



香港專業輔導協會

Newsletter 會訊

July 2003

The Hong Kong Professional Counselling Association

Secretariat:

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council 2003-2004

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Our Newly Elected Council 2003-2004

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Major Decisions of AGM on 23 May 2003

Current Members, Associate Fellows and Fellows can apply for LIFE MEMBERSHIP. An one-off membership fee is \$3000.

The "one-year working experience in a related field" requirement of a JUNIOR MEMBER was waived. Individuals with certificate / diploma in counselling or a related field may apply for membership as a junior member.

The Membership and Professional Standard Committee will be working on a TWO-TIER MEMBERSHIP STRUCTURE with the aim to keeping our membership accessible to a diverse field of human service professionals whilst pursuing the goal of professional quality enhancement.

The influential child psychoanalyst D.W. Winnicott talked about the "good enough" mother. By that he meant that the mother does not take it personally when the child throws food back at her face when feeding. She is neither too mad to continue, taking it as an assault by the child to her parenthood; nor too guilty to take it as a reflection of her own inadequacy as a parent. Instead, she sees it as the child's temporary inability to cope with the external world - that of being fed by the mother. In my view, a good enough mother is not only good at this form of "externalizing". She will, parallel to this externalizing process, continue to search internally for strength to either decide when to stop temporarily the feeding or change the child's external situation flexibly to facilitate an easier

experiences and in pace with international development. Since the 1970s, professional counselling training programs, counselling services and with them, supervision had begun to take root in Hong Kong. A sizable number of very experienced practitioners, trainers and supervisors have cumulated a wealth of skills and knowledge since then. Based on these "scholarship-in-practice", comes the FACE Model, promised to include **both necessary and sufficient** elements of a good enough model of supportive supervision.

FACE is the acronym for one common Foundation, two ambitious Attainments, three essential Competences, and finally, four types of Engagements.

The FACE Model - A "good enough" supportive supervision model

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

"coping" for the child. Ultimately, a good enough mother only exists in the context of a functioning mother-child relationship.

In the same spirit, a "good enough" supervision model can never stop at teaching supervision skills or even building professional-clinical-management competence in the supervisors **in isolation**. Being taught to practise according to a model developed by a world renowned clinician or a management guru is never enough to prepare one to be a qualified supervisor. The model has to encompass the matching of individual learning and problem-solving styles of the supervisor-supervisee dyad, the struggling with authority, power, trust and ethical practice issues, as well as the experimentation of essential competence in supervision in a sustainable and supportive network of fellow supervisors.

The central task in the early days of launching a profession-based and sustainable Supportive Supervision Scheme (SSS) is to build a "good enough" model derived mainly from local

The following preview of the "ingredients" of the Model illustrates why they are necessary because of the wide coverage of the latest knowledge blocks, essential skills tools, as well as critical strategies to meet with the interpersonal and organizational difficulties that are inevitable in any supervisory relationships.

Relative to the many isolated clinical supervision models or supervision models generated mainly from business context that are available to counselling practitioners in Hong Kong, the FACE Model includes sufficient elements of a supervision model. It is not only tailored specifically to the human services and the education sectors but also addresses, in sufficient details, the pressing need to mentorship, team program development and evaluation which dominates the post welfare and education reform era in Hong Kong.

Here are the main elements of the FACE Model.

One common Foundation

Defining personal comfort zone

- Practicalities & contracts
- Boundaries & competence
- Confidentiality & duty to report
- Loyalty conflicts & responsibility
- Ethical practice codes & judgment
- The illusive issue of trust between supervisor & supervisee

Two ambitious Attainments

Documenting best personal stories of good supportive supervision

- Telling stories but no morals included
- Writing personal success stories

Building sustainable network of best practices in supervision

- Peer supervision experiences
- Group supervision requirements
- Network supervision potentials

Three essential Competences

Redefining mentor - mentee comfort zone

- Say what you mean
- Mean what you say

Assessing mentee's learning & problem-solving styles

- Identifying the basic styles using typologies

Reviewing the developmental aspects of styles

Affirming mentee's attainments

- Giving positive & not-so-positive feedback
- Receiving feedback from your mentees
- Affirming while educating a parallel action plan

