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HISTORY OF COUNSELING SERVICES IN HONG KONG

DISSERTATION

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By

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The purpose of this study was to trace the development of the counseling movement in Hong Kong from its beginning to the present and to examine future directions confronting those who work in the counseling field in Hong Kong.

Originating from social unrest in 1966 and 1967, the counseling movement began as an attempt to meet the society's developmental needs of self-expression and direction. Although not a formal program, the first known counseling service in Hong Kong was offered by Ben Fong in 1967 at the Yang Memorial Social Service Center. In 1969 the Hong Kong Federation of Youth Groups established the first formal counseling service in Hong Kong.

Institutions of higher education and foreigners played a major role in the development of early counseling services in Hong Kong. In 1970, Peter Whyte, an Australian, organized a counseling service at the University Hong Kong. In 1971, Ken Locke, an American, established a counseling service at the Hong Kong Baptist College. Counseling services grew rapidly in the early 1970s, and a 1975 survey identified fifty-five agencies which reported providing counseling services.

In the mid-1970s, helping professionals were struggling with the issue of "What is counseling?" A significant developmental step was the establishment of a master's degree program in counseling at the Chinese University of Hong Kong in 1977. The first professional counseling organization, the Association of Psychological and Educational Counselors of Asia-Hong Kong Branch, was organized in 1979 and the first counseling journal was published in 1980. In 1984, the Education Department of the Hong Kong Government established guidance services in secondary schools.

The challenge for the counselors of Hong Kong in the 1990s relates to two foreseeable changes in the Hong Kong community, the Chinese recovery of the sovereignty of Hong Kong in 1997 and the aging of the population.

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CHAPTER 1

INTRODUCTION

Every academic discipline has a history. Although the history of counseling in the United States spans more than a century, the development of counseling in Hong Kong spans a period of only twenty years. Contrary to the counseling movement in the United States, which began as a social welfare service and became an extension of the educational process, the main thrust of the counseling movement in Hong Kong came from educational institutions and was initiated by Westerners. The movement quickly gained status in the social welfare services in Hong Kong.

Originating from social unrest in 1966, which grew out of protests against ferry fare increases (a domestic issue) and a riot in 1967 which seemed to be related to the Cultural Revolution in China, the counseling movement in Hong Kong began as an attempt to meet the society's (especially the teenagers') developmental needs of self-expression and direction.

Due to the lack of an indigenous theoretical structure which could provide a unified system of principles and definitions upon which the counseling profession in Hong Kong could rely, the development of counseling over the

past twenty years has been unsystematic. The theoretical structures are still those of Western import.

Because of the rapid and expansive growth of counseling in Hong Kong, there are no definitive writings which identify the related events and show the cause-effect relationships that have resulted in the present counseling profession in Hong Kong. E. G. Boring, a renowned historian in the field of psychology, noted that one who neglects history "sees the present in a distorted perspective, . . . mistakes old fact for new, and . . . remains unable to evaluate the significance of new movements and methods" (1950, ix).

There seems to be no clear understanding among the people of the purpose of counseling in Hong Kong. Since counseling is not an isolated system of knowledge, there has been extensive sharing with disciplines such as social work, psychiatry, and psychology. These professions have also made significant contributions to the development of counseling.

The status of counseling in Hong Kong cannot be fully appreciated without a careful examination of the historical forces that have given the development its momentum. The advantage of documenting the events surrounding the development of counseling in Hong Kong is that the result may enable those working in the field to develop an historical perspective of the development of counseling in Hong Kong.

A complete and detailed accounting of the development and objectives of the many facets of the counseling movement is needed in an effort to establish order for the future course of counseling in Hong Kong.

Statement of the Problem

The problem of this study was to trace the development of the counseling movement in Hong Kong from its beginning to the present, and to examine future directions confronting those who work in the counseling field.

Background and Significance of the Study

"Borrowed place, borrowed time" (Hughes 1976) is perhaps a good description of Hong Kong, a colony of Great Britain. Since 1972, Hong Kong has been removed from the United Nations' list of colonies at the request of the People's Republic of China. In 1997, under the new Sino-British agreement of 1984, Hong Kong will be returned to China but will retain some degree of autonomy.

Hong Kong's successful transformation from a traditional entrepot economy into a major industrial city-state and important financial center in East Asia has often been acclaimed as one of the "economical miracles" in the history of the modern world. In less than three decades, the per capita income in Hong Kong has increased almost thirteen times, and ranks third in the entire East Asian

region, second only to Japan and Singapore. Furthermore, some authorities rank Hong Kong third in the world, after London and New York, in terms of foreign banking and quasi-banking institutions (Lin 1979).

These figures indicate the tremendous economic success Hong Kong has achieved in the past thirty years. What is most surprising, however, is that all of this has been done in a colonial city-state with a total land area of only 400 square miles, in which approximately 5.5 million people live. Ninety-eight percent of this population can be described as Chinese on the basis of language and place of origin.

The rate of population increase in Hong Kong, like her economic achievements, is equally phenomenal. Even though, compositionally, Hong Kong is a city of immigrants, the flow of immigrants into Hong Kong has never been steady or smooth. Since the Second World War, and particularly in the wake of the communist takeover of China, there have been a number of influxes into Hong Kong of chinese refugees who came as settlers. The largest number entered Hong Kong in the late 1940s and early 1950s. Since then both natural population growth and the continual arrival of refugees have resulted in the erratic pattern of population increase (Lau 1983).

What is peculiar in Hong Kong is that, despite rapid economic and population growth, Hong Kong has been singularly immune from social-cultural breakdown or

political instability. The cultural system in Hong Kong is heterogeneous, with the division between Western and Chinese cultures. Even among the Chinese people themselves, variations in dialects, customs, and styles of living are predominant. While on the one hand many Chinese immigrants have brought with them social and behavioral patterns derived from the rural setting of traditional China; on the other hand, they have had to adapt themselves to the exigencies of an urban and westernizing society. The process of industrialization and modernization has also resulted in anonymity. Close family bonds in the traditional Chinese families have disappeared and individualism has emerged. This has shaken the traditional code of behavior, and teenagers have been experimenting painfully with their new styles of living. This heterogeneity has provided the perfect ground for the birth and growth of counseling services, a western concept of helping, in a society that is basically Chinese.

The stable political situation since the Second World War was marred by two social uprisings, first in 1966 and then more pronounced in 1967. Although the unrest in 1967, which was spawned by the Cultural Revolution in China, diminished after a few months, it precipitated a series of social and political reforms adopted by the Hong Kong government. The government's previous preoccupation with

the socioeconomic elite has given way to a more equalitarian approach, showing increasing concern for the "man on the street." In the last ten years this has been largely due to the emergence of the new young generation, which comprises one-half of the population and who identify themselves more closely with the fate of Hong Kong. This change of political attitude has been reflected in the introduction of labor legislation and in the strengthening of social services (Lin 1979).

Contrary to the development of counseling in the United States which was primarily the work of Americans (Picchioni 1980), the initial development of counseling programs in Hong Kong has been the work of both locals and foreigners. Foreigners who assumed high posts in the organizations had very little knowledge about the culture and people of Hong Kong at that time. Counseling in Hong Kong is like an adopted child who comes from a very different background and who is trying hard to fit into the new family. Rogers described well the basic differences in the two cultures: "The Chinese approach leads to group unity, a general contentment in conformity, and satisfaction in helping to achieve the group goals. . . . The person-centered approach leads to a sense of community based on the diversity, . . . of freedom and power, and to the anxiety and pain of being responsible" (1979, 14, 15).

Brammer (1985) tried to analyze counseling services in the People's Republic of China in a different light. He tried to explain the relationship of the neighborhood council and the extended family as the source of informal counseling for an individual. This communal approach to an individual's problems offers a combination of support and exhortation to change thoughts and behavior. This, however, is in conflict with western cultural thought that values "psychological freedom." Maes (1968) maintains that all counseling approaches imply the promise of increasing human freedom. The integration of this western concept into a community that is Chinese has met with mixed results.

The development of counseling in Hong Kong has not been systematic, and the role of counselors is still the subject of much debate and exploration. An examination of the historical roots and development of counseling in Hong Kong could make a valuable contribution toward helping the still young counseling profession in Hong Kong to move forward in a systematic manner. With the advent of 1997, Hong Kong will be facing a new social and political structure which will severely test the capability and adaptability of the existing counseling profession. Therefore, it is imperative that counseling in Hong Kong achieve stability, recognition and planned purpose in order to meet this challenge. Those who conceptualize the future role of counselors in Hong Kong

will need an understanding of the historical perspective in order to adequately interpret the current needs facing the counseling movement.

Definition of Terms

In this study the term counseling services is defined as services provided by professionally trained counselors or services provided by agencies or institutions that claim to be counseling services, although some of the staff members may not be professionally trained.

This definition is necessary in order to avoid confusion with psychological services which are provided by clinical psychologists and case work services which are provided by social workers. However, some of the "counselors" working in some agencies are clinical psychologists or social workers, and their work is also included in this study.

CHAPTER 2

PRE-COUNSELING HONG KONG AND THE FORMATIVE YEARS: THE 1960S AND 1970S

Introduction

There is perhaps no field of study which could better explain the development of counseling in Hong Kong than the sociological study of the Hong Kong society. It is only by studying the unique development of Hong Kong society and its many constituent parts, and by analyzing the contribution of all factors leading to its evolution, that the effect upon counseling can be understood.

A sociological study of Hong Kong includes the demographic setting, the economic and governmental structure, the family systems and the effects of industrialization and modernization in Hong Kong.

The function of indigenous helpers and the cultural attitude toward seeking help are examined. The activities of other related helping professions, such as the medical profession, the social-work profession, and the psychological profession, and their contributions to the development of the counseling movement are discussed.

Demographic Setting

In the four decades since the Second World War, Hong Kong has developed from a tiny trading entrepot to a major industrial city. Intricately related to the economic development is the equally impressive demographic transformation. Within a short span of two or three decades, the Hong Kong population changed from a primarily pre-modern population to a characteristically modern one.

Total population in most countries rises or falls as a direct result of two components: natural increase (births minus deaths) and net migration (immigration minus emigration). In Hong Kong the history of population growth has been marked by a very significant contribution through immigration. Throughout Hong Kong's modern history, many Chinese from the neighboring Guangdong province in China have continually moved into Hong Kong to take advantage of the employment opportunities created by the entrepot trade and the industries subsequently established to serve the trading community. During the first half of the 20th century, because of the massive movements of people in and out of the territory, natural increase was almost negligible in the population growth of Hong Kong.

With the introduction of immigrant controls in April 1949, population inflows became stabilized. From 1950 forward, the relative importance of natural increase and net migration as determinants of population growth changed

position (Table 1). High birth rates and low death rates after World War II led to a massive increase in the excess of births over deaths. Though net migration was still considerable, natural increase contributed 63 percent of the population growth between 1951 and 1961. The trend continued in the following decades (Census and Statistics Department Hong Kong 1984b).

TABLE 1
COMPONENTS OF POPULATION GROWTH, 1951 to 1981

Period (Mid-Year)	Natural Increase Number	%	Net Migration Number	%	Population Growth Number	%
1951-1961	730,600	63.4	422,200	36.6	1,152,800	100
1961-1966	443,600	96.1	18,200	3.9	461,800	100
1966-1971	318,200	76.6	97,200	23.4	415,400	100
1971-1976	296,600	74.4	101,900	25.6	398,500	100
1976-1981	290,000	42.0	400,000	58.0	690,000	100

Population Structure

Population structure is different from population composition. Where the former is the classification of the population into different sub-groups according to two demographic features, age and sex, the latter refers to the distribution of the population according to some predefined characteristics, such as social (educational attainment),

economic (occupation), or demographic (marital status). With the exception of size, age and sex are the basic parameters by which a population can be described. Age-sex structure also helps to explain the socioeconomic needs of the society such as education, employment, housing and, in this case, counseling.

Age Structure

While the aging of an individual is natural and irreversible, the population of a whole can grow old or young by reference to its age structure. The age structure is represented by three broad age groups: the child population (0-14); the working-age population (15-64); and the elderly population (65 and over).

Hong Kong's age structure for various years is shown in Table 2. Two very different patterns are discernible.

TABLE 2
PERCENTAGE DISTRIBUTION OF POPULATION BY
THREE AGE GROUPS: 1931, 1961, 1971
AND 1981

Age Group	1931	1961	1971	1981
0-14	27.4%	40.8%	35.8%	24.8%
15-64	70.2	56.4	59.7	68.6
65 and over	2.4%	2.8%	4.5%	6.6%

Before World War II, the age distribution was marked by a heavy concentration in the working-age group as shown in 1931. Among the working-age population, the greatest concentration was between age 15 and 34, occupying 43 percent of the total population in 1931. On the other hand, the child population and the elderly population accounted for only 29.8 percent of the total population. Such a pattern was typical of the Hong Kong population in the first half of this century. Given the high fertility and mortality levels of the time, the predominance of young adults could only have resulted from age-selective migration over the years. Though migration statistics were not available for this period, the general impression is that most of the immigrants were young. Consequently, the proportion of population aged 15 to 64 was higher than that of a population without massive migration (Census and Statistics Department Hong Kong 1982).

Another form of age structure emerged as the Hong Kong population became a more settled one in 1961. Compared to the distribution found in 1931, the proportion of those under 15 rose to 41 percent of the population while those aged 15 to 64 fell to only 56 percent. These changes in the distribution were the result of two different forces. First, the relatively high birth rate accompanied by low death rate in the post-war years produced increasingly large numbers of child survivors. Second, the enforcement of

frontier controls effectively lowered the immigration flow. In other words, the changing age structure reflects the more important role of natural increase in population growth after the war. The age composition was similar to that of a traditional population found in developing areas and the youthful age structure had a high potential for future growth. Demographic developments since 1961, however, have not followed the usual path. Rapidly declining fertility has led to a smaller and smaller number of births, and hence to a lowering in the proportion of the children population in 1971 and 1981. Another obvious feature of the post-war age structure is the steady increase in the proportion of population aged 65 and over. Though Hong Kong is far from being an aged population by world standards, the trend toward becoming one is obvious.

Sex Structure

The sex ratio of a population is determined by the sex ratio at birth, sex ratio of the deceased and sex ratio of net migrants. Over the world, the sex ratio has been found to range from 95 to 105 males per 100 females. Sex ratios that fall out of this range are rare and are often the consequence of unusual circumstances.

In Hong Kong the pre-war sex ratios were heavily weighted toward males, and the imbalance was particularly noticeable among young adults. The only factor affecting

the pre-war sex ratio was the age-sex selective migration. After the war, when immigration declined, there was a gradual movement toward a more balanced sex structure (Chan 1986b).

Population Pyramid

The age-sex structures of the Hong Kong population for the years 1931, 1961, 1971, and 1981 are shown in Figure 1.

