



香港專業輔導協會

Newsletter 會訊

December, 2003

The Hong Kong Professional Counselling Association

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Supportive

Supervision

Scheme

in progress.....

After a long period of preparation, we are pleased to announce that the Supportive Supervision Scheme has begun its application process. We are now inviting application to the 1st batch of prospective qualified supervisors. Please enquire at our Secretariat for application procedures by early January, 2004. A selection process will be conducted by the Advisory Committee for the scheme in strict confidence and results will be notified individually by the end of February 2004.

Biannual Conference 2003 on 23 August

Our Biannual Conference was successfully ended on a sunny day. We would like to express our heartfelt gratitude to the HKPCA Patron, Dr. Hon. Eric Li Ka Cheung, GBS, JP, the Keynote Speaker, Mr. Tai Hay-lap, B.B.S. JP and Prof. Diana Mak, Head of Department of Applied Social Sciences at the Hong Kong Polytechnic University for all the continuous support. Many thanks to all the presenters who put a lot of efforts and time in preparation and presentation. Must not be forgotten, all the audiences who attended the conference. It would not have been such a wonderful event without your participation.

We would also like to express our deepest gratitude to our pre-conference workshops speakers, Dr. Charles C. Chan, Dr. Raymond Chan, Dr. Alvin Leung and Dr. Tsui Ming-sum. Thanks to all the participants for coming to the workshops. Your participation is much appreciated.

Upcoming

A new edition of members' directory will be published. All members will receive a form for members' information update.

We have announced a call for paper for a special edition of Asian Journal of Counselling issued next year. Its theme is "Counselling Supervision in Human Services and Education".

Here we expressed our deepest appreciation to Mrs. Rose Tang, the former Executive Secretary, for her valuable contribution to the Association during her term of service.

What kind of Supervision do we need in Hong Kong?

*Dr. Charles C. Chan, President, HKPCA
Associate Professor, Department of Applied Social Sciences
The Hong Kong Polytechnic University*

HKPCA is moving forward with its Supportive Supervision Scheme. Both the Advisory Committee for Supportive Supervision Scheme and the HKPCA Council have approved the invitation for application to its first batch of qualified supervisors in December 2003. An important question for us to ask while waiting for many qualified persons to come forth and join the Scheme would be, "what kind of supportive supervision do we need in Hong Kong?"

First, a brief review of the historical evolvement of counseling supervision is in order. The history of supervision in counseling has two distinguishable strands, one emerging from the United States and the other in Britain. In the U.S., much emphasis has been put on empirical work and the creation of supervision models. Counseling supervision was often viewed in the context of counselor training only. Many models proposed were counseling-bound models which relied on the same set of psychotherapeutic principles used in the supervisor's counseling practice.

Quite the opposite was true in Britain where supervision of counseling is a career-long requirement (Carroll, 1996), and the literature on supervision tended to be more practical than empirical. For accredited counselors, one-and-a-half hours of supervision per month have always been a minimum requirement. Proctor (1986), and Hawkins and Shohet (1989) were among the first to formulate supervision frameworks based on task and process models. In the 90s, the social role models of supervision were proposed by Inskipp & Proctor (1993; 1995), Page and Wosket (1994) and Carroll (1996). These models offered practical strategies and methods that could be used in the context of counseling supervision.

There were also instances in which the U.S. and British traditions met. For example, Holloway and Carroll's edited a book on supervision in 1999 entitled "Training Counseling Supervisors". In this collaborative work between a US and a British scholar, a number of important issues related to training and education of counseling supervisors were dealt with.

