARS in year 2003-04 the LLS course had to be modified into module based format, without the adventure camp, sensitivity contacts and communication. This summer, the integrated model was re-adopted. The activities such as adventure camp (3 days) and the Sensitivity Training (3 days) were effective in building a support community for the participants. Feedback from the students suggested that the aim of forming a close learning community was achieved. Their strong bonding has facilitated further learning and sharing even after the course had completed.



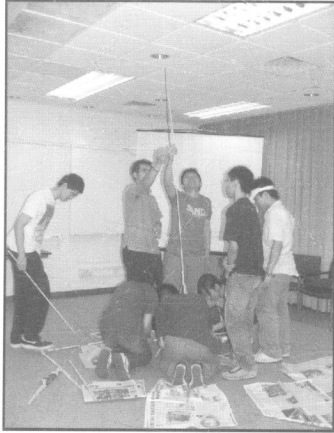
### 2. Promoting Collaboration between Faculties & the Centre

The Leadership Training Programme for Medical Students and Counselling Training Programme for Dental Students were launched. We ran a two-week leadership training programme for the Special Study Module for the Faculty of Medicine.



### 3. Building Partnership with Students

There were collaboration between the Centre and student society members. A number of committee members attended team building workshops and High Table etiquettes.



### 4. Collaboration with Careers Education & Placement Centre (CePc)

Staff from CePc contributed to a series of talks to help students chose a career that is personally rewarding. Topics like:

- How to Choose a Career?
- Building a Winning Resume?
- Passing Selection Hurdles
- Gathering Information
- Checking Out Vacancies
- Further Studies
- How to Avoid the Sack and Earn Promotion?

### 5. Key Skills Programme for Civil Engineering Students

CePc and the Department of Civil Engineering had jointly organised the Key Skills Programme for 7 years. However, due to the shortage of staff, CePc was unable to offer it in 2004, it was decided at the Directors' Meeting that the 3 counsellors, Mr. KH Leung and Ms Cindy Chan were assigned to conduct this programme.



### (III) Individual Counselling

#### 1. Individual Counselling

There are 6.5 counsellors who are trained clinical psychologists. They have been actively involved in individual counselling. The total number of students seen individually in 2004/05 has been decreased by 7.5% from the previous year (see Table 2). Problems varied from mild to severe psychological difficulties (see Tables 3 to 6). 4.3% of clients remained under psychiatric care (see Table 7). The rate of suicidal ideation and the mortality rate were low, due to the efficiency of the daily drop-in system operated at PDCC.

Table 2

	04-05	03-04	% Increase
New Cases - Intake (Urgent)	14	16	-12.5
- Intake	394	447	-11.9
- Drop-in (Urgent)	124	112	10.7
Total Number of New Case	532	575	-7.5
<b>Total Number of Student</b>	532	575	-7.5
Sex Male	180	188	-4.3
Female	352	387	-9.0
<b>Total</b>	532	575	-7.5
Year Undergraduate	393	388	1.3
Postgraduate	133	149	-10.7
Other	6	38	-84.2
<b>Total number of student seen:</b>	532	575	-7.5