One characteristic of the 1961 population pyramid was the extremely small proportion occupied by the age groups from 15 to 19 and 20 to 24. The indentation in the pyramid was created mainly by low birth rates and high death rates during World War II.

From the mid 1960s onward the population trend took another turn, the most significant aspect of which was the downward movement of birth rates. As a smaller number of births added to the population each year, the population pyramids of 1971 and 1981 began to have a narrower base. On the other hand, the larger number of children born in the late 1950s and early 1960s produced the larger base in the 1961 pyramid, and they gradually made their way up the pyramid as they became older.

The 1961 population pyramid captured the demographic disturbance caused by World War II and represented a settled population of the pre-transition expansive type with a high proportion of children. The 1971 and 1981 population

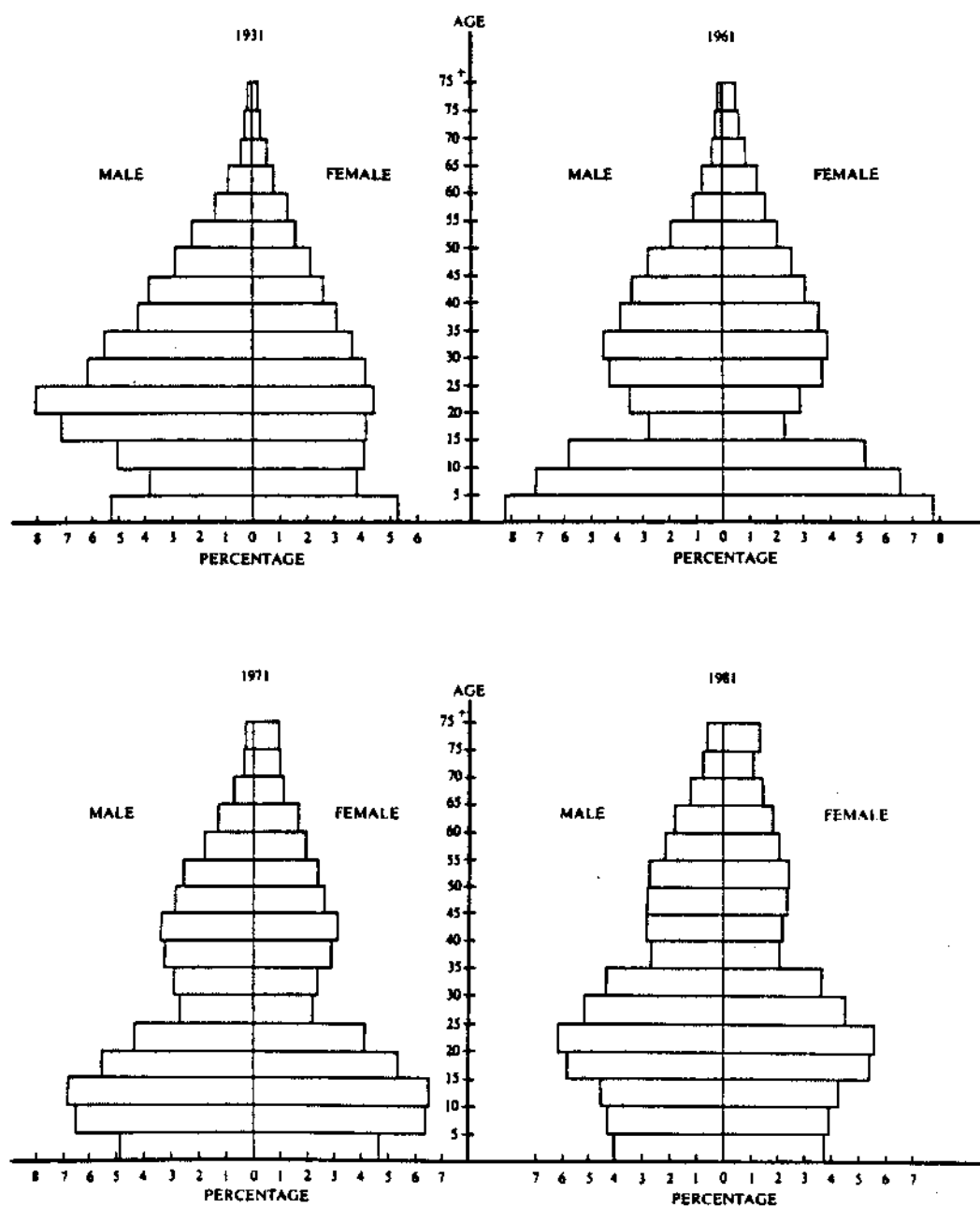


Fig. 1. Population Pyramids for 1931, 1961, 1971, and 1981.

pyramids indicated the transitional nature of the population marked by the appearance of a constrictive pyramid, where the base is narrower than the middle of the pyramid. If the trend continues, the population pyramid may soon assume a stationary shape, as is commonly found in developed countries (Census and Statistics Department Kong 1932, 1962, 1972, 1982, 1984a).

International Economic Relations

Hong Kong owes its existence to the development of international economic relations. The transformation of Hong Kong from a fishing village in the 18th century to an international trading, manufacturing, and financial center today has been acclaimed as an economic miracle. This metamorphosis of commercial status is attributed to the continual development of commerce between the East and West, as well as the remarkable ability to adapt to changes and adversities that has been demonstrated by the people of Hong Kong.

With few natural resources and mineral deposits, Hong Kong has a weak primary production base. The alternative is to make the best use of its biggest asset, which is a natural harbor in a very strategic location.

The Chinese Commercial Relations

Since Hong Kong is located at the south main entrance of China, its commercial and economic activity has been

closely affected by events in China. (Hong Kong is also a haven of Chinese emigration and the trading center with Chinese commodities abroad.)

In 1950, the entrepôt trade in Hong Kong suffered a serious setback when the Korean War broke out. The subsequent United States embargo on the import of all goods of Chinese origin, followed shortly by the United Nation's embargo on the export of all strategic goods and essential materials to China led to widespread unemployment in Hong Kong. In contrast with Hong Kong's total exports of HK\$4,433 million in 1951 at the height of the Korean Boom, of which some 87 percent were estimated to be re-exports, the embargoes on China trade caused Hong Kong's total exports to fall to HK\$2,889 million in 1952, a decline of about 35 percent. The thriving re-export trade of Hong Kong was heavily damaged in the course of one year. The entrepôt trade continued to dwindle throughout the 1950s and the early 1960s during which China was preoccupied with internal political and economic movements. In 1962, Hong Kong's re-exports turned the corner and revived as a result of China's effort to readjust its economic and commercial relations policies and to reorientate its trade again toward Western countries. The growth trend of entrepôt trade survived through the Cultural Revolution of China and came to a new era in 1973 following China's much more open

economic policy. Together with the stability and gradual economic development of the Asia-Pacific region during the 1970s and 1980s, Hong Kong has once again become an active entrepot center of China trade and of the region (Hong Kong Trade Review 1952, 1953, 1963, 1974, 1983, 1985).

The British Commercial Relations

The first developed country that became the most important market for Hong Kong's manufacturers was the United Kingdom. Long-standing commercial relations and Hong Kong's status as a British colony entitled Hong Kong to Commonwealth tariff preferences under the Ottawa Agreement of 1932. The Commonwealth Area came into existence when the United Kingdom undertook to keep its tariffs on imports from Commonwealth Countries at pre-1932 levels. With higher preference being granted and many imports being admitted free of duty, Hong Kong's manufacturers enjoyed a highly advantageous position in the United Kingdom as well as a number of Commonwealth Countries. With the recovery of the British economy and the controls on foreign trade being reduced in the 1950s, increased quantities of Hong Kong's finished piece goods, cotton and knitted goods were exported to the United Kingdom.

The success of Hong Kong's textile and clothing imports attracted complaints from the United Kingdom's textile industry. British pressure after the mid-1950s to limit

the growth of imports from Hong Kong was so intense that the United Kingdom began to cut down on the preference terms. The Lanchire Pact of 1959 imposed restrictions on Hong Kong textile exports. When the United Kingdom joined the European Economic Community (EEC) in 1974, it was decided to phase out the Commonwealth Preference altogether. Nevertheless, the United Kingdom became Hong Kong's largest market in the early 1950s, lost the leading position to the United States in 1959, but maintained the second position except in 1975 to 1980, when it was temporarily overtaken by Germany. It fell one more place to become Hong Kong's third largest market, losing out to China, since 1984 (Hong Kong Trade Review 1953, 1961, 1975, 1982, 1985).

The American Commercial Relations

Although the British market for Hong Kong's wearing apparel was the first to be developed, similar exports to the United States grew rapidly during the late 1950s. The United States soon surpassed the United Kingdom to become the major market for Hong Kong's domestic exports. The American market is many times larger than that of the United Kingdom and also much more competitive, volatile and fashion conscious. Hong Kong manufacturers were eager and able to adapt their products to the style requirements and specifications of the American consumers. The vast size and highly competitive nature of the American market were

important influences reinforcing the entrepreneurial vigor of Hong Kong's businessmen in imparting an extraordinary dynamics to the fast-developing manufacturing center.

Although the volume of domestic exports to the United States has not kept pace with Hong Kong's flourishing growth, it has increased steadily through the years. In 1960, the United States purchased 28.4 percent, or HK\$175 million, of Hong Kong's total exports. By 1972, the export trade stood at 41.6 percent, which was HK\$7,227 million. But in 1975, the volume share had decreased to 31.3 percent due to the economic recession caused by the oil crisis. Hong Kong has been benefiting from the United States General System of Preference (GSP) since it was implemented in 1976 (Hong Kong Trade Review 1961, 1973, 1976).

Governmental Structure in Hong Kong

Hong Kong became a British colony at the signing of the Treaty of Nanking in 1842, following China's defeat in the Opium War. From then on, Hong Kong's administration developed from the basic pattern applied in all British-governed territories overseas. The head of the Hong Kong government is the governor, but the sovereignty is linked to Britain via the fact that he is chosen for his office by the Secretary of State for Foreign and Commonwealth Affairs and his commission is appointed by the Queen.

For more than 140 years, there have been few changes in Hong Kong's governmental system. There were no elected ministers to the center of governmental authority; the executive and legislative councils. All the members have been appointed on the nomination of the Governor of Hong Kong. Power is concentrated in the hands of a colonial governor appointed by the British government and the administration is entirely run by civil servants without any elected ministers to control their activities.

The Political Nature of Hong Kong

During the nineteenth century Britain concluded three treaties with the then-Chinese government relating to Hong Kong: (1) the Treaty of Nanking, signed in 1842 and ratified in 1843 under which Hong Kong Island was ceded in perpetuity; (2) the Convention of Peking in 1860 under which the southern part of the Kowloon Peninsula and Stonecutters Island were ceded in perpetuity; and (3) the Convention of Peking in 1898, the New Territories were leased to Britain for ninety-nine years from July 1, 1898.

Though Hong Kong is currently a British colony, the exercise of British rule has become increasingly minimal in recent decades. As early as the 1950s, the colonial dependency of Hong Kong on Britain was already confined to issues of foreign policy, on which London had to be consulted. Since 1958, Hong Kong has not been required to submit her

annual estimates to the Secretary of State for approval. In January 1975, Hong Kong became completely free to diversify its foreign reserves. Miners has the following comment, "In constitutional law the administration of Hong Kong is completely subordinate to the Crown . . . but in practice the Colony is very largely autonomous, particularly in internal matters, and discussions between London and Hong Kong are sometimes much more like diplomatic negotiations between two sovereign states than the compliant obedience by an inferior to orders from above" (1984, 105).

Unlike most British Crown colonies, Hong Kong is not entirely ceded to Britain in perpetuity. It is the issue over the ninety-nine-year lease of the New Territories which has led to the negotiations between the British and the Chinese governments on Hong Kong's political future. Unlike most colonies which usually become independent states in the age of general decolonization and rising nationalism, China will not tolerate Hong Kong becoming an independent country as this will do great harm to her territorial integrity and national unity. Moreover, Hong Kong has strong economic value for China, as it produces between a quarter and a half of China's foreign exchange. But on the other hand, what most Hong Kong people dread, especially the older generation who came to Hong Kong from China as refugees, is the compulsive road to Communism. The signing of the

Sino-British Joint Declaration on Hong Kong's Future has tackled this fundamental worry to a basic extent, as manifested in the following agreement:

1. China will resume her sovereignty over Hong Kong with effect from July 1, 1997;
2. a Hong Kong Special Administration Region will be set up enjoying a high degree of autonomy, including executive, legislative and independent judicial power;
3. the current social and economic systems in Hong Kong will remain unchanged, and so will the life-style. This will be stipulated in a Basic Law of Hong Kong Special Administration Region of the People's Republic of China guaranteeing an unchanged status for fifty years after 1997 (i.e., up to the year 2047); and
4. the Chief Executive of the Hong Kong Special Administration Region will be appointed by the Central People's Government on the basis of the results of elections or consultations to be held locally (Draft Agreement 1984).

Since the signing of this joint declaration on December 19, 1984, the property market is showing recovery in Hong Kong. The Drafting Committee on Hong Kong's Basic Law has already been convened by the Chinese government in Beijing, and the respective Consultative Committee is also

being formulated. What makes Hong Kong unique is China's promise in the Joint Declaration that the socialist system and socialist policies will not be practiced in Hong Kong and that Hong Kong's present capitalist system and life-style will remain unchanged for fifty years after 1997. The Chinese government has repeatedly stressed that the concept of "one country, two systems" is truly applicable to Hong Kong, and that Hong Kong is to be ruled by her own people.

The Overall Governmental Structure of Hong Kong

Harris has labelled Hong Kong as an "administrative state" without political parties (1980, 15). His claim is that in Hong Kong, policy-making is not the business of politicians but rather of officers properly appointed for the purpose; administrators and the bureaucrats. It can be fairly said that Hong Kong is ruled by officials rather than by her people and their representatives. Policy can be announced and implemented because the political institutions do not envisage a battery of intermediate checks between the policy-makers and the public since the latter do not have the power and legitimacy to remove the former.

In a democracy, it is generally believed that the three branches of government (legislative, executive, and judicial) should be kept separate, so that neither body can have controlling power over the others. In Hong Kong, a superficial look tends to give one the impression that the

Legislature is represented by the Legislative Council; the Executive by the Executive Council, the Chief Secretary, and the Government Secretariat; and the Judicial branch by the Chief Justice and the Judiciary. However, in reality, separation of powers between the executive, legislative and judicial branches exists more in theory than in practice. This can be seen in the fact that the majority of the members of the Executive Council serve concurrently on the Legislative Council. This blurs the already subtle distinction that exists in Hong Kong between these two arms because the Executive is also empowered to make subsidiary legislation known as Orders-in-Council in the form of rules, orders and regulations by acting as the Governor-in-Council (the Governor acting after consultation with the Executive Council) (Ngan 1986).

