



香港專業輔導協會

Newsletter 會訊

May, 2004

The Hong Kong Professional Counselling Association

Secretariat:

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Dr. Alvin Leung
梁湘明博士

Annual General Meeting 21 May 2004

The Annual General Meeting (AGM) will be held on 21 May 2004 at Shing Hin Chinese Restaurant, 8/F., Amenities Building, City University. Reception will start at 6:00pm. Following the meeting, a Chinese banquet will be served at around 8:00pm.

In the AGM, a new council will be elected. Remember, all members, except Student Members and Affiliates, are entitled to vote. We also welcome any nomination of candidates to the council. In addition, there will be the auditor's report and reports of the council's sub-committees in the meeting agenda.

The HKPCA Council openly invite our members to join this annual event. Your participation will shed a light to it.



Supportive Supervision Scheme

in progress.....

Results for the first batch supervisors

We would like to thank the Advisory Committee on the Supportive Supervision Scheme for their work in the selection and recommendation of 12 first batch qualified supervisors for the endorsement of the council. Now, the final list of successful candidates is ready to be announced. Please see the announcement inside.

In-take of the second batch supervisors

We are currently taking applications for the second batch of supervisors. The curriculum will last for one year with seasonal workshops, individual counselling sessions and group sessions. It is expected to be commenced in the coming September. Interested parties please contact the Secretariat for details. Application deadline is on 30 June 2004. Please also see the announcement inside.

隱形的欺凌行為 —— 暴力以外的校園欺凌現象

香港青年協會
青年輔導服務
陳琦

談到校園欺凌問題，大眾的關注點往往?眼於校園內的暴力事件。無可厚非，暴力事件所帶來的嚴重身體損傷當然令人關注。但另一方面，當學校向學生提供輔導時，發現最令學生困擾的，卻是那些與人際關係有關的杯葛、排擠等欺凌問題。

記得有一位學生就讀中二時，因為個人性格問題，不太懂得與人相處，經常得罪別人，開始被同學杯葛。最初，杯葛者只是班上幾位「貪玩」、「活躍」、「有勢力」的同學；漸漸地，參與的同學越來越多，有時甚至公然於上課時取笑她，連老師也拿他們沒法子。杯葛行為成為同學們取悅的事情，這位同學卻承受了莫大的精神困擾，終日鬱鬱寡歡……。直至中四，這位同學正式被診斷患上抑鬱症。當然，這位同學的抑鬱與她的家庭問題不無關係，但同學們的杯葛對她的情緒卻帶來更大的影響。

另一方面，近年流行ICQ等網上活動，校園內的欺凌問題更擴闊了領域，曾經有學生向我傾訴，同學們如何於ICQ上為她改花名，一呼百應地很多同學或網友齊齊參與，加入為她改花名的行列。這位同學哭著說：「估不到放了學，仍不能避開同學們的閒言閒語！」

隨著社會轉變和媒介的發達，校園欺凌問題的形式將變得日新月異，也將對受害的同學帶來更大的困擾。老師和社工在處理這些日趨複雜的問題，及進行輔導工作時，也得與時並進，並加強相互的配合。

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 或聯絡祕書處，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.

Change of Address

*Please fill in the form and return it to:
The Secretariat, The Hong Kong Professional Counselling Association
c/o GH203, Department of Applied Social Sciences,
The Hong Kong Polytechnic University
Hung Hom*

(PLEASE FILL IN BLOCK LETTERS)

Name

New Correspondence Address

Contact Tel no.