Four types of Engagements

Learning styles

- Supervisory learning styles

Problem-solving styles

- Identifying problems of self and others
- Approaching & embracing problems
- Solving problems & loving one's solutions

Mistake handling procedures

- To err is human
- Reporting mistakes but not "whistle blowing"

Difficult human relationships

- When all else fails - how not to risk the human face
- Damage control with the FACE model
- Balancing the management and the supportive function of supervision

The detail of the theories and practice of the FACE Model will be available at the August Bi-annual Conference of the HKPCA. This Handbook will also include many case studies of successive supervision stories, assessment instrument, teaching and learning notes, general readings, references, documentation forms and evaluation tools associated with the implementation of the Supportive Supervision Scheme to be launched right after the said Conference.

SUPPORTIVE SUPERVISION SCHEME - ADVISORY COMMITTEE

It is our honour to have invited Professor Lam Man Ping (Counselling), Mr. Tai Hay-Lap (Education), Professor Diana Mak (Social Work) and Professor Peter Lee (Psychology) to form an Advisory Committee for the Supportive Supervision Scheme. The Advisory Committee will be on a two-year renewable appointment and will be on a Pro Bono basis.

Terms of Reference:

1. To advise the HKPCA Council on matters pertaining to the direction and implementation of the Supportive Supervision Scheme.
2. To provide recommendations to the HKPCA Council on a list of individuals for their suitability to be the first batch of eligible and qualified supervisors for the said Scheme.
3. To receive an annual report of the said Scheme and comment on the outcomes of the Scheme.

Open applications for first batch supervisors will be invited at a later stage. Watch out for announcement in our Biannual Conference.

Current Supervisory Practice in the Social Work Field in Hong Kong

TSUI Ming-sum Ph.D. ACSW RSW
Senior Lecturer
Department of Applied Social Sciences
The Hong Kong Polytechnic University

It is an honour to be invited to share with members about the current practice of supervision in the social work field. The following is a summary of selected key findings from a review of local empirical research studies and theses:

The major format of social work supervision is individual session. During individual sessions, the supervisor and the supervisee discuss issues with a clear focus, such as a case review. The discussion may also touch upon agency policy, since the goal of the supervisor and the supervisee is to handle the case in the best way within existing agency policy. Group sessions such as case conferences, team meetings, and staff development groups are used as supplementary format.

During individual sessions, supervisees are often more at ease to talk about their own feelings at a more personal level. For urgent matters occurring during their regular practice, supervisees could always approach their supervisors for consultation in short notice. In fact, this kind of ad hoc face-to-face contacts serve as an essential form of communication to resolve immediate difficulties. Although it is assumed that the supervisor and the supervisee keep the content of supervision confidential, some supervisees discuss with colleagues how their supervisors talked to them in their individual sessions.

Except in cases where it is stipulated by agency policy, supervision sessions are not regular and scheduled in advance. In some service units, formal supervision sessions are only scheduled for conducting staff appraisal. That means there are no real ongoing supervision sessions. The format and frequency of social work supervision are influenced by agency policy, the nature of service setting, the nature of the tasks, the experience of the supervisees, and the attitude of the staff.

In many human service organizations, while there is no written supervisory contract, there is only a verbal agreement between the supervisor and the supervisee on the format and structure of supervision sessions, which is established at the beginning of their supervisory relationship. Both the supervisor and the supervisee may discuss their expectations about supervision. However, they seldom would evaluate or change the supervision format once the process has started.

Regarding the content of supervision sessions, there are two kinds of subject matter. The first is the discussion of the program plan or work progress. The supervisee starts the session with a verbal report and

then asks the advice of the supervisor. In most situations, the supervisor has the final say on the resulting plan of action. This shows the way in which the supervision session acts as a mechanism for establishing the accountability of service quality. The supervisor plays the role of gatekeeper in the process, ensuring that the service outcome is up to the standards expected by the organization and the community. Another frequently discussed subject in supervision sessions is clinical micro skills. This kind of discussion is always based on specific cases. Some supervisors prefer to focus on the direction and principles of intervention instead of going into the details of every case.