The Family System

The term "family" is universally used in daily conversations. However, different connotations can be found in various disciplines and societies. Its meaning may also change over time. In the old days in Hong Kong, it could mean any group of people with a common ancestry or last name settling in the same locality or even scattered over all parts of the world, such as the Lams living in, or from, the same village. In this sense, the meaning of "family" is close to that of "clan."

In modern urban Hong Kong, the "family" is generally understood to be a married couple and their children, natural or adopted, usually with all members living under the same roof in close interpersonal interaction, constituting thus a single "household."

The term "family" is also used with qualifications based on the complexity of kinships involved. In this respect, families are broadly classified into "nuclear families" and "extended families." A nuclear family consists of a married couple and their children living in close association without the direct involvement of any kinsmen in their daily life. A nuclear family may also be referred to as a biological family, a conjugal family, an elementary family, an immediate family, a natural family, a primary family, or a single family. An extended family is also known as a joint family. It can either be a set of conjugal grouping, living in close association, or a kinship group consisting of a married couple, their children, and a number of other relatives, all of them sharing a common domicile.

Changes in the Hong Kong Family

Industrialization and urbanization have contributed greatly to rapid changes in the structure and functions of the Hong Kong family. In an industrial society, improved employment opportunities for women have attracted many

married women to the job market. In return, the family is purveyed with a variety of services to replace the housewife's role. Child care services and hospital care for the sick are available in the neighborhood. Pension benefits, public assistance, and old age allowance for retirees and the elderly make one's financial reliance on grown-up children unnecessary. The mass media is another institution which, to a certain degree, has replaced the family in an industrialized society as a cultural transmitting agent in orientating the younger generation to contemporary values and norms of the community.

Undoubtedly, the accelerated pace of social change affects the family structure and its functions. Studies of historical change in family structure in the western world have tended to show that, with industrialization, the former family consisting of a large extended household was transformed into the smaller nuclear family. To some degree, the development in Hong Kong follows the same pattern. Yet there are features peculiar to the local situation.

Under the influence of industrialization, the family structure in Hong Kong has never been a static one. According to Wong (1975), Hong Kong was in the preindustrialization phase for the first century of its existence as a British colony, from 1841 to the Second World War. Entrepot trade was the main source of growth during that period. As the

colony gradually developed into a commercial center, numerous economic opportunities became available. A multitude of immigrants was thus attracted from mainland China. Most of them only planned for a temporary stay in Hong Kong for short-term profit. The typical family established then was made up of a few young people living together by themselves or with a couple. The Hong Kong family then was mostly patrilineal and patriarchal, and close contacts were maintained with the home-town family in China by frequent visits or financial remittance.

It was only after World War II that industrialization began to take place in Hong Kong. The establishment of the People's Republic of China, in 1949, and the United Nations' embargo on trade with China, in 1951, further speeded up the diversification of commercialization and industrialization in Hong Kong. At that time, the situation became somewhat clearer to the immigrants that it was no longer desirable for them to return to their native homes but to settle down in Hong Kong permanently. As a result, the prevalent family type changed to one of a stem family with a stable composition. It was a three-generational, patrilineal and locally based unit. Decision-making power in the family was vested with the father. Moreover, as distinct from the former unit which had temporarily branched off from an extended family, members of the stem family

assumed autonomy and had less contact with their kinsmen in the former home-town family. Instead, connection with local relatives became closer.

Since the 1960s, Hong Kong has entered into the phase of more advanced industrialization. Not only has the number of industrial undertakings increased tremendously, but also industrial employment. The nuclear family has become the predominant type of family in Hong Kong. Basically, this nuclear family is composed of a married couple and their dependent children. Its structure is becoming increasingly egalitarian in terms of decision-making. Although the father still assumes decision-making power on major issues, he is no longer the absolute authority figure. The wife and children now have relatively greater participation in decision-making as more of them are employed and contributing to family income. In the nuclear family there is very limited or no interference from kinsmen (Yeung 1986).

Modernization and Cultural Changes in Hong Kong

The Marginal Man Phenomenon

Situated at the southern tip of the Chinese mainland, Hong Kong is often considered as the meeting place of the East and the West, as well as the focal point where tradition and modernization come together. In crossing the Shenzhen border, one passes from a capitalist haven laden

with great opportunities through a bamboo curtain of Chinese communism. It is this historical and geographical position that makes Hong Kong unique in the eyes of the world.

Politically speaking, Hong Kong has been a British colony since 1842, and will continue to be so for another nine years, until July 1, 1997, when Britain will hand back the sovereignty of Hong Kong to China. Hong Kong is, indeed, a "borrowed place," living on "borrowed time," and the people of Hong Kong have been living with this idea for a very long time. This "sojourn in Hong Kong" mentality persists among even those people who have been there for more than three or four generations.

Especially before the 1970s, people just did not feel that they were "long-time belongers of Hong Kong" simply because they did not have a sense of belonging or identity as a "native" Hong Kong islander. Once in a while, they would go back to visit their relatives on the mainland; this they refer to as "a return to the native place," where they really belong. The only exception to this rule is the genuine "native people" who have been living in the New Territories for centuries, and they are the people who can rightly claim to be the "true" Hong Kong people, because for them this is indeed their native place.

With this in mind, one can then examine the reason why Hong Kong people have a hard time trying to search for their

own cultural identity. Being Chinese in racial origin, they are born in a British colony and receive a Western style of education. To the Mainland Chinese, they are more British in their way of life than they are Chinese; and to the British, they are definitely Chinese.

Thus, the outcome is as follows: to the Hong Kong people, they are both Chinese and British; but to the Mainland Chinese and the British, Hong Kong people are neither category. They are what sociologist Park (1974) called the "marginal man."

The marginal man arises in a bicultural or multi-cultural situation, usually as a result of either immigration or colonization. The person may be a racial hybrid, or a cultural hybrid, or both. They are the individuals who find themselves on the margin of two cultures and not fully or permanently accommodated by either. According to Park, the marginal man concept is,

a cultural hybrid, a man living and sharing intimately in the cultural life and traditions of two distinct peoples; never quite willing to break, even if he were permitted to do so, with his past and his traditions, and not quite accepted, because of racial prejudice, in the new society in which he now sought to find a place. He is a man on the margin of two cultures and two societies, which never completely interpenetrated and fused (1974, 354).

In this respect, the marginal man lives in the twilight zone of two cultures, and is torn between a nostalgic love for the old and a growing attachment to the new. The person

is on the fringe, the periphery of two modes of life. The nexus of marginality may be language, religion, mores, tradition, or a combination of any or all of these.

The duality of cultures produces a duality of personality, "a divided self" between the old and the new. This is not a problem of adjusting a single looking-glass self, but two or more selves, and the person's "divided self" always tries to pose a balance between the two cultures in order to live harmoniously. However, "the two cultures produce a dual pattern of identification and a divided loyalty, and the attempt to maintain self-respect transforms these feelings into an ambivalent attitude" (Stonequist 1935, 12).

The fact that marginal men exhibit symptoms of ambivalence is precisely because of feelings of disloyalty to the group they are striving to leave. On one hand, they are grudgingly and indeterminately accepted by the dominant group, on the other hand, their own group violently opposes their defection. Thus the marginal man, living in such a dominant-subordinate set of cultures, is as if caught in the middle. Those in this situation are ambivalent, inconsistent, uncertain, insecure and confused; and do not know what to do at all.

The marginal men lack a "spiritual place" which they can stand upon and can identify with as their own. They

are constant drifters in a no-man's land. The feeling of "rootlessness" is the ultimate source of their alienation. They simply do not "belong" at all. They are aliens and foreigners, even in their own country. They are strangers in a strange land.

The Hong Kong people are faced with the same kind of situation as a marginal man. They try to integrate themselves into the dominantly Western style of life for the upper and middle classes, yet few can succeed in this endeavor. The majority of the Chinese population in Hong Kong have to bear the chronic ambivalence of being marginal men.

In many ways, the people of Hong Kong seem to have only one thing in mind: making money. When they are not making money, they are eating and being merry. Life-style in Hong Kong may be described as "work hard and play hard." Indeed, it may even be described as "live now, for tomorrow may never come," simply because the Hong Kong people are rather cynical and uncertain about their own future prospect, and the only hope that they can see is "to do the best one can here and now, and not wait for tomorrow." This kind of short-sighted mentality reflects the helpless and powerless situation that the Hong Kong people are in when facing their own future and destiny. It is not up to them to decide what will happen to their future lives.

The Rise of Youth Subculture or Counterculture

With the rise of industrialization in Hong Kong, the need for human labor was reduced to such an extent that children came to be viewed as a threat on the job market, and labor unions fought to make child labor illegal. Their efforts were reinforced by the passage of legislation to make school attendance compulsory, and young people were gradually edged out of the labor force or into marginal, part-time jobs.

As a consequence, a new age role was created. While most people in their late teens and early twenties had previously been viewed as young adults, they increasingly came to be seen as in an intermediate role, a role that is neither adult or child. Most of the individuals in this new age role are students (Chan 1986).

In Hong Kong, many students who drop out of secondary school, or even out of college, have trouble finding work and often drift into street gangs, communes, and similar groups whose members are recruited almost entirely from this age stratum. As always happens when one segment of a population is cut off for an extended period from full participation in the life of the larger society, young people have developed their own subculture. Many of this subculture's more distinctive features, such as music, sports, experimentation with sex and drugs, are natural consequences

of some of the distinctive attributes of youth; the great vitality, curiosity about life, and desire for fun and excitement, and resistance to adult authority.

The high rate of innovation that occurs in music, language and dance is, to some extent, the result of deliberate efforts to establish a boundary between the youth community and the adult community. The faster such things change, the harder it is for outsiders to keep up with them, thereby forcing adults to keep their distance and preventing their moving in and dominating the youth scene.

The differences between the norms and values of young people and those of the older generation sometimes cause very serious problems, because decisions with major consequences for the adult years are made while one is still part of the youth community. Furthermore, some youth peer groups can become countercultures with values and norms directly opposite to those of the dominant culture controlled by adults. As a matter of fact, a widespread sense of discord between the younger and older segments of the population of Hong Kong has recently gained great prominence. This discord is popularly labelled as the "generation gap," denoting such values on the part of youth as hedonism, unconventional sexual attitudes and behaviors, hostility toward bureaucratic administrations, and dissatisfaction with government in general.

Basically, the youths in Hong Kong feel that they lack the "ideal" or sense of belonging for which they have been searching. Instead, they have to satisfy themselves with the superficial kind of conspicuous consumption patterns which signify their own culture identity (Chan 1986a).

The Beginning of the Counseling Movement

The 1966 and 1967 riots in Hong Kong had a significant impact on the development of social services. It was in the aftermath of these riots that the Hong Kong government began to realize several facts that could not be ignored. First, Hong Kong was no longer a simple society, but was full of contradictions and conflicts. The riots brought to light many unstable phenomena in the society, such as the disparity between the rich and the poor and the adjustment difficulties of new arrivals from China. Second, the youth problem was becoming more and more serious, while the family system in Hong Kong was rapidly disintegrating. A great number of young people were involved in the two riots and their anti-social behavior shocked the government. The government had never before acknowledged any significant change in the family system or that the young people lacked a sense of belonging to the community, but the riots compelled the government to look these problems squarely in the face. Third, the riots revealed the government's lack of understanding of the grass-root organizations. Before 1967,

contact between government and the people was mainly made through the "kaifong" (neighborhood) association and other traditional organizations, but these organizations were not supported by the public and representation was very limited (Chow 1980). The government could no longer passively tolerate the rapidly deteriorating circumstances in the colony, and social services were urgently called for. The government's attitude became more positive. Recreational activities for youth were given top priority and programs were launched to help youngsters spend their excess energy.

A more long-term approach to the social problems experienced by the people in Hong Kong was a movement to improve already-existing social welfare services which were deemed to be ineffective in meeting the total needs of those in distress. Handing out money was simply not enough. The Hong Kong Council of Social Service, an organization composed of all the major social welfare agencies in Hong Kong, recommended a more holistic approach to the provision of services to the community. It was within this social welfare service that the concept of counseling was first introduced in 1969. The intent of the initial counseling service was to solve problems by telling people what to do. The term "counseling" in Chinese has two characters, the first means "to assist, to support" and the second character means "to guide, to direct, to teach or to discipline."

Sometimes the two words together can also mean "to show the way." As can be seen from the translation, the initial idea was to provide a service to "straighten out" people's problems, and a place where they could be provided "the answer" to their problems.

The Hong Kong Federation of Youth Groups

It was because of the government's change of attitude in an attempt to promote a sense of belongingness among the people of Hong Kong that some form of counseling program was encouraged by the government. The objective was to prevent future riots. In 1969, the Hong Kong Federation of Youth Groups, a social agency which provides outreach social service, proposed the establishment of a four-year experimental program in counseling, and the government readily agreed.

John Loh, a local Chinese who obtained his graduate degree in counseling psychology from the University of Hawaii, was the first counselor employed by the Federation of Youth Groups in 1969. He resigned after two years and assumed a position as a lecturer-counselor at the Hong Kong Baptist College in 1971, when they began offering counseling services. John Lhoo, another local Chinese who had a degree in clinical psychology from the United States, filled the vacancy for the remainder of the four-year project. In

1973, at the conclusion of the counseling project, he wrote a report recommending that the services be suspended. He thought that the Hong Kong community was not ready, and was not well enough informed to utilize such services (Lhoo 1975).

Although Lhoo's recommendation was a severe blow to the fledgling counseling movement, his recommendation can be easily understood. The expectations of the administrators of the agency which were to "teach" young people the "right" way of living and to tell them the solution to their problems were not parallel to the services provided by the counselor who was more concerned with the youths learning how to handle their emotional turmoil, finding their own identity, and making choices for their own life at the time. Also, the lack of publicity about the availability of the services seriously affected the success of the whole project. The Federation of Youth Groups accepted the recommendation and terminated the service in 1973.

Yang Memorial Social Service Center

In 1967-1968, Ben Fong, a local Chinese Methodist minister who received his theological and family therapy training in the United States, began seeing two people in individual counseling sessions at the Yang Memorial Social Service Center. His work with these two clients was successful and they began telling other people about his help.

As a result of the increased demand for counseling sessions with Fong, a counseling service was organized. At first, his service was received cautiously by administrators at the Yang Memorial Social Service Center since the service was church funded. One of the reasons that he was allowed to provide the service was because he was a minister himself and would not be violating the preaching of God in helping people to change, given the misconception of the translated term counseling. Another reason was that his work with the two clients he was seeing was successful and more clients were demanding the service. An additional counselor post was established in 1970, and Ada Wong, a graduate from New South Wales University in Australia with undergraduate training in counseling took the post (Fong 1987).

In 1971, when Ben Fong became the Director of the Yang Memorial Social Service Center, he established more facilities for the counseling service as well as added manpower. Counseling rooms were set up and a group room with all the facilities for psychodrama was established. A team composed of social workers and a clinical psychologist provided counseling services for the community (Fong 1987).