Effective Date

Signature

Reflection on

Mr. Joseph K. Chan
Student Development Services
City University of Hong Kong

Career Counselling for Young People

Career, marriage, studies, house are critical decisions,
That decide the who, why, what and how of our life positions.
The world of work is changing drastic and fast,
The customary career support we used to offer cannot last.
As resources and funds begin to come hard,
Let's review our career service from the start.
Finding a job is not downloading information off the shelf,
But a developmental learning experience beginning with understanding the self.
Though aptitude and personality tests may be a good start,
Teachers, parents and mentors still have to play their integral part.
Changing mind-set and building self confidence hold the key,
The more life opportunities and career possibilities our young people will see,
Resume and interview are based on competent transferable life-skills,
Whose importance in education and work is strongly felt.
Here, career counselors can play a part,
Whose courses on communication and inter-personal relation command high regard.
Updating on latest development in jobs and industries is useful,
Newspapers, magazines and internet are worthy channels,
Cultivating career planning habit and enjoying the exploration process should be the aim,
Whilst anticipatory socialization for future dream career is the name of the game.
Finding a mentor or role-model is an asset,
Critical to your personal and professional development facet,
Broadening your horizon and stretching your potential will reveal newer heights,
Whose meaning and significance we should always keep in sight.
An overseas internship or local practicum is instrumental
In helping you to be more professional.
Though the school can lend you a hand,
You can always put your own internship under your command.
Career planning is not an once-in-a-life-time decision
But an exciting, rewarding and enjoyable evolution,
Built on personal maturity, knowledge, skills, insight, experience and passion.
It's the meaning of life that is at stake,
Not finding a bowl of rice or pair of chopsticks.
Treat the young people as your own beloved kids,
Who will one day occupy society's important seats,
Then you will surely find
That our career counseling service needs a new paradigm.

Programmes & Workshops 自我增值

Upcoming Programmes

Date	Nature	Title
20/21/22 June	Workshop	EMDR Training Level I (joint venture with the EMDR Association of HK)
23/24/25 June	Workshop	EMDR Training Level II (joint venture with the EMDR Association of HK)
24 July	Workshop	When words are not enough the Use of Arts with Children and Adolescents
October*	Seminar	(by Ms. Norma Leben)
October*	Workshop	Counseling Skills (by Mrs. Laurene Man)
November*	Workshop	Marital Counselling (by Mrs. Maria Kong)
*Exactly dates to be announced		More workshops are under arrangement.

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

Past Events

Date	Nature	Title
10 January 2004	Workshop	健腦操 (Brain Gym) 的簡易應用 (講者：劉啓威先生)
6 March 2004	Workshop	健腦操 (Brain Gym) 的簡易應用 (講者：劉啓威先生)
27 March 2004	Seminar	The Use of Eye Movement Desensitization and Reprocessing (EMDR) in Helping People Speakers: Mrs. Carolyn Neunuebel & Dr. Atara Sivan
3 April 2004	Workshop	健腦操 (Brain Gym) 的具體應用 要你好看(講者：劉啓威先生)

Workshop on Brain Gym



Membership Update

The following individuals joined HKPCA since December 2003:

Welcome

2 Associate Fellows:

Mr. Chan Kwok Bong
Dr. Liu Chi Pun

20 Members:

Mr. Au King Kwong
Ms. Cheung Lai Ming
Ms. Cheung Yin Ming
Miss Cheung Yuk Mei
Ms. Chow Wai Yi
Ms. Chu Wai Fun, Linda
Miss Fan Kit Yan
Mr. Ho Kwok Leung, Danny
Miss Hui Yeuk Shan, Eunice
Miss Lee Wing Yin
Mr. Leong Wai Mun
Ms. Leung Laksmi
Miss Leung Wing Sze
Mr. Li Kan Chuen
Mr. Victor Liu
Miss Ng Shuk Yin
Miss Tsoi Wai Yin, Vivian
Mr. Wong Chin Pang
Mr. Yao Kin Hing, Paul
Miss Yiu Wai Kwan, Gini