However, for cases in which crises are involved, supervisors would give specific and concrete instructions and require the supervisee to follow step by step. In this situation, the supervisee is expected to always consult the supervisor. A supervisee would also approach a supervisor about relationships with other colleagues. From the supervisees' perspective, "to be human" means "to be more personal". If supervisors are not prepared to talk about matters at a more personal level and show concern for their supervisees, they will be perceived as inconsiderate.

Of course, there are other matters discussed in supervision sessions. Whenever there is additional workload, the supervisor would approach the supervisees to understand their views. In addition, methods of establishing relationships with clients and their significant others are discussed in supervision sessions. Some supervisors focus on the needs of the staff at crucial stages of professional development.

Many supervisees talk to their supervisors about their problems in working with peers. However, they seldom talk about personal matters, even when they consider their supervisor a good friend. They tend to separate work-related matters from personal ones and handle these different matters in different places and at different times.

In short, supervisory practice in social work field is less structured but more personal when compared with their Western counterparts.

Note: For further information about references, please send E-mail to the author at ssmstsui@polyu.edu.hk

Biannual Conference 23 August 2003

"From Quality Assurance to Quality Enhancement Nature and Mechanism of Professional Competence in Counselling"

The Second Announcement detailing the programme schedule of the said conference and pre-conference workshops has been published. The Conference will also launch the "Supportive Supervision Scheme", of which the details and model will be found in the last and current issue of HKPCA Newsletter.

To enjoy a membership rate, you are most welcome to send in your membership application along with registration for the Conference. You will fit into one of the following categories depending on your qualifications and professional experiences. Please refer to more details and download application forms from our website at www.hkpc.org.hk

Membership categories	Academic qualifications (with major in Counselling or a related field)	Plus Professional experience in counselling
Fellow*	Master's Degree	10 years
Associate Fellow	Master's Degree	5 years
	or Bachelor's Degree	7 years
Member	Bachelor's Degree or Diploma	-
		5 years
Junior member	Certificate or Diploma	-
Student member	Currently undergoing training	-
Affiliate	No formal training and with interest in counselling	-

*Application to Fellow must be invited by and recommended to the Association

Welcome

The following individuals joined HKPCA since May 2003:

Ms Mung Sai Ying, Debbie (Associate Fellow)
Mr. Kwai Chi Kin (Member)
Miss Mark Yuen Mai (Junior Member)
Hong Kong Adventure Youth Association
(Institutional Member)

Membership Update

Congratulation

The following individuals were upgraded since May 2003:

Upgraded to Associate Fellow:
Dr. Tang Cheuck Wing,
Mr. Chow Hing Chung,
Mr. Chan Kwan Ngai

Upgraded to Member:
Mr. Lee Hing Sum,
Miss Vivien Cheung

Membership Update

Programmes & Workshops 自我增值

Upcoming workshops

Date	Nature	Title
12.7.03	工作坊	即興劇場練習應用 — 多元自我探索工作坊 主持: 馮慧瑛小姐 (資深社工)
19.7.03	Workshop FULL	Marital Counselling and Emotionally Focused Therapy (Part II) Speaker: Mrs Maria Kong
Sept/Oct	工作坊	Brain Gym 健腦操 主持: 劉啟威先生 (註冊健腦操導師、註冊社工)
Oct	Case conference	Suicide prevention Convenors: Mrs. Lu Chan Ching Chuen & Mrs. Bonny Ip
Nov	Workshop	Living with Counselling Speaker: Ms Holly Wong, Senior Counsellor, City University of Hong Kong

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

資深婚姻輔導員江任燕瓊女士擁有相當多的支持者，圖為她主持 Marital Counselling and Emotionally Focused Therapy 時帶領參加者反思婚姻及家庭對個人的意義。由於向隅者眾，江女士已答應於年底再舉辦相關課程，請留意本會網頁 www.hkpc.org.hk



篆刻與輔導

清泉



中國的書畫藝術中，對篆刻獨感興趣，覺得在篆刻印章中之丁方世界裏，因篆刻家之佈局心思，把文字媒體提昇到不同之圖像及意境。對篆刻毫無認識的我，在一次講座中了解篆刻之創作，從選字體開始，再作設計佈局。但一切之構思，或會因刀刻時印章石頭之特質而改變，而要因應石頭之特質，對原先之設計作出調整。