*Dr. Alvin Leung, Immediate Past President, HKPCA
Professor, Department of Educational Psychology
The Chinese University of Hong Kong*

In 1988, the British Association for Counseling (BAC) published its Code of Ethics and Practice for the Supervision of Counselors. This Code "strongly encouraged" counseling supervisors to make arrangements for their own consultancy and support so that the quality of their supervision work may be ensured. In about the same time period, the American Association for Counseling and Development also published its Standards for Counseling Supervisors (American Association for Counseling and Development, 1988). In 1993, the Association for Counselor Education and Supervision in the U.S. approved a set of more elaborative guidelines for supervisors called "Ethical Guidelines for Counseling Supervisors". Meanwhile, the American Psychological Association specified supervision training as a required practice skill for psychologist and included ethical guidelines for practice.

Whereas the development of specific codes and guidelines for counseling supervision could be viewed as a positive development for the counseling profession, guidelines could also become excessive and counter-productive. For example, the Chair of the Registration Committee of the British Association for Counselling and Psychotherapy, wrote in 2001 that the ever increasing number of clauses in different ethical and professional guidelines has led many helping professionals to adopt a legalistic approach in handling ethical concerns (Barden, 2001). A legalistic approach might make it almost impossible for counseling ethical guidelines to achieve what they were set out to achieve in the first place, which was to encourage responsible counseling practice.

Given that the experience from the West is still evolving, we ask again, "what kind of supervision do we need in Hong Kong?" Let us assume that the purpose of supervision is primarily to safeguard the service user and that it can best be achieved through a process of supervision in which the counselor's work is being monitored, and his/her professional development being elevated through a variety of experiences.

If HKPCA were to adopt specific guidelines or code of practice for counseling supervision, we should plan carefully to ensure that guidelines would clarify and set standards. However, we should strike a balance between the need to spell out all the details and the realities of our professional world, so that they would not become overly intrusive and burdensome to professionals. The guidelines should also emphasize a balance of supportive and monitoring interventions so that a constructive, growth-producing alliance could be formed between supervisees and supervisors.

As a long time counseling practitioner and supervisor, we have observed that, in practice, supervisees and supervisors are in need of sustained support from their work settings as well as from professional organizations such as the HKPCA. The Supportive Supervision Scheme could provide valuable training experiences to many professionals in the field who are eager to learn and grow, as well as to provide quality services to individuals they serve.

As the counseling profession moves toward a

higher level of maturity, development in counseling supervision is both necessary and essential. This short historical account of the short history of supervision education brought both the urgency and latitude for the development of a local standard and an accompanying program to nurture the significance of supervision. Maintaining a high standard of practice and supervision is important in the midst of endless reforms in education and social service in Hong Kong. Situating the development of local standard and programs in supervision amidst the two reforms naturally puts the fine balance of the dual tasks of "enabling and ensuring" (Marken & Payne, 1986) right in the middle of our focal concern. With the agenda for continuous service quality improvement and cost-effectiveness clearly put forth to our supervisors, particularly in the public and the third sectors, we have no other way out but to face this challenge directly. The Supportive Supervision Scheme is indeed an important initiative in this regard. There are many challenges ahead as we aspire to make a difference in the counseling profession through this initiative. More information is forthcoming, and we urge that you consider joining this Scheme.

Reference

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- Inskipp, F., & Proctor, B. (1993). *The art, craft and tasks of counseling supervision. Part I: Making the most of supervision*. Twickenham: Cascade.
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SUPPORTIVE SUPERVISION SCHEME

Open Invitation - 1st batch supervisors

The 1st batch of supervisors is the foundation of the Supportive Supervision Scheme, whereas the scheme itself would be the ground for a systematic profession-based supervision network. We sincerely wish to invite experienced supervisors in the counselling field to apply. Your contribution would make a difference to the future development of counselling supervision in Hong Kong.

*It would be highly appreciated if you could submit your application by **12 Jan 2004** to the HKPCA Secretariat. The Advisory Committee of this scheme will review each application in confidence. Short-listed candidates may be invited to an interview latest by the end of February 2004. Application materials can be obtained from the Secretariat at 2334-7172 or email your mailing address to enquiry@hkpc.org.hk.*

Advertisement

HK\$500 for a quarter-page

Please contact Ms. Michelle Lee, Executive Secretary, at 2334-7172 for further details.