University of Hong Kong

The establishment of a counseling service at the University of Hong Kong was the most well planned of the early efforts. In 1964, the Vice Chancellor of the

university set up a working party to investigate and advise on the need for a student counseling service in the university. The working party gathered information about American, Canadian, and Australian counseling services and submitted their report in June, 1966. They recommended that a modest counseling unit of two to three counselors with offices on the top floor of the student union building be set up and that research into various aspects of student life be carried out.

At the same time that the working party was conducting their investigation, Beryl Wright, the Appointments Officer of the University of Hong Kong, who had been dealing with career problems as well as educational and personal counseling on a limited basis in 1965-1966, also began to advocate the development of a counseling unit. It was significant that Wright was in Hong Kong at this time for she had been one of the first two school counselors in the New South Wales Education Department in Australia. In 1957 she came to Hong Kong and worked as a psychologist in the University of Hong Kong Department of Education. She established a Child Guidance Center for teaching and demonstration purposes before she became the University Appointments Officer. In 1965, she traveled to Australia, Britain and the United States in order to observe the counseling and appointments services in these countries. Wright also

spent a few days with the Student Counseling and Research Unit of the University of New South Wales and believed that a similar type of service could be established in Hong Kong. A report of her observation and suggestions for counseling services was given to the University of Hong Kong Registrar for consideration. No observable action was taken on her report (Ho 1972).

In 1967, at the time the proposal of the working party was being widely discussed by the university staff, George Gray, Head of the Student Counseling and Research Unit of the University of New South Wales, visited the University of Hong Kong. He gave talks about counseling services in general and described the workings of his own unit. He suggested that a counseling unit be established at the University of Hong Kong, and that it be affiliated with the Appointments Service, as in the University of Keele in Britain, with which he was familiar. It should be noted that the counseling service at the University of Keele focused primarily on career counseling.

The plans suggested by the working party, Wright, and Gray materialized quickly because of the student agitation and unrest that occurred in 1968 and 1969 following the riots of 1966 and 1967. Some of the more militant students began to demand more say in university administrative matters and more freedom of self-expression. Though their demonstrations failed to effect any immediate change, they were

successful in heightening the awareness of university staff members about the needs of students in their search for their own identities and independence.

In early 1970, in response to these student demands, the university decided to establish the post of the Dean of Students. This person was responsible for serving as a bridge between the students and the university administration. Peter Whyte, a clinical psychologist and one of the founding members of the Australian Psychological Society, was selected to serve as the first Dean of Students at the university. One of his first projects was formulation and establishment of the university counseling service in 1970.

In August, 1970, the university hired its first trainee counselor, Helen Chan who had a bachelor's degree in psychology from Sidney University in Australia. In February, 1971, two other counseling positions were added, senior student counselor and student counselor. The counselor-student ratio then was 1 to 1,000. Norman Briers, an Australian clinical psychologist, was appointed as the senior student counselor and Helen Chan and Ada Wong were the two student counselors. Chan and Wong both enrolled in the clinical psychology program at the University of Hong Kong after their appointment and completed their master's degrees in psychology in 1973 (Briers 1986; Whyte 1987).

The Hong Kong Baptist College

The establishment of a counseling service at the Hong Kong Baptist College was the result of efforts by Ken Locke, an American who received his doctor of philosophy degree in counseling at North Texas State University. Locke was a Baptist missionary and the Dean of Academic Affairs of the College. He obtained funding for a counseling service from the United Nations on Christian Higher Education and renovated a small wing of a building at the Baptist College which became the counseling center in 1971. Unlike the counseling center at the University of Hong Kong, the counseling service at the Baptist College had an advisory committee which governed the overall policy of the center. The committee members were lecturers from the Social Work Department and the Sociology Department of the College with Locke as the chairman of the committee. Locke was also responsible for supervising the activities of the counselors at the center, which administratively placed the center under the Academic Affairs Office. This structure was not commonly practiced in America nor in other institutions in Hong Kong.

In 1970, two part-time counselors were appointed to the counseling center. They were John Loh who had been the first counselor with the Hong Kong Federation of Youth groups and Anthony Chan, another local Chinese who received

his counseling training at De La Salle Univeristy in the Philippines. Lack of funding prohibited the hiring of full-time counselors. The two counselors were also part-time lecturers, responsible for teaching some psychology courses. The lack of financial support also resulted in the center being staffed with student helpers rather than full-time clerical staff. In spite of such limited resources, the center was able to function adequately. One positive aspect of utilizing student helpers was that it gave the students the opportunity to understand the work of a counseling center from experience. I was one of those students who received this first-hand experience in 1972 and it was this work experience which encouraged me to pursue studies in this field.

The Early Days

The provision of counseling services in Hong Kong was received by other professionals with mixed attitudes. Some physicians viewed merely "talking" with clients as a waste of time. They thought counseling could only be effective as a peripheral and minor supporting service. Other physicians welcomed such service as complimentary to the medical profession. However, most physicians did not understand what the counselors were doing.

Traditionally, social workers were the ones who provided counseling services to the community. These

counseling services grew out of the fact that the social workers were increasingly frustrated to find that merely handing welfare to the needy did not solve their problems most of the time, and a more holistic approach was necessary. Unfortunately, in the early 1970s, the undergraduate social work training undertaken by the two universities and the Hong Kong Baptist College did not include any courses in counseling. The social work training program did have courses in casework which resembled many aspects of counseling. Although these courses were insufficient in helping social workers obtain an in-depth knowledge of the field of counseling, many of these social workers were employed in positions where services of a counseling nature were provided. With their limited knowledge and training in counseling, they soon discovered they were unable to meet the demands of the jobs.

When the counseling profession was first introduced in Hong Kong, some social workers considered counselors to be super social workers who could take on the work that they felt incapable of accomplishing. As would be expected, a majority of social workers felt threatened by counselors because they feared counselors would replace them. Their fears were somewhat justified since the professionally-trained counselors had master's degrees or beyond while most of the social workers in Hong Kong had only bachelor's degrees in social work.

Another group that was very skeptical of the counseling profession was the religious leaders. Although one of the first two counselors hired at the Hong Kong Baptist College did not profess a religion, a later policy was established requiring counselors to be Christians. I was also queried about my religious beliefs when I was interviewed for an assistant lectureship teaching an introductory course in counseling at the Hong Kong Baptist College in 1977. This policy was established because church leaders believed change in the behavior of a person should come from their faith in God and not from some "psychological gimmicks" they assumed the counselors were applying. Church leaders were also concerned that students might be influenced to give up their religious belief. This attitude prevailed among religious leaders until the late 1970s and early 1980s when church leaders began to learn more about the purposes and goals of counseling services. However, some church-sponsored counseling centers still adhere to this policy. Their argument is that they want to make sure "all their counselors uphold the same value system" (Choi 1987).

The education profession was perhaps the most receptive field to counseling services. As early as 1966, the need for counselors in the schools was expressed in a conference of teachers. There was already a general policy requiring teachers to help students with their problems. However,

teachers found that their heavy work load made it increasingly difficult for them to pay individual attention to their students' problems. They also lacked the training necessary to sufficiently help students in distress.

Attitudes Toward Seeking Help

Traditionally, there are different levels of relationships from which a Chinese can seek help. If a Chinese has a problem, the person is expected to seek counsel from parents and members of the immediate family. If the problem is beyond the capability of the family to help, then the person should look for help from the members of the extended family. If no solution can be found at this level, then the person turns to close friends for help. In the Chinese culture, when a person is approached for help, he or she is duty bound to provide the best possible help they can offer. Only when help cannot be found at these levels is the person to seek outside help. It is generally agreed that problems should be kept in the family, lest shame be brought to its members.

In the early days in Hong Kong, when a counselor saw a client, the counselor could expect that the client had already exhausted all possible resources for help. Usually by this time the situation was very critical. Confidentiality in this setting was a major issue since the clients would not want anyone to know that they were seeking outside

help. The prevailing attitude in the 1960s and early 1970s was that only those individuals who were seriously disturbed would seek counseling. If the person was discovered to have sought outside help, it would definitely bring shame to the family. A person had to be desperate to make an appointment to see a counselor. This situation added tremendous pressure to the counseling relationship and the clients often wanted to terminate the counseling relationships as soon as possible in order to reduce the chance of others knowing they were seeking counseling. This sometimes resulted in premature termination which, again, was harmful to both parties and made the work of the counselors more difficult.

Experience of the Early Counselors

"I could not find a counseling job in Hong Kong, and I was thinking of going back to Canada to further my studies or to find a job there instead" (Ho 1987). "I worked as a personnel officer for a year before I could find a job that was related to counseling" (Tam 1985). These were comments that some of the early counselors made when they recalled their experience of returning to Hong Kong from overseas. Due to the shortage of vacant posts in the early 1970s, some counselors could not find any counseling jobs. It is not surprising that some went back to the country where they had received their training and settled there. Those counselors who decided to stay ventured into other jobs

such as teaching, personnel work or social work. In general there was a feeling of frustration and disappointment by those who were not able to work in the counseling field. Exactly how many counselors left because they could not find a job is not known.

While there were difficulties in finding counseling positions, those who secured one faced different kinds of reactions. "The doctors looked down upon us and thought that what we were doing was totally useless" (Fong 1987); "When I walked off the airport, I was surprised to find a swamp of reporters waiting for me there and trying to interview me about my plans to set up a counseling service at the [Hong Kong] University" (Whyte 1987). This difference in reaction was due to the fact that Whyte, who had been appointed as the first Dean of Students of the University of Hong Kong, was considered to be an expert in counseling while Fong was working quietly without much recognition.

Publicizing counseling services seemed to be a major work of the early counselors in the 1970s. One common tactic adopted by most of the university and agency counselors at the time was to attend as many activities as possible where potential clients might be. "We showed our faces in the Student Union, we went to their meetings, and we talked to them at their High Table dinners. We wanted them to be familiar with our work. . . . We downplayed the word 'therapy' but promised that we would listen

to them and that we would try to meet their needs. . . . We also emphasized our services in the area of study skills which was one of the reasons for the establishment of the service in the first place" (Briers 1986, 1987). Some counselors talked to students in college assemblies or to staff members in staff meetings (Chan 1987). Counselors who worked in the social agencies spent a lot of time doing inservice training for social workers which was an effective way of communicating the nature of counseling (Lam 1987).

In the early days of the development of counseling in Hong Kong, the work of the counselor was not clearly differentiated from that of a social worker. In 1976, I was employed as the first counselor in Caritas-Hong Kong, a social welfare agency and since the administrators did not have a clear understanding of the work of a counselor, I was asked to write my own job description. Meetings were then held in December 1976, three months after I was employed, with the administrators of the agency, the clinical psychologist and myself to decide on the actual work for which I should be responsible. Details of my role as a counselor, who should supervise me, administrative responsibilities, confidentiality, case referral from social workers and accountability were discussed and agreed upon.

When other agencies were considering establishing similar counseling posts in their own setting, they were

faced with the same issues. In response to the increasing need for agencies to clarify the role of the counselor, the Hong Kong Council of Social Service organized a seminar on "What is Counseling?" in March, 1977. Four panelists were invited to speak on the topic. Lieh-Mak, a psychiatrist from the Medical School of the University of Hong Kong spoke on psychiatric counseling; Ben Fong, the Director of Yang Memorial Social Service Center, addressed the issue of pastoral counseling; Kathy Young, a Field Work Instructor from the Department of Social Work at the University of Hong Kong, spoke on social work counseling; and Helen Chan, a clinical psychologist and student counselor at the University of Hong Kong spoke on psychological counseling. One interesting point to note is that none of the speakers were trained in the field of counseling. No conclusions were drawn from the seminar since all the panelists just described the kind of work they did without addressing the issue of what counseling is.

The Road to Professionalism

As early as 1973, there were discussions about forming a counselor association in Hong Kong to promote fellowship among counselors and to discuss matters relating to the practice of counseling. A few informal meetings were held in the Yang Memorial Social Service Center with Anthony Chan, Michael Ho, John Loh, Peggy Miu, Ada Wong and Ben Fong

attending the meetings. The association did not materialize because there were fewer than ten full-time counselors working in Hong Kong at the time and all of them belonged to the Hong Kong Psychological Society which had been formed in the late 1960s. The counselors agreed that it was not the right time to form such an association but rather to concentrate their manpower to help the growth of the Hong Kong Psychological Society which had about fifty members at the time (Chan 1987).

A major development in the movement to establish a counseling profession in Hong Kong was the first Asian counselor conference which was held in the Philippines in June 1976, and was funded by the United Nations. Representatives from Hong Kong, India, Indonesia, Japan, Palaysia, Philippines, Singapore, Taiwan and Thailand attended the conference.

Hong Kong was represented by Peter Whyte, Dean of Students of the University of Hong Kong, Anthony Chan, Assistant Director of the Counseling Center of the Hong Kong Baptist College and Betty Yau, Lecturer in Counseling Education of the Chinese University of Hong Kong. It was agreed in the conference that an international counselor association should be established to promote fellowship and share counseling experiences in the Asian context. It was also agreed to include in the association anyone interested in

the field of Counseling. A constitution was drawn up and the association was titled the Association of Psychological and Educational Counselors of Asia (APECA). Asuzano of the University of Philippines was elected the first President and Peter Whyte was the president-elect. It was also agreed that a biennial conference should be held in the country represented by the president-elect.

In July 1978, the second Asian international conference was held in Hong Kong under the leadership of Whyte. In the second conference, the participating countries were encouraged to form their own branches in their countries in order to promote counseling in the respective countries. In response to the call at the conference, APECA-Hong Kong Branch was formed on April 21, 1979. Peter Fan, a high school teacher and career counselor who received his counseling training from the University of South Carolina was elected the first Chairperson. I, as a charter member, was elected the first Honorary Secretary. The membership, which totaled about fifty, was an eclectic group of counselors, psychologists, social workers and teachers.

Counselor Education

Prior to 1971 there were no training programs in counseling in Hong Kong. In that year, Peter Whyte, the Dean of Students; Norman Briers, Senior Student Counselor; Joseph Precker, lecturer in Psychology; and Ada Wong,

student counselor, working at the University of Hong Kong, conducted the first counseling course organized by Nga Ping Lee, Staff Tutor of the Extramural Department of the University of Hong Kong. It was a course primarily designed for high school teachers who were interested in helping their students. The course was designed to include some experiential exercises with lectures and practicum. The course began with a marathon workshop to prepare the participants and increase their sensitivity toward others. This was followed by a series of lectures in counseling. The design of the practicum was based on the ten-session program for counselors-in-training by Susan Gilmore (Gilmore 1973). The response from the education sector was very positive and over 100 teachers applied for the course which accommodated only thirty (Whyte 1987).