我常常用上述之體驗與帶領輔導小組之同學分享，在他們設計認知行為小組時，往往有他們的主題及要帶出的訊息，他們也有因參加者未能如他們期望中的反應而失望。在討論過程中，他們也體驗到篆刻過程中篆刻家不能單把自己的構思加諸石頭上，何況他們輔導的對象是人呢。篆刻是門藝術，輔導也應如是。

是人，不是鳥

雙子

走進書店，站在一系列有關天才教育的書面前，有點嚇呆了。什麼卡爾威特的教育、哈佛女孩劉亦婷、早期教育與天才等等，不禁對內地近年盛行的神童教育和父母的用心良苦佩服得五體投地。作為父母，不得不有點心動。假如有靈丹妙藥，誰不想自己的寶貴資優出眾。

記得在一次小學生交流活動中的一段短話：

香港家長：你長大的志向是那一間大學？清華還是北大？
來自新會的小三生：不，媽媽說目標是哈佛。

問題是：孩子可以經倒模而成嗎？同一模型出來的孩子可愛嗎？

茫茫然移向另一邊的書架，幸好找到幾米的小書，釋我疑惑。畫中的小胖子，正努力學做一只鳥，文字是這樣寫的：

要像鳥兒飛上天。
要有鳥的羽毛。
鳥的翅膀。
鳥的尾巴。
還要有鳥的細腳和尖尖的嘴。
要展開雙翅努力練習飛翔。
最重要的是，一定要有一個鳥爸爸和一個鳥媽媽。
(聽幾米的歌)

我最後的結論是：我的孩子是人，不是鳥。

投稿

歡迎會員投稿，抒發有關從事輔導工作的體會或生活感想。可能是溫馨小品、或幽默、或煩惱、或迷惘、或鼓舞.....。500字以內，中英文均可，請電郵稿件至：enquiry@hkpca.org.hk 或聯絡23347172 秘書處。



香港浸會大學持續教育學院



In collaboration with



University of
South Australia

Master of Social Science in Counselling

Programme objective and target participants

This is a two-year part-time programme deliberately designed for working professionals for whom counselling is wholly or part of their formal work responsibilities. Its objective is to equip these professionals with the necessary counselling knowledge and skills for working confidently with people in their existing profession. Our current students include healthcare workers, nurses, medical therapists, social workers, teachers, pastors, human resources / personnel workers, community workers in the field of drug and alcohol addiction, the police and others coming from a wide range of human services background.

Graduates from the MSSc in Counselling programme are eligible to apply for full membership of the Hong Kong Professional Counselling Association (HKPCA).

Application Period : 1-31 July 2003
Programme Commencement : 2 October 2003
Enquiries : 3411 5512 / 3411 5559

Exempted Course at Non-local Courses Registry, Education and Manpower Bureau (Reference number: 410262). It is a matter of discretion for individual employers to recognise any qualification to which this course may lead. Leaflets and application forms are available at the following HKBU-SCE offices during the application period.

General Offices | Campus Centre - 5/F, David C. Lam Bldg, HKBU, Kowloon Tong | Town Centre - 6/F, 8 Hart Avenue, Tsimshatsui
 | Tsimshatsui Learning Centre - 4/F, 136A Nathan Rd, Tsimshatsui | Island Centre - 9/F, Cosco Tower, 183 Queen's Road Central

Programme Highlights

- Intensive face-to-face workshops conducted by UniSA counselling faculty
- Counselling lab groups facilitated by local instructors providing counselling skills training practice, personal growth, peer support and networking opportunities
- Continuous support by UniSA counselling faculty through email and facsimile
- Free access to HKBU Library and SCE Resource Library
- Classes are held on weekday evenings and Saturday afternoons
- Provision of core textbooks and study guides



HKPCAMSSC/0703

Advertisement

HK\$500 for a quarter-page;
 please contact Mrs Rose Tang, Executive Secretary, at 2334 7172 for further details.

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