Next newsletter is expected to be published in mid-March 2004. (1300-1500 circulations)

Are you *counseling* or being *counseled* professionally?

*Dr. Raymond Mow-chiu Chan, Vice President, HKPCA
Assistant Professor, Department of Educational Studies
Hong Kong Baptist University*

Counseling has become a term with professional connotations. Indeed, professionals from a wide range of training orientations are engaging in counseling practice. For example, a lonely man might seek for counseling from a clinical psychologist because of depression; a divorcing woman might look for a social worker's help to solve her emotional and relationship problems; a student might seek out a teacher's advice on his love affairs; and even a drug abuser might put his trust on former addicts to help them to stay away from drugs. Given that many professionals are engaging in an array of counseling interventions. Whereas "counseling" is occurring everywhere, and is being practiced by professionals regularly, there seems to be much confusion on what "professional counseling" is.

As evidenced from my examples above, professionals from an array of training orientations and backgrounds are practicing counseling as a part of their work, regardless of whether they are viewed as "professional counselors" or not. They could work as full time practitioners in hospitals or clinics after receiving training as clinical psychologists, or social workers might counsel their clients with social worker training background, or guidance teachers counsel their students basing on their training in the education domain. However, a question is raised here: in what aspects should we use to distinguish or define whether a counselor is professional or not? Given that professionals from such different backgrounds and orientations are practicing counseling, using different strategies with such diverse clienteles, this is a very difficult yet important question to answer. This comes to an advocate whether we should adopt an inclusive or exclusive manner when classifying who is the professional counselor.

Counselors from different training backgrounds are like different flavors of chocolates, where each little bite of them has its own charisma and functions (at least it could release your hunger and stress!). Using the same analogy, a box of assorted chocolates would be more attractive to the customers, in other words, our clients and the public. Thus, the HKPCA is starting to conceptualize and implement a system to recognize professional counselors in terms of their training and their valuable experiences. We would also like to put in place our contribution towards a system to recognize counselors from different professional disciplines, as well as a system to encourage the para-professional counselors to upgrade their training and experience so that they too could become professional counselors. The most important mission is to lure practicing counselors to take the first step in achieving professionalization by means of pursuing of further professional training.

The HKPCA's new membership system is operating upon this "functional chocolate concept". We call for chocolates with different flavor, the hazelnut, almond, mint, and toffee to get together into a decorated gift box before it goes to the hand of the customers. That is what we are doing in our membership system aspires to gather professional counselors with different training background, experiences and temperament to collaborate and advance the counseling profession. We also want to provide a clearer pathway for those who are interested in upgrading their professionalism through engaging in further training and giving motives to those who have not undertaken the professional training to gain recognition in the field.

The Supportive Supervision Scheme initiated by HKPCA is a step toward the implementation of a more comprehensive system to identify and recognize "professional counselors". The main purpose of the scheme is to establish a supportive training system to the counseling supervisors in different contexts, for example, supervisors in primary and secondary schools, social workers and educational psychologists in social service agencies, schools, community organizations and hospitals. We hope that through participating in this scheme, supervisors could become more effective in their roles in assisting the growth and development of those who are new to the profession, or those who are learning to become "professional counselors".

Membership Update

Welcome

The following individuals joined HKPCA since June 2003:

7 Associate Fellows:

Miss. Chow Kam Sheung
Mr. Choy Ka Yu
Ms. Lai Fuk Hing
Miss Lau Chui Ying
Mr. Ng Tze Ming, Jimmy
Dr. Tsui Ming Sum
Ms. Yiu Choi Ching