In 1972, the Hong Kong Baptist College offered a similar extramural course for the public with the course content designed primarily for social workers. Ken Locke, the Dean of Academic Affairs, Anthony Chan and John Loh, both counselor-lecturers in psychology, working at the Hong Kong Baptist College were responsible for teaching the course. The course also included a sensitivity training workshop and a series of lectures. The practice of counseling skills was included as a part of the lecture sessions. I was one of the students who attended the course.

Although these courses were not designed to train professional counselors, they aroused a lot of interest in the educational and social work field. These introductory courses also helped in promoting the concept of counseling and helped gain recognition and respect from the public for the work of the counselor. The term counseling became so popular that more and more people claimed that they were doing counseling regardless of the activities they were engaging in. (See 1975 survey results discussed in the next section.)

Formal courses in counseling were first offered at the Chinese University of Hong Kong in 1976. These introductory courses in counseling were initially designed to introduce students in the School of Education to counseling procedures. Two lecturers, Betty Yau, doctoral degree from the University of Pittsburgh, and Chia-chi Lee-Yen, doctoral degree from the University of Michigan, were in charge of the program. A significant step in the development of counseling in Hong Kong was the establishment of a master's degree program in counseling in 1977 at the Chinese University of Hong Kong. The initial focus of the program was more academic than professional-training oriented. The program included courses in educational philosophy, educational administration, and human development with only two courses in counseling. No practicum courses were offered (Lam 1987).

Research and Surveys

No systematic research studies in counseling were carried out in Hong Kong prior to 1965. Articles addressing counseling issues appeared in various journals such as the Psychological Bulletin published by the Hong Kong Psychological Society, the Mental Health Journal published by the Hong Kong Mental Health Association, the Social Work Journal (in Chinese) published by the Hong Kong Council of Social Services, the Breakthrough Counseling Bulletin (in Chinese) published by the Breakthrough Counseling Center and the APECA-Hong Kong Branch annual publication in the 1980s. The Breakthrough Counseling Bulletin, first published in 1980, was the first counseling journal published in Hong Kong that was sponsored by an independent counseling center. Unfortunately, the publication stopped in 1982 because of financial and manpower shortages experienced by the Breakthrough Counseling Center. One common concern expressed in early articles was the need for indigenous counseling theories. Briers (1981), in his article "The Emperor's New Clothes" in the Mental Health Journal, challenged the application of Western counseling theories to a primarily Chinese society.

In 1981, the theme of the APECA-Hong Kong Branch annual conference was "The Application of Various Counseling Approaches in Hong Kong." Peter Whyte, of the University of Hong Kong; Martin Bennett, a Catholic priest;

and I were asked to share experiences on the effectiveness of applying the counseling theory adopted to the Hong Kong community. The theories discussed were Rational Emotive Therapy, Gestalt Therapy and Person-Centered Therapy, respectively. All agreed that there were no problems in applying the approaches to the Hong Kong community. However, one must note that among the speakers, only one was a Chinese working with the local community. The clients that Whyte and Bennett worked with were usually able to communicate in English with little difficulty. In other words, their clients were more educated and Westernized than the majority of the public.

Generally, individuals who have addressed the issue of the effectiveness of various approaches in counseling have not experienced any problems, but no research other than individuals' subjective experience, has been done to establish the effectiveness of these Western counseling approaches.

The first survey to identify counselors in Hong Kong and what they were doing was conducted in 1975 by the Educators' Social Action Council (ESAC) and was proposed by Goldie Korenberg, a counselor on a two-year leave from Boston University who was working as a lecturer at the Hong Kong Baptist College. Korenberg also helped in the establishment of the counseling service at the Baptist

College. ESAC was concerned with the social dimensions of education. The questions they wanted to answer were: What kind of counseling was going on in Hong Kong? Who was doing it? Did this counseling answer the needs of the people of Hong Kong? What kind of training was required for counselors in the future? A Counseling Survey Task Force of psychologists, college lecturers, counselors and persons involved in teaching or educational administration was established. Its objectives were (1) to survey the agencies involved in counseling, (2) to identify the problems faced by counselors in each area of counseling, e.g., in career counseling, family counseling, health counseling, school counseling; and (3) on the basis of the needs, to suggest plans for training for counselors in the future (1977).

The report on the first objective was published in 1977 (Appendix A). A total of fifty-five agencies were listed that reported providing counseling services. Since the task force did not prescribe any a priori definition of counseling, any agency which indicated that it offered counseling services in whatever sense was included in the report of the survey. The result was a listing which ranged from agencies providing professional counseling services to gurus who held classes in yoga and meditation.

The report also included, in the appendices, descriptions of counseling by different professionals, such as

counseling in penal institutions, marriage counseling, psychiatric counseling and psychotherapy, psychological counseling, rehabilitation counseling and pastoral counseling. It is obvious that counseling was used as a generic term here. These descriptions were not meant to be representative of what counseling should be. Instead, they present the diversity of activities involved in counseling services in Hong Kong (Appendix A).

To survey the problems faced by counselors in each area of counseling, a questionnaire was designed by the Counseling Survey Task Force in 1979. The questionnaire was designed to answer these questions.

1. Who are the people engaged in counseling?
2. Who are their clients?
3. What is the nature of the counseling involved?
4. What are the difficulties encountered by the counselors?
5. What are the areas of need in counseling?
6. What are the recommendations for improvement in counseling?

A total of 1,200 questionnaires were sent out to the various agencies and individuals who were potentially involved with counseling. Only 240 valid protocols were used in the final analysis. Although the sample is probably not large enough to be representative of problems the

counselors were facing in the field, the report pointed out some issues that warrant serious consideration.

On the basis of the survey findings, the task force made five recommendations: government recognition of the counseling profession, improved counselor training, establishment of professional standards, increased publicity about counseling, and public education about counseling (Appendix B).

In response to the survey report, the APECA-Hong Kong Branch organized its annual conference to discuss the counseling scene in Hong Kong. I discussed the issue of classifying counselors by their training. Since professionally trained counselors could not fulfill the demand for counseling services, it was proposed that those who were not trained in counseling should know their limitations in order to protect both clients and helping professionals (Leung 1980).

Guidance Services in Secondary Schools

Early in 1984, the Education Department of the Hong Kong Government, in response to the demands of the community, decided to provide guidance services for students in the secondary schools. The objective of the guidance services, as established by the Education Department, was to help solve behavioral problems. Each school was given an additional teacher so that the administrator of the

school could decide on the distribution of manpower in the provision of the guidance services. There were many problems with this arrangement. First, there were over 2,000 secondary schools in Hong Kong and it was impossible for the schools to employ trained counselors or guidance teachers to fill the positions. The teachers employed to take the positions had no training in guidance or counseling. Although some of them may have taken an extramural course in counseling offered by the University of Hong Kong, such a course did not qualify them to be guidance counselors. Second, the principals had full authority to decide on the distribution of manpower. This resulted in some principals having teachers teach fewer classes, but without a system for the provision of guidance services in some schools. Other principals placed complete responsibility in only a handful of teachers who felt the work load was overwhelming. Third, the supervisor of these guidance teachers was the principal of the school who had no understanding of guidance work. Confidentiality in such an arrangement is difficult to observe in spite of teachers' best efforts. Moreover, those without training often do not understand the importance of confidentiality. Fourth, the concept of counseling and guidance was not clearly defined, and many teachers viewed the guidance service as a part of the disciplinary procedure. Finally, since teachers had the

title "guidance teacher," students seeking help from them might wrongly think they are receiving professional help. Such an arrangement jeopardizes the reputation and work that trained counselors have been striving for.

When the government was drafting guidelines for guidance services in the schools, APECA-Hong Kong Branch requested to be consulted in the drafting of the guidelines and offered suggestions for organizing the program. The government did not respond to any of these suggestions, claiming that counseling should not be the monopoly of only a handful of trained counselors.

At present the council is still attempting to pressure the government to amend the guidelines so that both the giving-end and the receiving-end could be protected in the system.

Toward Consolidation

The 1970s could be described as the formative years for consolidation of the counseling movement. The late 1960s witnessed the birth of counseling services which were cautiously received. With the success of the early pioneers, more counseling services were established. In 1975 the Breakthrough Counseling Center, a Christian-oriented counseling service, was established. In 1976, the Caritas-Hong Kong, a Catholic social welfare agency, employed its first counselor. In 1977, the counseling service of the

Hong Kong Polytechnic, which resembled that of the University of Hong Kong, took its form. Many other agencies also began to provide counseling as part of their services.

In responding to the needs of the counseling field, a professional organization, the Association of Psychological and Educational Counselors of Asia, Hong Kong Branch, was formed in 1979. Its mission was to provide a forum for the interflow and exchange of ideas for professional counselors. It also served as the training ground by sponsoring seminars and workshops for those who are interested in the field of counseling.

The council, an elected group of eleven members of APECA-Hong Kong Branch, was from its initial inception, concerned about questions such as "Are we moving too fast professionally? How should counselors be classified? How are counselors different from other helping professionals? and What training is needed for counselors?" I was a charter member of the council.

Since the Hong Kong Branch of APECA was governed by the Constitution of the International Association of APECA, there was considerable concern about the possible need for a local counseling organization which would be governed by a local constitution. This question was resolved in 1980, when the constitution of the International Association of APECA was changed to allow local autonomy of individual branches.

CHAPTER 3

THE CHALLENGE OF THE 1980S

Introduction

This chapter concerns the development of the professional organization, the counselor education and professional development, and the research and survey of the 1980s in Hong Kong.

The Association of Psychological and Educational Counselors of Asia- Hong Kong Branch

The Association of Psychological and Educational Counselors of Asia (APECA) was founded in Manila, Philippines in 1976, with funding from the United Nations. It was agreed in the conference that an Asian counselors' association should be set up to provide a platform for Asian counselors to share experiences and concerns of their counseling practices. It was also agreed that biennial conferences should be arranged in the country represented by the president-elect so that counselors could meet and present experiences and research findings. The association was governed by the Administrative Board of Representatives from the participating Asian countries. Peter Whyte became the first Hong Kong Administrative Board Representative and president-elect of the association. The APECA-Hong Kong

Branch was founded on April 21, 1979, after the second biennial conference held in Hong Kong in the Summer of 1978.

Membership

The first mission of the council of the Hong Kong Branch was to recruit members and help formalize counseling as a profession. Contrary to the practice of the parent organization, which was to include everyone for membership who described themselves as a counselor, the Hong Kong Branch emphasized the need to establish levels of membership based on training and experience. The decision of the parent organization to have inclusive membership was based on the fact that many of the founding members of the association were not professionally trained in counseling and it would be embarrassing for them if they were excluded from the association. However, the Hong Kong situation was different from that of other Asian countries. Those who provided counseling services in Hong Kong were primarily social workers who had obtained degrees in social work or psychologists with advanced degrees in clinical or counseling psychology. The council felt the Hong Kong branch should be more professionally oriented. In order not to violate the spirit of the mother organization, the Grandfather Clause was introduced in the Hong Kong Branch to accept those who applied to be members in the first year

regardless of their training. After the Grandfather period, full membership was based on having an advanced degree in counseling or a related field plus two years of local counseling experience. The requirement of two years local experience to be a full member was established to prevent individual professionals from overseas who were visiting Hong Kong for a short period of time from applying for full membership to the association.

Other categories of full membership included individuals with degrees in unrelated fields with three years of full-time counseling experience under supervision; and those without any post-secondary education training with eight years of supervised full-time experience. The committee also established an affiliated membership for those who were interested in the field of counseling but had no training or local counseling experience.

Response from the community was good and the Hong Kong Branch recruited over 100 members in the first year of its establishment. The number of full members and affiliated members grew steadily in the following years. To date, the Hong Kong Branch has over 100 full members and over 300 affiliated members.

Counselor Identity

The council of APECA-Hong Kong Branch was also concerned with the issue of whether counselors should be

differentiated from other helping professions. A seminar was organized to explore this issue in 1981, five years after a similar seminar had been organized by the Hong Kong Council of Social Services. Unfortunately, the seminar produced similar results in that the participating social workers were offended to find that they were not considered to be doing counseling. The council then decided to move slowly in introducing counseling as a separate profession.

In 1986, the Committee on Counselor Identity of APECA-Hong Kong Branch decided to conduct a survey to follow-up on the 1980 results obtained from the Counseling Survey Task Force. This delay in a follow-up study was a result of financial difficulties in the association and a manpower shortage. All positions in the Hong Kong Branch are non-salaried. The data have been collected and are in the process of being tabulated and analyzed. Preliminary findings show that there have been few changes since the last survey. The need for more thorough training in counseling is necessary. There is a dissatisfaction with work load, work setting and the administration. Individuals who are engaged in counseling services are relatively young, with little experience in the profession. Job satisfaction is low. Although growth in quantity of counseling services in Hong Kong has been rapid, the quality of the services, public acceptance and governmental support are still much needed.

Professional Development

The third area of endeavor the APECA-Hong Kong Branch devoted much of its time to was that of professional training and development for members. Personal development workshops for the helping professionals were organized each year for the members to explore their own personal potential as counselors. Films depicting various approaches in counseling were organized regularly for those novice counselors with little or no training in counseling. Seminars and workshops on various counseling issues and counseling approaches were also arranged to allow members to share their experiences.

Outstanding scholars visiting in Hong Kong were invited to conduct workshops for members. Scholars invited to speak were Leon Fine and John Hollander. These workshops received such positive response from members that the council decided such workshops featuring outstanding professionals in the field of counseling should be held on an annual basis. The first such series of workshops was held in 1985 and the first person invited to conduct workshops in Hong Kong in 1985 was C. H. Patterson, a world renowned scholar in Person-Centered Therapy. These workshops typically span a three-week period and include approximately 100 hours of training. In 1986 Garry Landreth, a leading figure in Play Therapy was invited to Hong Kong, and in 1987 Gerald Corey who is distinguished in group counseling was featured.

Planning is in progress for John Hipple, a specialist in suicide interventions, to conduct workshops in the Fall of 1988.

Counselor Education and Professional Development

The counselor training programs in Hong Kong began to take shape in the early 1980s. Extramural courses were offered by various educational institutions such as the University of Hong Kong, the Chinese University of Hong Kong and the Hong Kong Baptist College. Some voluntary agencies such as the Breakthrough Counseling Center also contributed in conducting courses in counseling for the public. Most of these courses were basically introductory in nature. The quality of these courses varied depending on the training and experience of the tutors. There are, however, more carefully designed, formal programs that deserve attention.

Certificate in School Counseling and Guidance

The first counseling course to be offered in Hong Kong was a course entitled Introduction to School Counseling and Guidance, in 1971. It was offered by the Extramural Department of the University of Hong Kong, and was organized by Nga Ping Lee. Under her direction, the course was developed into a one-year certificate program in 1984. During this

fourteen-year period, she successfully convinced the Hong Kong Government Education Department of the significance of the course and as result, the Educational Department decided to financially sponsor the participants taking the course.