4 Junior members:

Mr. Choi Tsz Ho
Ms. Gutwirth Andrea
Ms. Lam Ting Kei
Mr. Wong Wai Hung

12 Student member:

Miss Chan Kit Lan
Miss Cheung Chak Wah
Miss Chui Pui Ling
Mr. Ho Chun Man, Benjamin
Miss Lam Suet Fun
Ms. Law Shuk Ching
Mr. Lee Kar Hung
Miss Lin Sin Wan, Winnie
Dr. Liu King Yin, Rico
Ms. Mok Wing San
Mr. So Lut Kong, Henry
Mr. Yeung Yuen Fan, Franky

1 Affiliate:

Mrs. Chan Lai Har Kam, Elizabeth

Congratulation

Upgraded to Associate Fellow:

Miss Leung Hui Chi, Heidi
Mrs. Yung Tsang Sun May, Grace

Upgraded to Member:

Ms. Law Mui Lan, Miranda
Ms. Lee Suk Ling, Sophia
Miss Fong Yee Ki

Best wishes to..... Best wishes to..... Best wishes to.....

The HKPCA Council wishes to congratulate our Fellow The Rt. Rev. Thomas Yee-po SOO on being conferred the Honorary Doctor of Divinity by the University of Trinity College and the University of Toronto, Canada on 11 May 2004. Our warmest regards to Rev. SOO.

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

SUPPORTIVE SUPERVISION SCHEME



After a thorough selection process, recommended by the Advisory Committee and endorsed by the HKPCA Council, we are pleased to announce a list of 12 successful first batch qualified supervisors for the scheme. They are (in alphabetical order):

1st Batch Supervisors

Congratulation!

Dr. Chan Ching Hai, Charles
Associate Professor
Department of Applied Social Sciences
The Hong Kong Polytechnic University

Dr. Ho Wui Shing
Associate Professor
Department of Applied Social Sciences
The Hong Kong Polytechnic University

Ms. Lau Chiu Ling, Cherine
Social Work Supervisor
Caritas Hong Kong (Family Service)

Prof. Lee Yiu Chuen, Simon
Therapist
Centre of Marriage & Child Guidance/
Professor & Director of Doctor of Ministry Program
Alliance Bible Seminary

Prof. Leung Seung Ming, Alvin
Professor
Department of Educational Psychology
The Chinese University of Hong Kong

Mr. Li Shiu Hong, Simon
Consultant
Centre for Cross Cultural Service Ltd.

Mr. Tang Wai Hung
Supervisor
Corporate Planning Unit
Training and Development Unit
The Hong Kong Federation of Youth Groups

Dr. Tsui Ming Sum
Senior Lecturer
Department of Applied Social Sciences
The Hong Kong Polytechnic University

Dr. Sin Kuen Fung
Senior Lecturer
Department of Educational Psychology,
Counselling and Learning Needs
The Hong Kong Institute of Education

Dr. Sung Chan Po Lin, Pauline
Associate Professor
Department of Applied Social Sciences
The Hong Kong Polytechnic University

Dr. Wat Wai Ho
Director, Senior Trainer & Therapist
Love Song Family Counseling & Training Association

Mrs. Yung Tsang Sun May, Grace
Chief Executive/
Chief Clinical Supervisor
Green Pastures Whole Person Development Centre

In-take of 2nd batch supervisors

Don't miss the chance

The application period for the second batch of supervisors has commenced. We welcome anyone who is interested in joining the Supportive Supervision Scheme and fulfil the following criteria submits an application to us.

1. Have at least 5 to 10 years of professional experiences in providing counseling services, either currently in a supervisory role or aspire to be a supervisor.
2. Have a formal training in counseling or related fields.

Application form can be obtained through the HKPCA Secretariat or downloaded from our web-site: www.hkpcsa.org.hk. For enquiry, please call Miss Michelle Lee, Executive Secretary, at 2334-7172.