#### 2. Problems Encountered (see Appendix I)

Table 3

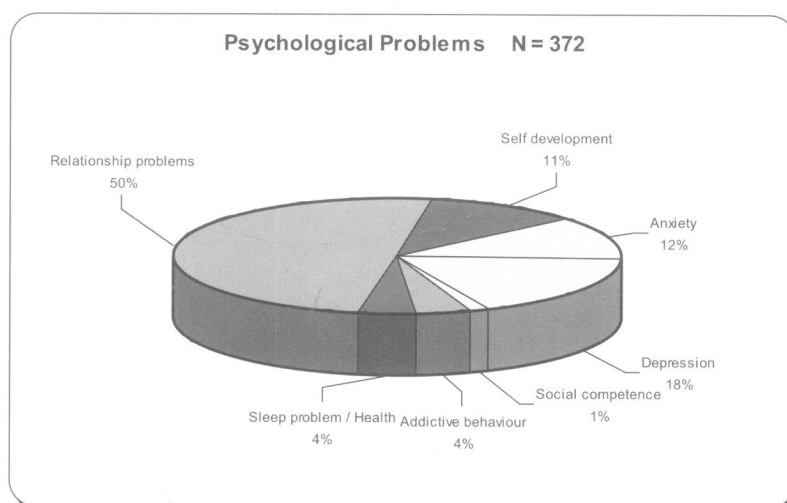


Table 4

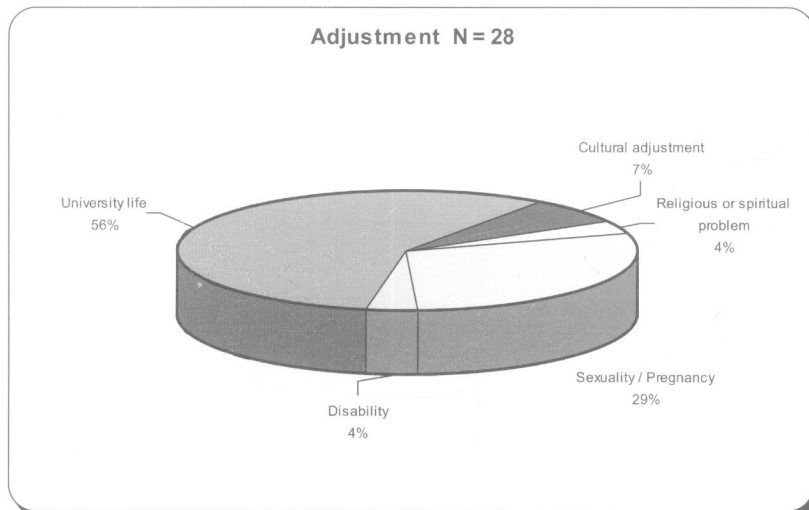


Table 5

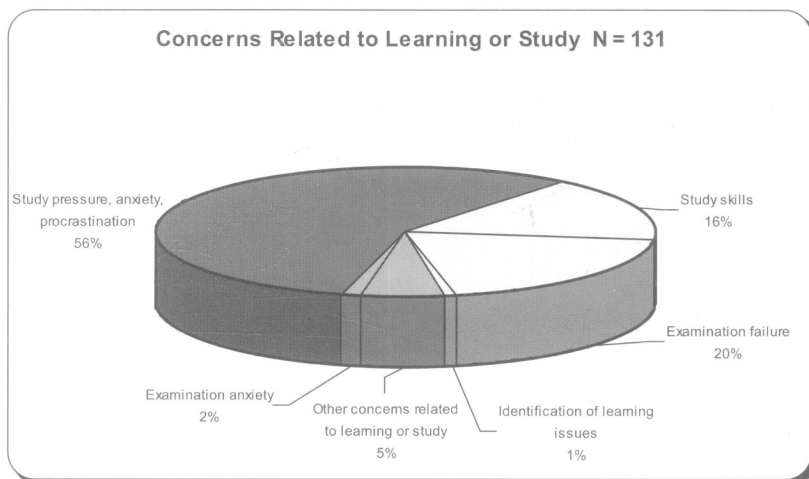


Table 6

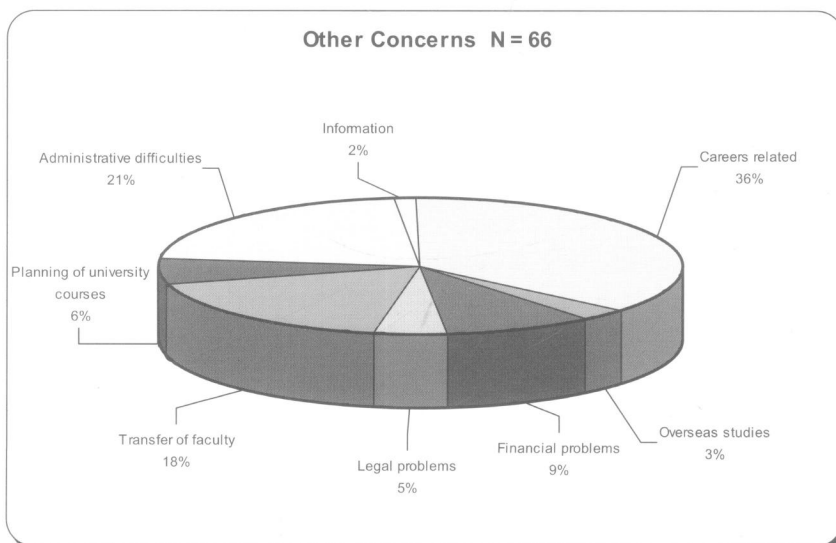
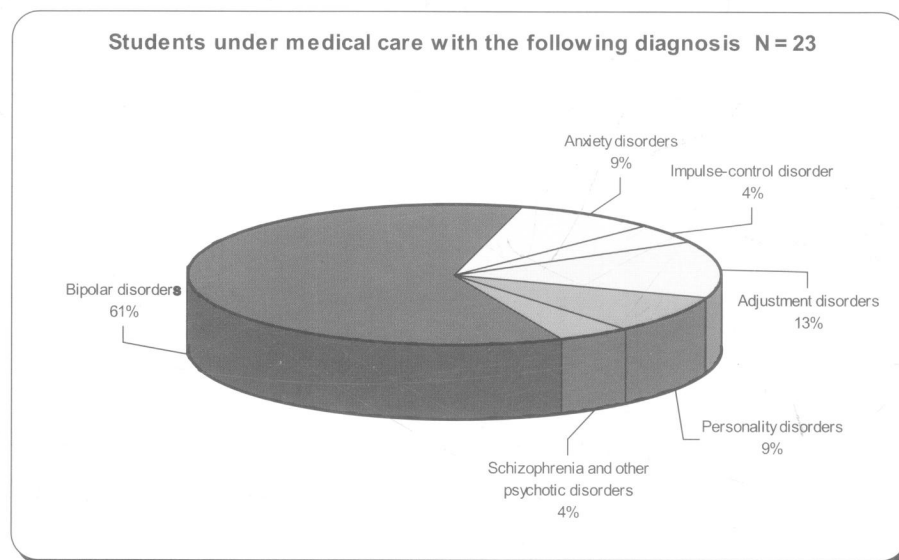


Table 7



### 3. Support Groups

There were a number of evening groups supporting Postgraduate, Mainland and foreign students. One counsellor was delegated to deal with students with disability whenever the need arose. Excessive internet user groups as well as gay sex forum were run well with students' support. Besides, students with anxiety were encouraged to attend the Monday relaxation exercise group to release their stress.

## (IV) Future Development Training

### 1. Peer Facilitator Training Programme (PFTP)

To help create a supportive and caring university community, the Centre has decided to conduct a one-year peer facilitator training programme which includes 6 months intensive preparation and training on communication skills, and 6 months individual supervision practices. After the year's training, the qualified peer facilitators are required to actively provide support to their fellow students.

### 2. New Focus on Career Education

The Centre plans to include a career education programmes with a focus on improving students' soft skills and personal qualities (e.g. self-understanding, work attitudes, EQ, cultural exposure, etc). The programme helps to build up self-confidence, choice preferences, exposures to different areas of different jobs that match their personal beliefs and learn to deal with work hassles, team and people problems in the future.

## **(V) External Relations**

There were a number of visits from China universities throughout 2004-05. PDCC staff able to present our philosophy, how programme were conducted and have exchanged ideas. PDCC also won Police Competency Training bid, in training police staff in coping with conflict. Our Acting Director is also involved with gambling research, suicide prevention work and have conducted a number of workshops to staff and post-graduate students.

## **(VI) The Way Ahead**

The separate domains of student services (careers education & placement, professional counselling, personal development and student affairs) will be hoping to collaborate together under the Dean to achieve higher staffing efficiency and streamline workflow because of limited resources and increasing demands from students.

## **(VII) Feedback from Student**

“I think the PDCC’s services are already good. If any body needs to have personal counselling, they can sign up for an appointment and a counsellor would meet with him/her within two weeks’ time. And the drop-in services are very helpful. Also, everything I can think of that is related to social skills, the centre offers some kind of workshop on the topic. Whether a student can learn from a course I think depends on self-motivation. One improvement might be to increase number of places available for a course. I know that some workshops fill up very quickly.”

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