The certificate course is comprised of (1) twenty teaching hours of workshops for developing self-awareness and personal growth, (2) twelve teaching hours on communication and interviewing, (3) eighteen teaching hours on human growth and development including human sexuality, (4) six teaching hours on study skills, (5) thirty teaching hours on counseling theories and principles, (6) three teaching hours on popular culture, (7) five teaching hours on school counseling and school administration, (8) forty hours of practicum experience, and (9) eight hours of individual supervision. The format of the training is lecture, small group discussion, and role play. Films and video tapes are also used as teaching aids. For each participant there is a total of 142 contact hours. The participants are required to complete three written assignments which are related to human growth and development, counseling theories and a case study.

The objectives of the training are to help teachers become more sensitive to students' needs, develop skills in identifying problems and to provide on-the-spot counseling to students in crisis situations. The course is not

intended to develop professional counselors (Lee 1986). When the Hong Kong Government issued its guidelines for guidance teachers, the course was identified as one of the alternatives for inservice professional training.

The course has been overwhelmingly popular and there are frequently as many as 200 applicants for a class of 32. Prior to 1987, this was the only certificate course offered in counseling. Another reason for the extreme popularity of the course is that teachers who go through the course are usually assigned to be in charge of the guidance program at their schools, possibly giving them a better chance for promotion. Additionally, teachers who have finished the course have found it to be educationally and personally enlightening.

Due to the popularity of this course the government has approached the Chinese University of Hong Kong to conduct a similar certificate course for teachers who would be responsible for the guidance program in their schools.

Counselor Education Programs

The Chinese University of Hong Kong

The Chinese University of Hong Kong was the first educational institution in Hong Kong to offer a formal degree program in counseling. The program started as an introductory course in counseling in the Diploma of

Education in 1976. The prerequisites for the course were Adolescent Development and Psychology of Learning and Teaching. Betty Yau and Chia Chi Lee-Yen, lecturers in the School of Education, were responsible for teaching the course.

In 1977, a master's degree program in counseling was developed with Yau and Lee-Yen as the only teachers. It was a two-year part-time degree program. The prerequisite for admission was a Diploma in Education or the equivalent. The curriculum for the master's degree consisted of three education core courses, Methodology of Education, Philosophy of Education and Social Foundation of Education, and three courses in counseling, Theories of Counseling, Group Counseling and Seminar in Counseling. The program was more academic than professional in nature, since no practicum courses were required.

In 1981, after Lee-Yen resigned from the position and left Hong Kong, Man Ping Lam, who was the Director of Breakthrough Counseling Center filled the vacancy. Under her leadership the program began to focus more on professional practitioner counseling training for the students. In 1983, the program was expanded to become a three-year part-time program and four additional counseling courses were added to the required curriculum. The added courses were Fundamentals of Guidance and Counseling, Laboratory

Practice, Practicum I and Practicum II. Students were also required to present a position paper on their theoretical orientation. Admission to the program was limited to twelve students every three years. Since the program was established primarily to train teachers to become counselors, the majority of spaces are reserved for applicants from the education profession. This degree program is very popular, however, and attracts many applicants from social work and other fields.

Lam feels the range of course offerings is still insufficient and hopes to expand the program to include courses in Testing and Management, Abnormal Psychology, Personality Theories and Career Counseling over either a four-year part-time period or a two-year full-time period. There is a pressing need to add additional members to the staff of two in order to provide the necessary supervision and to expose students to various approaches in counseling (Lam 1987).

Although desirable and certainly needed, these changes are not likely. Within the Chinese University, there is strong opposition from faculty members who do not believe the counseling program should be considered a professional training program. Expansion of the program also implies the expansion of the teaching staff in this area rather than in those areas faculty members prefer (Lam 1987).

The University of Hong Kong

In 1980, the University of Hong Kong offered an experimental two-year part-time master's degree program in counseling in the School of Education, which consisted of three education courses, Philosophy of Education, Methodology of Education, and Education Administration, and three courses in counseling, Theories of Counseling, Group Counseling and Thesis. Peter Whyte, who was the Dean of Students at the University of Kong Kong was the initiator of the program. Courses were taught on a part-time basis by counselors from the University Student Counseling Unit. There were no prerequisites for admission to the program, allowing students from various undergraduate majors to enroll. Only five students enrolled, and only one had any psychology background. As the teacher of the Theories of Counseling course, I found it to be almost impossible to teach what was needed when the students lacked even name recognition of people such as Rogers, Freud and Skinner. In addition, the program was far from adequate as a professional training program and was discontinued in 1982.

At present only an elective introductory course in counseling is included in the Certificate of Education program at the University of Hong Kong.

Shue Yan College

Shue Yan College was established as a private post-secondary college in Hong Kong in 1972. The college offers

only undergraduate programs and is recognized by the Hong Kong Government to issue post-secondary diplomas for its graduates. Counseling and Guidance has been one of the diploma programs offered by the Shue Yan College since 1976.

C. Y. Chung, President of the College, established the program and staffed it with part-time social workers and psychologists. Students are required to take two years of basic studies in the Sociology Department before they can apply to major in Counseling and Guidance. The program includes courses in Personality Theories, Theories of Counseling, Group Counseling, Practicum in Counseling, Abnormal Psychology, Physiological Psychology, Developmental Psychology, Cross-Cultural Counseling, Psychological Assessment, History and Systems in Psychology, Student and Marital Counseling and Adolescent Psychology.

Staffing of the program has been a problem since its inception because courses offered depend on the availability of part-time instructors who are willing to teach them. Since this is a private institution, salaries for these positions are extremely low. Consequently, most of the part-time counseling instructors teach primarily out of their desire to help students. Although this is a positive benefit, the negative side is that, because of the minimal salary offered, the college requires few quality standards.

There are also other problems. Because of the shortage of funding, library materials on counseling are far from adequate. There are fewer than 200 books on counseling or related areas in the library and no journals on the topic. Students are placed in social welfare agencies for their practicum with social workers as their supervisors. The supervisors hold social work degrees and have no training in counseling or supervision. Most of the students find it difficult to distinguish between counseling and social case work.

Research and Survey

No systematic research has been conducted to determine the effectiveness of counseling in Hong Kong. The assumption that counseling is an efficient way to help people in distress in Hong Kong was challenged as early as 1981 by Norman Briers (Briers 1981). However, very little research has been completed and the question of effectiveness of counseling remains unanswered.

In 1986, APECA-Hong Kong Branch sponsored a large-scale survey to determine the identity of counselors. The results indicate that counseling services are usually carried out by Christian (60 percent) females (70 percent) who are between the ages of twenty and thirty (55 percent). They are usually social workers (65 percent) having a bachelor's degree in social work with no other professional qualifications (85

percent). The survey also showed that those engaged in counseling services received little or no supervision of their counseling work (85 percent). Most counselors do not have training in psychological testing (58 percent), and almost half of them never read professional journals (41 percent). The majority of the counseling cases involve children and youth with behavioral or emotional problems (55 percent) or family (31 percent) and marital (28 percent) related problems.

When asked about their understanding of counseling, the majority (70 percent) of the respondents stated that it should focus on self-discovery. They were dissatisfied with the counseling situation in Hong Kong (68 percent) and were dissatisfied with public and government recognition (81 percent). Person-Centered (30 percent) and Eclectic (25 percent) approaches to counseling are the most commonly adopted approaches. One explanation for the popularity of these two approaches is that they are emphasized in the social work training of most of the post-secondary institutions in Hong Kong. Research should be conducted to determine the effectiveness of various counseling approaches in their application to the Hong Kong community.

In 1981, the Council of APECA-Hong Kong Branch decided that letters should be sent to all members asking them to make a list of information relevant to counseling which had

been published in Hong Kong. Anthony Chan, Administrative Assistant at the Chinese University of Hong Kong, and member of the council, volunteered to coordinate the information received. His efforts resulted in the publication of Bibliography on Guidance, Counseling and Psychotherapy in Hong Kong, containing 961 entries on articles relating to counseling in Hong Kong. According to Chan, "a number of these are of nonacademic nature. Some may even be loosely related to the counseling field. Nevertheless, these have been included in order to offer a picture of what is going on in the counseling world in Hong Kong" (1983, Preface). This document was a significant contribution to the development of counseling in Hong Kong. It also presents a complete history of counseling-related publications through 1982.

A brief summary of the historical development of counseling in Hong Kong is shown in Table 3.

TABLE 3
COUNSELING EVENTS IN CHRONOLOGICAL YEARS

Year	Event
1964 . . .	The Vice Chancellor of University of Hong Kong set up a working party to investigate and advise on the need for a student counseling service in the university.
1966 . . .	Working Party of the University of Hong Kong recommended that a modest counseling center of two-to-three counselors be set up.
	The need for counselors in the schools was expressed in a conference of teachers.
	Riot. Protests against ferry fares.
1967 . . .	George Gray, Head of the Student Counseling and Research Unit of the University of New South Wales visited the University of Hong Kong and recommended that the Student Counseling Unit at the University of Hong Kong should resemble that of the University of Keele.
	Riot. Related to the Chinese Cultural Revolution.
	Ben Fong started counseling services at Yang Memorial Social Service Center.
1969 . . .	Hong Kong Federation of Youth Groups started its first experimental counseling program.
1970 . . .	Yang Memorial Social Service Center hired its first counselor.
	University of Hong Kong established a Dean of Students position.
	University of Hong Kong hired a Trainee Counselor.
1971 . . .	University of Hong Kong hired a Senior Student Counselor and Student Counselor.
	University of Hong Kong initiated an extramural course in counseling.
	Hong Kong Baptist College started its counseling services.

TABLE 3--Continued

Year	Event
1972 . . .	<p>Hong Kong removed from the United Nations' list of colonies at the request of the People's Republic of China.</p> <p>Hong Kong Baptist College initiated an extramural course in counseling.</p>
1973 . . .	<p>Hong Kong Federation of Youth Groups suspended its counseling program.</p> <p>Informal meetings were held to discuss forming a counselor association. No action was taken.</p>
1975 . . .	<p>The first survey to identify counselors in Hong Kong and what they were doing was conducted by the Educators' Social Action Council (ESAC).</p> <p>The Breakthrough Counseling Center was established.</p>
1976 . . .	<p>Caritas-Hong Kong hired its first counselor.</p> <p>The first Asian counselors' conference was held in Manila, Philippines. The Association of Psychological and Educational Counselors of Asia (APECA) was established.</p> <p>The Chinese University of Hong Kong offered an introductory course in counseling at the School of Education.</p> <p>The Shue Yan College started its undergraduate program in counseling.</p>
1977 . . .	<p>A seminar on "What is counseling?" was organized by the Hong Kong Council of Social Service.</p> <p>The Chinese University of Hong Kong started its master's degree program in counseling.</p> <p>Counseling services at the Hong Kong Polytechnic were established.</p>
1978 . . .	<p>The second Asian counselor conference, APECA, was held in Hong Kong.</p>

TABLE 3--Continued

Year	Event
1979 . . .	<p>The Association of Psychological and Educational Counselors of Asia-Hong Kong Branch was established.</p> <p>The Educators' Social Action Council (ESAC) conducted a second survey to identify problems faced by counselors in each area of counseling.</p>
1980 . . .	<p>The APECA-Hong Kong Branch held its first annual conference with the theme "Counseling in Hong Kong."</p> <p>The University of Hong Kong began an experimental master's degree, two-year, part-time program in counseling.</p> <p>The Breakthrough Counseling Center published the first counseling journal--<u>Breakthrough Counseling Bulletin</u>.</p>
1981 . . .	<p>The APECA-Hong Kong held its annual conference with the theme "The Application of Various Counseling Approaches in Hong Kong."</p> <p>APECA-Hong Kong Branch conducted a seminar on "Counselors--What We Are, Who We Are."</p>
1982 . . .	<p>The Breakthrough Counseling Center stopped publishing the <u>Breakthrough Counseling Bulletin</u> due to a shortage of manpower.</p> <p>The experimental master's degree program at the University of Hong Kong was suspended.</p>
1983 . . .	<p>The publication of the <u>Bibliography on Guidance, Counseling and Psychotherapy in Hong Kong</u>, edited by Anthony Chan, was sponsored by the APECA-Hong Kong Branch.</p> <p>The master's degree program at the Chinese University of Hong Kong was extended to become a three-year, part-time program.</p>
1984 . . .	<p>The Huazhong Normal University in Wuhan, China set up its counseling center governed by the Western principles in counseling.</p>

TABLE 3--Continued

Year	Event
1984 . . . (Cont.)	<p>The Education Department of Hong Kong Government established guidance services in secondary schools in Hong Kong.</p> <p>Signing of the Joint Declaration on Hong Kong's Future.</p> <p>The extramural course conducted by the University of Hong Kong was extended to become a one-year certificate program.</p>
1985 . . .	C. H. Patterson was invited by APECA-Hong Kong Branch to conducted workshops in Hong Kong.
1986 . . .	<p>Garry L. Landreth was invited by APECA-Hong Kong Branch to conduct workshops in Hong Kong.</p> <p>APECA-Hong Kong conducted a survey to identify counselors in Hong Kong and the problems they experienced.</p>
1987 . . .	Gerald Corey was invited by APECA-Hong Kong Branch to conduct workshops in Hong Kong.

CHAPTER 4

FACING THE UNCERTAINTIES: THE 1990S

Introduction

The expansion of counseling services in Hong Kong has been rapid in the last two decades; from a handful of foreign and local professionals starting the services in Hong Kong to numerous agencies providing counseling as part of their services. However, the development lacks depth in the quality of services. The need for intensive training programs is obvious and governmental support is urgent. This training and support will help to reduce the frustration of the helping professionals as well as providing better services to those in distress. Such support and recognition will help the counselors to be better equipped in preparing for the uncertainties of the future in the 1990s.

There are two foreseeable changes in Hong Kong in the 1990s. Since the signing of the Sino-British Joint Declaration, it has become clear that China will recover the sovereignty of Hong Kong in 1997. The impact of the change in political status and how it may affect the counseling movement in Hong Kong needs to be explored.

Another change that is taking place gradually is the fact that the population of Hong Kong is growing older.

Because of this, a change in the current emphasis on youth counseling is warranted.

These and other issues that the counseling profession will be encountering in the 1990s, such as counselor training and the role of the professional organization, are also discussed.

Change of Political Status in Hong Kong

The Sino-British Joint Declaration is a legally-binding international agreement. Unfortunately, the binding power of international law in actual practice is minimal. Although China has promised autonomy to Hong Kong residents after 1997, there is great apprehension about whether or not these promises can be trusted.

Individuals who experienced the political turmoil in China in the Cultural Revolution in the 1960s are especially worried that the political stability and freedom that Hong Kong is now enjoying may be changed overnight. Consequently, there is considerable turmoil for these people who must decide how to find ways of leaving Hong Kong and to live in other countries where they will be a minority, or to accept the political uncertainty of the future in Hong Kong. To emigrate from Hong Kong means giving up established careers and a secure way of life and start over again in a country they may know very little about. To remain in

Hong Kong will be to accept the fact that it will be a part of a communist country after 1997 and freedom may no longer exist.