Application Deadline: 30 June 2004

Registration fees and tuition is subject to be confirmed.

of the learning community as the context of practice. Any demonstrated outcomes of learning that may be judged as adhering to a particular standard of practice, in our case, would have gone through the test of comprehensibility of utterances within the critical and yet supportive supervision group, i.e., persons involved in the SSS and the correctness and appropriateness of actions in which that group operates². Here, a critical and yet supportive community is clearly essential for the optimal functioning of these supervisory dyads aiming at the establishment of consensus about the correctness or appropriateness of actions.

Fourthly, any theory of counseling supervision that aims to achieve a degree of coherence and applicability in the local context at the same time can not evade the challenge that all professional practice is at once both personal and political, not to mention that we are deep in the midst of both public service reforms and budget cutbacks. In the attempt to establish consensus about the correctness and appropriateness of actions, Grundy (1987) among many others, believes in the notion of **curriculum as praxis**³. In keeping with this notion, praxis is not some action that is judged as correct and appropriate based on an authoritative interpretation of a cherished theoretical approach or even through cycles of reflection. More often than not, praxis becomes professional practice that changes both the situation around it and the understanding of such situation.

In this way, praxis is informed by an "emancipatory interests"⁴ which preserve for all groups of people the freedom to act within their own social situations in ways which enable the participants to be in control of that situation.

To conclude, this distinct conception that curriculum is at once input, content, outcome in context as well as praxis laid the foundation for this new curriculum for supervisors' in counseling. Ours will be a dynamic curriculum devoted to address explicitly the inevitable tension between theory and practice context through creating space for consensus among a group of critical yet supportive supervisors.

On the practical level, the course laid down a clear direction that point to two cycles of perfection in practice on both the meso (i.e., the organizational) and micro levels. Existing literature on practice strategies are re-organized

to fit into the development of authority in practice and supervision in the following three stages. Originate from the organization hierarchy; supervisors often begin from the position of **personal authority**, authority due to the person in position. While in position, more and more supervisors have gone through the stage of acquisition of skills from post-graduate or advanced professional training in order to transit to the stage of **technical-rational authority**, authority due to advancement in advanced know how and expected theory-based outcomes. To perfect this cycle of practice at the organization level, demonstration of **professional-moral authority**, authority and leadership due to commitment and ability to effect system changes as well as changes in the understanding of counseling service provision, is clearly indicated. This justifies why we construed our new curriculum as praxis.

The second cycle of perfection in practice focused on the acquisition of skills in the use and measurement of **clinical-behavioral competence** in counseling supervision towards **validating self-directed evaluation**. Sets of clinical-behavioral competence checklists have dominated the quality assurance mechanism of more and more professions in health and social care, most noticeably the nursing profession. This curriculum proposes a cycle of perfection in practice whereby competence checklists served only as a guide for moving on to evidence of self-directed evaluation. The validating process, same as any quality assurance mechanism, requires a motivation package to document the variance encountered in the use of any such checklist. Again, the critical and supportive group of supervisors in the SSS is essential to sustain such a process.

To conclude, the above conceptual foundation for this new curriculum was purposely formulated to take supervision forward, breaking away from the never-ending oscillation between over-emphasis with theory-based models in clinical supervision, and pre-occupation with a theoretical but largely behaviorally-based competence checklist as in the quality assurance function of administrative supervision. Taking supervision forward as a self-assumed mission of the Hong Kong Professional Counseling Association is based instead solidly on a new set of conceptual foundation with a new direction.

² In Kadushin's now classic text "Supervision in social work" 4th Ed. (2002), supportive supervision functions overlapped both clinical and administrative supervision functions and occupies seven out of a total of ten supervision functions. As a professional counseling association, we have decided to focus on supportive supervision as the most inclusive construct in the promotion of professional training in supervision.

³ It is interesting to note that Habermas (1984) actually set out four criteria for judgment making about the quality of the work of groups in achieving consensus in the process of constructing knowledge. They are: the comprehensibility of utterances within the group; the truth of the propositional components of the groups' discourse; the authenticity of the speaking subjects and the correctness and appropriateness of actions in which the group engages.