22 Members:

Ms. Au Pui Sheung
Ms. Chan Kit Ling
Ms. Chan Pui Si
Mrs. Chan Yuk Ying, Barbara
Miss Chak Lai Yan, Yammy
Mr. Cheng Man Chung
Miss Cheung, Vivien
Miss Cheung Ying Ying, Esther
Mr. Chu Ping Yin
Ms. Ho Pik Yi
Mr. Hui Ka-Ho, Nash
Miss Hui Sheung Fung
Mr. Lai Hau Pun
Mr. Lau Kai Kwong
Ms. Lau Yuk Wai
Mrs. Law, Fe Anne B.
Miss Lee Mei Yan, Tiffany
Ms. Leigh Annballaw Bridget
Mr. Mann Ka Fai
Mr. Mui Tak Man
Ms. Poon Yuk Yee
Ms. Yam Shuk Fun

2 Junior members:

Miss Kwok Suk Yee
Miss Kwan Wai Chi

1 Student member:

Miss Ng Kit Ching, Crystal

1 Affiliate:

Ms. Cheung Kit Ying, Andy

Congratulation

The following individuals were upgraded since June 2003:

Upgraded to Associate Fellow:

Mr. Leung Kin Man, Thomas

Upgraded to Member:

Miss Chan Tat Chuen

Now, we have 359 members in 6 different categories. More are joining us.

For anyone who would like to join the HKPCA or upgrade their membership, please visit the web-site: www.hkpca.org.hk for details and application form download.

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Programmes & Workshops 自我增值

Upcoming workshops

Date	Nature	Title
10 Jan 2003	Workshop	健腦操的簡易應用 (Brain Gym) 講者: 劉啟威先生
More workshops are coming after Chinese New Year. Watch out for the announcement.		

For details and registration, please visit our website www.hkpcanews.org.hk

Past Events

29 Nov 2003	Workshop	Living with Counselling Speaker: Ms. Holly Wong
15 Nov 2003	Case Conference	Two case conferences on Crisis in Schools Convenors: Mrs. Lu Chan Ching Chuen & Mrs. Bonny Ip
31 Oct 2003	Seminar	如何培養孩子的逆境反彈能力 講者: 理盧幼慈碩士
25 Oct 2003	Workshop	健腦操的簡易應用 (Brain Gym) 講者: 劉啟威先生
11 Oct 2003	Workshop	Assessment and Treatment on Pathological Gambling Speaker: Ms. Jeanny Tam

Biannual Conference 2003

『優化輔導專業 - 從質素保證到質素提升』

From Quality Assurance to Quality Enhancement

Nature and Mechanism of Professional Competence in Counselling

Taken place on 23 August 2003 at the Hong Kong Polytechnic University, the Biannual Conference 2003, co-hosted by the HKPCA and the PolyU, was ended in applause. The main theme focused on professional quality and competence in counselling which is not a one-off discussion. Indeed, this conference served as a launching platform for the new Supportive Supervision Scheme that aims to achieve profession quality assurance through supervision.

Biannual Conference 2003



About to begin...exchange ideas on the topic or just have a nice chat?



Thirsty.....after series of discussions.



What's your question?



Wow.....a crystal souvenir. Thank you!



Nice weather.....Let's have a break! Coffee or tea?



Could you explain more..... ?



Leisure Corner

歡迎投稿

You're welcome to send
an article to "Leisure Corner"

歡迎會員投稿，抒發及分享有關從事輔導工作的體會或生活感想。可能是溫馨小品、或煩惱、或迷惘、或鼓舞。五百字內，中英文均可，請電郵稿件至：enquiry@hkpca.org.hk 或聯絡秘書處，電話2334-7172。

We welcome our members to send an article to Leisure Corner. Free topics related to your counselling works or real live experience. Something soft and touching. Or something bothering or upsetting you. Or something with encouragement or enlightenment. Please email your article which is not more than 500 words, in English or in Chinese, to enquiry@hkpca.org.hk or contact the Secretariat at 2334-7172.

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please contact Ms. Michelle Lee, Executive Secretary,
at 2334 7172 for further details.*

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