One significant group of people who have already been emigrating from Hong Kong in the last few years are the professionals in their early thirties, that most Western countries welcome. They are the ones who are more able to adapt to a new way of living, and their careers are not as deep-rooted. Among this group are many young social workers and counselors who have been working in the field only a few years. This will likely prove to be a severe blow to the counseling movement in Hong Kong since they will continue to be replaced by less experienced counselors.

Some of these young professionals who have emigrated plan to return to Hong Kong once they have obtained citizenship in the countries where they have settled. Citizenship in the Western world will insure them of freedom and protection if there are drastic changes in Hong Kong after the Chinese take over. There is a general pessimistic attitude among counseling professionals that when China recovers her sovereignty in Hong Kong, the development of counseling will be discouraged because it promotes personal freedom which is counter to the political ideology of the Communist Party.

There are indications, however, that the political atmosphere in China has changed recently. First, the

Chinese leadership has been assuring the international community that its open-door policy will remain unchanged in the long term, and its policy toward Hong Kong has been looked upon as a test of its open-door policy. Violation of the spirit and terms of the guarantees to Hong Kong would certainly damage the capitalist world's confidence in China. Second, as long as the Chinese government values Hong Kong's contributions to its modernization program, this capitalistic city will likely be tolerated.

The Chinese modernization program has resulted in many problems which are similar to those faced in Hong Kong and the Western world. From a counseling viewpoint, there are encouraging signs in the manner in which the Chinese government approached these problems. The implementation of population control programs in China resulted in parenting and child rearing problems. Consequently, a parent-education program has been implemented in a few provinces in China.

An experimental counseling center which is guided by Western principles of psychological counseling was set up in Huazhong Normal University in Wuhan in 1984 (South China Morning Post 1986). In its first two years, the center has already drawn hundreds of people from all over the Hubei province. The success of the center is proof of the need it fills in Chinese society. Prior to the establishment of this counseling center, counseling services for the

general population were non-existent. According to the published report, the counselors in the center are working primarily with marital and relationship problems. The center is also unusual in that it sets aside one day a week to provide a special service for children between the ages of one and seven, staffed by professors trained in child psychology. The staff of the center are also planning for expansion of the service to provide more specialized counseling for married couples with sexual and child rearing problems (South China Morning Post 1986).

The implication of this experimental counseling center in China is very important to the development of counseling in Hong Kong. Perhaps the success of this counseling center will help to convince the Chinese government of the need for this kind of service in China. If the Chinese government can tolerate the existence of these "Westernized" services in China, there is the possibility that counseling services in Hong Kong will be accepted by the Chinese government after 1997.

The pioneers in the counseling movement in Hong Kong have a lot to offer to the development of counseling in China. First, the training which has proven to be beneficial to them will probably be necessary for future Chinese counselors. Hong Kong counselors could also serve as trainers for those Chinese who are interested in this endeavor. Second, the problems and resolutions that the

Hong Kong pioneers have experienced may also serve as guidelines for the new indigenous Chinese counseling movement. Third, Hong Kong counselors could utilize their association with Western scholars in counseling to make arrangements for the Chinese counselors to invite these scholars to China to conduct workshops and seminars relevant to the work that the Chinese counselors are doing.

Demographic Changes

At the present low levels of fertility and mortality, the Hong Kong population, as a whole, is likely to become older in the future. In 1981, the population aged sixty-five and over made up 6.6 percent of the total population. The proportion is expected to increase to 9.8 percent in 1996 and 10.5 percent in 2001 (Chan 1986b). As a consequence of family nucleation, low fertility, and longer life expectancy, couples are now expected to spend longer periods of their married life in the "empty nest" after their last child leaves home (Kwong 1984). At the same time, the roles of the elderly at home and in the community at large are in the process of redefinition (Tao 1981). One important element involved in the change appears to be the growing reluctance of the family to care for the aged and the gradual shift of the economic responsibility for caring for the elderly to the community, as has been observed in other industrial societies. Consequently, the rising

proportion of the aged population would substantially increase transfer of public funds to the needy even if the existing level of social welfare assistance remains unchanged.

Because of the trend toward acceptance of counseling services, more services will be needed in the future. At present, the major emphasis of counseling in Hong Kong is on adolescent and youth services. It can be anticipated that the need will remain in this area. However, there will also be an increasing need for mid-life crisis counseling, marital counseling and old age counseling at the turn of the next century. The increasing need will also lead to a shortage in manpower unless careful planning is made in the near future. Governmental support in this area is essential in terms of counselor education and service provision. The government has adopted a passive attitude in the past, its policy being to provide only the minimum basic services. The situation has changed somewhat since the early 1970s, when the government hoped to actively promote social services. But the government's determination to push ahead in this area of development is still not strong enough. Counseling services in the eyes of many senior government officials are only of secondary importance, so that whenever economic development is slowed down, counseling services are often the first to be delayed. Thus, unless the government has greater determination and perseverance in the promotion of

counseling services, rapid progress in this area will be difficult.

The Future Development of Counselor Education

The present counselor education programs in Hong Kong are definitely insufficient to meet the needs of the Hong Kong society. More funding from the government and the private sector is urgently needed for program expansion. A strong professional training program will help not only to alleviate the needs for Hong Kong but may also help meet the developing need for counselors in China. Involvement in the counseling movement in China could help to insure the survival of counseling services in Hong Kong after 1997. Experienced counselors in Hong Kong should devote more time to training programs instead of front-line services in order to have a greater impact on the developing field of counseling.

There is also an urgent need for research in this field to establish accountability and efficiency of the various counseling approaches. The outcome of this research could have a very great impact on the development of indigenous theories in counseling.

At present, there is a shortage of experienced supervisors for counselors in the field. A network of peer supervision could help to reduce the frustration of those

counselors who work independently. However, more long-term planning in training supervisors is also essential.

The Role of a Professional Organization

The Association of Psychological and Educational Counselors of Asia-Hong Kong Branch has been actively involved in the counseling movement in Hong Kong in the past decade. The development of the association was slow, partly because of the shortage of manpower and partly because of the lack of public and government recognition. However, a more active participation in governmental policy making is expected in the future. The association is the only counselor organization that represents the majority of the counselors in Hong Kong. It is important, therefore, that the association develop a channel of communication with the government so that the opinions of the members can be delivered to government officials.

Professionalization of counseling services cannot be promoted only by a code of ethics and by the availability of training. It must be sustained by recognition from the public. Public education through mass media could be an effective means to promote the concept of counseling. This is an area in which the association has not been involved in the past.

There have been discussions on differentiating the roles of social workers and counselors. It is my opinion

that such differentiation is not necessary at the present stage. The division of labor and separation may emerge naturally when the two professions have developed to a point where the difference in emphasis is significant. In this early stage of development of helping services, it is important that the two professions join forces and seek government assistance. The APECA-Hong Kong Branch can serve as a bridge between the two professions.

There is, at present, no local counseling journal in Hong Kong. Funding and manpower should be allocated in the APECA-Hong Kong Branch so that a journal could be established. The production of a counseling journal could significantly enhance the quality of counseling services.

The APECA-Hong Kong Branch should become actively involved in working with local universities to establish additional counselor education programs and to expand those in existence.

The discussion on whether Hong Kong should have a local counselor organization was raised in the early 1980s. Although the question was resolved at that time, it is expected that the issue will emerge again when the number of counselors in Hong Kong has increased significantly. I believe that instead of establishing a local Hong Kong organization, a national Chinese counseling association including Hong Kong and China should be established. It is recognized that such an association is not presently

warranted. However, as counseling programs develop in China and are expanded in Hong Kong, such an association would be mutually beneficial.

The International Historical Perspective of Counseling Development

The origins of the counseling movement started in Europe at the turn of the century with philosophers and psychologists such as Freud and Adler establishing various systems of psychotherapy. In the 1930s and 1940s, when the political status in Europe became unstable, many of these early European psychological leaders immigrated to the United States. Thus, counseling in the United States has been greatly influenced by Europeans. The emphasis of counseling in the United States has, however, changed from psychotherapy to counseling, and from agency services to educational services. Great indigenous theorists and philosophers such as Rogers and Skinner emerged and developed systems that best fit the American culture.

In the 1960s, when the developing Asian countries began to modernize, they took with them not only the technology from the Western world but also resulting problems. The counseling movement went West again and became part of the modernization. Some Asian countries developed their own counselor education programs which resembled the American ones (Lloyd 1987).

There is a general belief among counseling leaders in Hong Kong that Western approaches to counseling may need to be modified to best serve Asians, and that a different system of counseling with a different emphasis will need to be developed in the future. It is hoped that a more universal and holistic approach to counseling could be developed in the future; one that could make a meaningful contribution to all cultures of the world.

APPENDIX A

COUNSELLING SERVICES IN HONG KONG: A SURVEY 1977

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文教人員社會改進協會

COUNSELLING SERVICES IN
HONG KONG

A SURVEY

1977

esac

Pamphlet No. 6

COUNSELLING SERVICES
IN
HONG KONG

A SURVEY
1977

EDUCATORS'
SOCIAL
ACTION
COUNCIL

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THE COUNSELLING SURVEY TASK FORCE INTRODUCTION

Who are we and why are we doing it?

At a meeting of the Educators' Social Action Council in 1975 it was decided that the Council, which is concerned with the social dimensions of education, should know and be interested in what is going on in the field of counselling in Hong Kong. What kind of counselling is going on in Hong Kong? Who are doing it? Does this counselling answer the needs of Hong Kong? What kind of training is required for counsellors in the future?

A small committee was set up which co-opted people from outside ESAC and clarified its own objectives. The Counselling Survey Task Force, which takes its name from the first of its objectives, consists of psychologists, college lecturers, counsellors and persons involved in teaching or educational administration. Its objectives are:

- (1) To make a survey of the agencies involved in counselling.
- (2) To find out what are the problems faced by counsellors in each area of counselling, e.g. in career counselling, family counselling, health counselling, school counselling etc.
- (3) On the basis of the needs to suggest how to plan training for counsellors in the future.

The present report is the result of the first objective to survey the "pockets" of counselling facilities in Hong Kong.
How did we go about our survey?

Through our discussions over many committee meetings, we learned from one another about different counselling resources in Hong Kong. We decided to gather more information about these resources. The idea of a directory dawned on us. As we prepared the groundwork for an in-depth understanding of counselling needs in Hong Kong, we could also share our initial findings with other workers in the field.

To facilitate identification of agencies which offer counselling services, we began with a rough framework by outlining counselling resources in Hong Kong in several general areas:

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Family and Social Services
 School — related Services
 Church — related Services
 Mental health and crisis intervention services
 Physical rehabilitation services.

We did not want to prescribe any 'a priori' definition of counselling. Any agency which indicated that it offered "Counselling Services" in whatever sense was included in our survey.

For the initial information-gathering, we decided to try an informal, personal approach. Our group members contacted friends working with different agencies to provide information. For others, a telephone interview with officials in charge was made. On the basis of these interviews and literature describing these agencies, a summary report was written about each agency. Our report did not attempt to be comprehensive. Services which did not seem to be directly related to counselling were left out. The general format included the following information:

Name of agency/organization/department
 Address
 Telephone
 Officer to contact
 Services — type of counselling, counselling staff, related services.
 Target population
 Referral procedure.

A copy of the summary report was sent back to each agency which was asked to validate the information and provide the official Chinese translation of the report. We were encouraged by the high return rate and prompt reply to our request. Of the 57 reports we sent out, a total of 55 were returned. In addition another agency volunteered its report.

We understood that, despite our efforts to cover all counselling resources, we would inevitably leave out a few through our ignorance of their existence. Mistaken or outdated information might also be inadvertently reported. We would like to extend our apologies here and hope that corrections will be sent to us so that amendments can be included in future supplements.

Content of this Report

Agencies are listed in alphabetical order. Only counselling and related services are listed. When an agency has more than

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one location, only the headquarters/main office is included. Those interested in local offices can get the information from the headquarters.

To facilitate easy reference, a subject index is included at the end.

For your interest, we have included in the appendices descriptions of counselling by different professionals. We have invited professionals working in different settings to write an one-page introduction to the type of counselling they are engaged in. These descriptions are not meant to be representative of what counselling should be. Instead, we hope to present the diversity of activities involved in counselling.

Members of the Counselling Survey Task Force

Mrs. Goldie Korenberg (Initiator)
 Dr. Fanny Cheung (Chairperson)
 Fr. Martin Cryan
 Mr. Peter Fan
 Mrs. Elise Hoffman
 Mrs. Lovena Jenkins
 Miss Daisy Moh
 Br. Henry Pang
 Miss Evangeline Pow
 Mrs. Betty Yau

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1. THE BOYS' AND GIRLS' CLUBS ASSOCIATION

3 Lockhart Road, Wanchai, Hong Kong
Tel: 5-279121

Mrs. Chan Wong Shui, Acting General Secretary

Services:

1. School Social Work Project in Tsz Wan Shan and Shek Lei Children's Centres. Counselling service to school children in school or by referral. Supplemented by centre programme and Family Life Education Programmes.

Target population:

1. Children in the 8-14 age group
Students with emotional and behavioural problems.
2. Youth Guidance Project at Sau Mau Ping Children's Centre
A community based project reaching out to young people of the neighbourhood. Guidance and counselling services, individually or in groups; block work and Family Life Education programmes are also extended to young people as well as the local residents.

Target population:

Young people in the 8-14 age group
Potential school drop outs, school drop-outs with emotional and behavioural problems.

小童軍總會

香港灣仔晏克道三號
該樓樓上附設中文課本。

2. BREAKTHROUGH COUNSELLING CENTRE

Room 609, Kar Man House
Oi Man Estate, Kowloon
Tel: 3-044111

Mr. David Cheng, Director

Services:

1. Individual counselling to help solve study, adjustment, religious, family, financial, interpersonal relationships and marital problems.
2. Referral of financial cases to social welfare agencies.
3. Referral of psychiatric cases to medical professionals.

Target population:

General public through telephone, interviews and correspondence.

Time: Monday — Friday 2:00 p.m. — 9:00 p.m.
Saturday 9:00 a.m. — 1:00 a.m.

Hotline telephone service: Monday — Saturday 6:30 p.m. — 9:30 p.m.