⁴ Praxis is not simply doing something and thinking about it. It involves freely choose to act in ways which are informed by the critical social theorems. The action is not considered to be "correct" or the right action but becomes the subject of reflection itself. Both theory and practice must be open to critical scrutiny.

⁵ Emancipation in this sense is not libertinism. It is reflective, responsible but socially autonomous action, not just individually autonomous action. Praxis does not promote individual emancipation at the expense of collective freedom.

Taking supervision forward:

A conceptual foundation for a new curriculum in counseling supervision

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

In the first three issues of the HKPCA's Newsletter in 2003, we have discussed the vision, the commitment and the support structure of HKPCA in launching the Supportive Supervision Scheme (SSS), proposed a "good enough" model of supportive supervision, and after a brief review of the historical evolution of counseling supervision, asserted that a fine balance of the dual tasks of "enabling and ensuring" will be our focal concern in the adoption of specific guidelines in the code of practice for counseling supervision. We believe therefore that the best way in ensuring standards of practice is to commence an enabling program in supportive supervision.

There exist many theories and models in supervision. There are psychotherapy theory-based supervision as well as developmental, social role and integrationist models (Bernard & Goodyear, 1998). Nonetheless, it is not an uncommon experience, especially to serious students and practitioners of counseling, that after attending training programs in supervision within one particular theory or model, feelings of doubts and uncertainties if not intimidation surfaced towards one's own current practice. This has been attributed to the fact that counseling and psychotherapy are very intense about theory. Some observed that other professions are not so obsessed with justifying themselves in terms of theory-based practice in the course of professional service delivery. I wish therefore to advance the following distinct features of a conceptual foundation for this new curriculum promise to **take supervision forward** and away from some of these existing limitations.

First, I will define supportive supervision¹ as counseling supervision being conducted in a contracted professional relationship between two or more individuals engaged with counseling activities that leads to support and containment for the counselor and the counseling work in review. Ensuring the well-being of the clients is treated with equal importance in this supervisory relationship.

A discussion of distinct features of the conceptual foundation for this new curriculum may be conducted on both theoretical and practical levels. **On the theoretical level**, the Curriculum has

been built on four bold assumptions, which may be seen as the **cornerstone of the foundation**. Firstly, that professionals practicing in the human services, i.e., counselors, psychologists, social workers and teachers will benefit more from a **differentiated** rather than a unified **curriculum** (Glatthorn, 2003), i.e., in the traditional form of **curriculum only as "input"**. It embodies benefits from both a structured-intensive and a self-directed curriculum.

By differentiated curriculum, I mean supervisors will have options about how they utilize the curriculum to foster their own competence, standard, quality and function of their respective professional development in supervision. A core curriculum will be provided for the coverage of **competence** and support to perfect one's supervisory practice. One can choose to go through a recognition process to reach the **standard** set for qualified supervisors. The SSS will continue to support **quality** work being developed and disseminated to individuals and organizations providing counseling and for those committed ones they can take out **supervision contracts** for with supervisor-in-training or practicing counselors looking for continued professional development.

Secondly, these individuals who have demonstrated track records and experiences in the delivery of their respective professional practice should be engaged in a cooperative development process of "co-creating" **the curriculum as content** in a systematic fashion. This is in accordance with the latest research on learning professional practice among health and social care professionals. This "space" created by design in the curriculum will be used to not only in ensuring quality learning processes, but also in generating content areas that were not in existence in the original curriculum. In effect, I expect a regular evolution of new content to the curriculum.

Thirdly, the evaluative component in the curriculum is structured in such a way that an explicit claim of the **curriculum as outcome in context** should be at once apparent. The evaluative criteria will form part of the HKPCA's "Qualified Supervisors" mechanism and will be fine-tuned to align with international standards of counseling and counseling supervision. But what makes this set of criteria and the process of setting supervision standard distinguishably new is the involvement