突破輔導中心

九龍愛民邨孝民街嘉民樓609室

電話：3-044111 輔導中心主任：鄭建城先生

服務：

1. 提供個別面談，內容包括專業、社交、信仰、情緒、戀愛、婚姻、家庭、職業、人生等。
2. 經濟困難將轉介往有關社會服務機構。
3. 精神病患將轉介往有關醫療服務。

對象：

普羅大眾，可透過電話諮詢，個別面談，或函件轉導方式進行。

時間：

逢星期一至五 下午二時至九時
星期六 上午九時至一時

熱線電話服務：由星期一至六晚上六時半至九時半

3. CANOSSA SCHOOL FOR THE VISUALLY DISABLED

I.L. 8102, Kennedy Road
Hong Kong
Tel: 5-278288 5-280813
Rev. Sister Rosa Hong, Headmistress

Services:

1. Subsidized co-educational Kindergarten and Primary Vernacular and Middle School. Classes: Kindergarten to Middle II (6 cl.)
2. Informal counselling for their blind children and their families.
3. They have a social worker for their students. She keeps in touch with their past students and helps them in their difficulties.
4. Pre-marriage counselling for their former students.
5. Sheltered Workshop for blind women above 21 years of age. Mini sheltered-workshop for mentally retarded blind women.

嘉諾撒明學校

香港灣仔堅尼地城地段八—〇二

電話：5-278288

主任：康鳳貞修女

編別：津貼男女中文幼稚園及中學

班級：幼稚園至初中二年級

該機構未附上文譯本

4. CAREERS SECTION, EDUCATION DEPARTMENT

Lee Gardens, Hysan Avenue
Causeway Bay, Hong Kong
Careers Officer

Services Provided:

1. A training service
Provides a viable programme of lectures, seminars, conferences and visits for careers teachers.
2. An education service
Maintains a continual programme of careers education for secondary school students in the form of weekly careers talks at regional centres, individual school talks and visits, summer work experience scheme and career guidance seminars.
3. A personal advisory service
Conducts individual/group interviews for the purpose of careers counselling, guidance in the choice of a career/course of study and for occupational/educational information.
4. An information service
Distributes to schools careers literature published by firms/institutions, careers circulars giving notice of vacancies in government/private sector and career plan posters, and serves as a central information point for schools and public.
5. The Hong Kong Association of Careers Masters
Acts as a liaison body between employers and schools, maintains a monthly newsletter and a biennial report and in conjunction with the Hong Kong University Extramural Studies Department conducts short training courses for careers teachers of member schools. The Careers Officer of the Education Department is its Ex-Officio Secretary.

5. CARTAS - HONG KONG

Family Services
Caritas House
2 Caine Road
Hong Kong
Tel: 5-242071

Miss Joyce Chang, Professional Assistant

Services:

1. Counselling service is rendered to individuals and families with marital disharmony, children's behaviour difficulties, personality and relationship problems, etc.
2. School Social Work is designed to help students with schooling adjustment problems. The School Social Worker works with the teachers in a joint effort to achieve a common goal, that is to assist the child in developing his potential to the fullest extent so as to enable him to derive the utmost benefit from his school experience.
3. Family Life Education Programme is carried out to stimulate individuals' growth and self-understanding so that they are able to have more satisfying personal and social relationships.
4. Treatment Groups are conducted to strengthen the individual through mutual sharing and support, ventilation, clarification of roles and to give a sense of achievement.
5. Psychological assessments.

香港天主教福利會家庭服務部
地址：香港堅道二號明愛大廈一樓
該機構未附上中文譯本

香港銅鑼灣希慎道利國大廈

教育司署就業輔導組

就業輔導主任

服務範圍包括：

(甲) 訓練

為就業輔導教師編排多項訓練程序，如講座、會議、參觀及研討會等。

(乙) 教育

為中學生提供就業輔導教育，例如為個別學校安排參觀及舉辦講座、每週予分區之中心主辦就業輔導講座、推行學生暑期工作實習計劃及舉辦就業輔導研討會。

(丙) 個別指導

安排個別或分組約見學生，深入了解問題所在，從而提供就業或升學之資料並予以適當之指導。

(丁) 諮詢服務

負責將有關就業輔導之資料分發予各學校，例如工、商行業及學術機構之刊物、私人或政府機構之招聘通告及就業輔導圖表等，並作為學校及一般市民之諮詢中心。

(戊) 香港輔導教師聯會

該會之成立，旨在加強僱主與學校間之聯繫。該會每月發表通訊一份，並每年編印會刊一次。此外，該會更與香港大學校外課程部聯合舉辦為會員學校輔導教師而設之短期訓練課程。教育司署之就業輔導主任乃該會之當然義務秘書。

6. CASTLE PEAK HOSPITAL

Tuen Mun, N.T.

Tel: 12-816251

Dr. Rosalia Cheng, Superintendent

Services:

In-patient psychiatric treatment, including chemotherapy, E.C.T., occupational therapy, psychological services, social services. Staff includes psychiatrist, psychiatric nurse, occupational therapist, medical social worker, psychologist.

Referral:

Voluntary admission —

Referral by other psychiatric units, and out-patient department.

Involuntary admission —

(i) Through Form 1 & 2 application initiated by medical officers in hospital and patients' family.

(ii) Admitted under court order (Remand Order and Hospital Order) for psychiatric report and treatment.

新界屯門青山醫院

院長：鄭麗港醫生

電話：12-816251

診療：

留院病人之診療包括藥物治療，電治療，工作治療，心理治療及社會工作者。職員包括精神科專家，精神科護士，工作治療員，社會工作者及心理學家。

入院手續：

自願入院——由其他精神科中心及門診部介紹入院留醫。
非自願入院——(1)由醫院醫官及病人家屬簽署表格一及二。

(2)由法庭判處入院以便呈交精神科報告及留院治療(包括選擇法令及留院法令)

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7. THE CHINESE UNIVERSITY OF HONG KONG APPOINTMENTS SERVICE

Tel: 12-612211 Ext. 206

Director: Mr. N. H. Young

Deputy Director: Mrs. Elizabeth Ko

Services:

1. A counselling centre of careers information.
2. Develop job opportunities.
3. Organize training courses with orientation in career development to the furtherance of career interests.
4. Help employers in their needs for recruitment and executive development.

Target population:

Students of Chung Chi College, New Asia College, and United College of the Chinese University of Hong Kong.

香港中文大學

中大就業輔導處

香港新界沙田

電話：12-612211 內線 206

主任：楊乃舜先生

副主任：高伍若梅女士

服務方面：

1. 為一般就業之輔導中心，供給徵聘消息。
2. 調查與檢討就業機會。
3. 籌劃訓練課程以增進對於就業之興趣。
4. 協助聘僱機構研究人事問題並增進其對就業學生之認識。

服務範圍：香港中文大學崇基學院，新亞書院，聯合書院之學生。

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**8. CHINESE UNIVERSITY OF HONG KONG
CHUNG CHI COLLEGE**

Dean of Students Office
Shatin, New Territories

Tel: 12-612211 Ext. 448, 489

Mr. Anthony Chan, Assistant Dean

Service:

1. Counsel students with adjustment, study, financial and family problems.
2. Information and counselling on further studies.
3. Referral of students with mental and health problems to the University Health Centre.
4. Group counselling:
Sensitivity & personal growth groups, micro-lab in human relations.
5. Career counselling.
6. Psychological testing services.
7. Peer counsellor training service.
8. Counselling library.
9. Guidance on organization of student activities.

Target population: University student

Member agencies:

United College, New Asia College and Appointments Service.

香港中文大學

崇基學院輔導處

香港新界沙田

電話：12-612211 內線448，489

學生輔導：陳毓祥

服務範圍：

1. 輔導學生克服或適應社交，讀書、經濟及家庭問題。
2. 升讀海外研究院輔導。
3. 轉呈學生精神及健康個案於大學醫療中心。
4. 小組心理輔導：把該團契的理論與技術，人際關係實際小組。
5. 就業輔導。
6. 心理測驗。
7. 學生輔導員訓練小組。
8. 有關心理，交友，輔導等書籍閱覽室。
9. 指導學生組織有關課外活動。

服務對象：

中文大學學生。

本校其他輔導工作機構：

聯合書院，新亞書院，及中大就業輔導處。

**9. CHINESE UNIVERSITY OF HONG KONG
NEW ASIA COLLEGE**

Dean of Students Office
Shatin, New Territories
Tel: 12-612211 Ext. 600

Dr. Tam Yue-him, Dean of Students

Services:

1. Counselling on adjustment, study, financial and family problems.
2. Information and counselling on further studies.
3. Referral of students with personal and health problems to the University Health Centre.
4. Career counselling.
5. Guidance on organization of student activities.
6. Improvement of teacher-student-administration relations.

Target population: University student

Member agencies:

Chung Chi College, United College and Appointments Service.

香港中文大學新亞書院輔導處

香港新界沙田
電話：12-612211
輔導長：譚汝謙博士

輔導服務：

- (1) 輔導學生解決對環境、學業、經濟及家庭困難。
- (2) 升學輔導
- (3) 保獎輔導
- (4) 就業輔導
- (5) 課外及團體活動輔導。
- (6) 增進師生與學校行政關係。

**10. THE CHINESE UNIVERSITY OF HONG KONG
UNITED COLLEGE**

Shatin, New Territories
Dean of Students' Office
Tel: 12-612211 Ext. 573/577

Dr. F. C. Chan, Dean of Students

Services:

1. Counselling to overcome personal, study, financial and family problems.
2. Information and counselling on further studies.
3. Referral of students with personal and health problems to the University Health Centre.
4. Career Counselling.
5. Referral of Students for vocational counselling and job placement to the University Appointments Service.
6. Counselling testing service.
7. Counselling library.
8. Guidance on organization of student activities.

Target population: University students

Member Agencies:

Dean of Students' Office of Chung Chi College
Dean of Students' Office of New Asia College
Appointments Service of C.U.H.K.
Student Affairs Section of C.U.H.K.

香港中文大學

聯合書院輔導處

香港新界沙田

電話：12-612211 內線 579/577

陳方正博士

服務性質：

1. 輔導學生解決個人，學業、經濟及家庭之困難問題。
2. 提供資料及輔導有意深造及留學之畢業學生。
3. 負責轉送對個人或健康有問題之學生往大學保健處。
4. 畢業學生職業輔導。
5. 介紹學生往大學就業輔導處接受職業輔導及獲得職業之介紹。
6. 學生輔導測驗。
7. 有關輔導書籍之介紹。
8. 學生團體活動之輔導。

輔導對象：中文大學學生。

「本校其他輔導工作機構」：崇基學院輔導處
新亞學院輔導處
中大就業輔導處
中大學生事務組

11. THE CHINESE YOUNG MEN'S CHRISTIAN
ASSOCIATION,
HONG KONG

23 Waterloo Road, Kowloon

Chinese Y.M.C.A.

Youth Guidance Project

Team Leader

Mr. Lawrence Yick

Services:

Youth Guidance Project —

Chai Wan area and Western District area. The same scheme as that run by B.G.C.A.; the same type of service, the same target population.

Counselling by YMCA social workers.

Chai Wan — Tel. No. 5-573748

Western District — Tel. No. 5-435272/5-432203

中華基督教青年會

地址：九龍彌打老道二十三號

該處掛有附上文譯本

12. CHRISTIAN CHILDREN'S FUND

21 Chatham Road, 6/F
Kowloon

Tel: 3-667271 3-665356

Mrs. Beatrice Chu, Field Supervisor

Contact: Ms. Nora Yau

Services:

1. School social work — 17 social workers provide full time counselling in 10 primary schools. Activities include counselling, group work and mass programmes. They allow one social worker for 400 students.
2. After care — for former inmates of Children's Home up to the age of 21. Adjustment, relationship, housing, schooling, employment counselling by social workers. (CCF no longer operates the Children's Home)

基督教兒童福利會

九龍漆咸道廿一號七樓

電話: 3-667271-2 總幹事: 朱碧慈女士

3-665356 聯絡人: 邱可珍女士

服務

I. 學校社會工作——現有十七位全職社會工作者駐於十所學校內提供學校社會工作服務，對象包括學生及彼等之家長。工作範圍包括輔導，小組工作及團體活動。每四百名學生即設有一位社會工作者。

II. 善後服務——凡已離開本會轄下之兒童院之人士均可獲得此項服務，直至年滿廿一歲為止。服務範圍包括升學，就業輔導，房屋申請，家庭關係改善及適應問題之理等。

13. CHRISTIAN FAMILY SERVICE CENTRE

3 Tsui Ping Road
Kwun Tong, Kowloon

Tel: 3-891242

Miss Doris Caldwell, Director

Services:

1. Family counselling — community-wide. Individual, conjoint, family, group (parents, youth, elderly, young factory workers etc.), play therapy. All kinds of problems: emotional, adjustment, relationship etc.
2. Health counselling — a nurse is assigned to each family, but will focus on those where there are special health problems, family planning, etc. Preventive health counselling — individual and group.
3. School social work — work with students, teacher and parents in school and community settings. One-to-one and in groups. Groups of students with study problems, socialization problems, particular emotional problems, etc. Parents' groups.

New project under way: secondary school students being trained to help primary students who do not get support (particularly in school work) from parents because they are working or incapable of giving appropriate support. Older students will help younger ones and/or mobilise parents to give needed help and support. Social workers supervise older students in this work.

11 social workers and 3 supervisors; 2 nurses and 1 sister-in-charge.

基督教家庭服務中心

地址: 九龍官塘翠屏道三號

該機構未附上中文譯本

**14. EBENEZER SCHOOL AND HOME
FOR THE BLIND**

131 Pokfulam Road
Hong Kong
Tel: 5-870889

Mr. K. J. Marshall, Superintendent

Services:

1. School and home for blind children.
2. Individual counselling for blind students.
3. Counselling for the parents of the blind students.
4. Career counselling for students during last two years of school.

Target population:

Mainly for blind children between the age of 4 to 18 and their families.

心光盲人院暨學校

服務包括：

1. 在校及院內之失明兒童。
2. 對失明學童給予個別之輔導。
3. 給予失明學童家長之輔導。
4. 在學童留校之最後兩年內，給予就業（或升學）輔導

服務對象：

主要為四歲至十八歲之失明兒童及其家庭。

15. EVANGEL CHILDREN'S HOME

120 Shatin Pass Road
Wong Tai Sin, Kowloon
Tel: 3-200053

Miss Ruth Sundquist, Director

Services:

1. Social worker — individual and in groups.
2. If parent(s) bring child to the Home, social worker will counsel family before returning child to his/her home.
3. If referred by SWD or voluntary agency, this counselling will be done by SWD or V.A. in cooperation with the Home.

Target population:

Sixty children in the home aged 2-17. Basically these are children who, for one reason or another, cannot be taken care of by parents or others at home. (Orphans, abandoned children, children from broken homes, patient's and prisoner's children, children under court order, etc.)

福音會兒童之家

地址：九龍黃大仙沙田坳道一二〇號

該機構未附上中文譯本

16. THE FAMILY PLANNING ASSOCIATION OF HONG KONG

Headquarters: 152 Hennessy Road

Wanchai

Hong Kong

Tel: 5-754477

Mrs. Peggy Lam, Assistant Director

Services:

1. Clinic services, including female birth control, male birth control, sub-fertility, vasectomy and female sterilization. 25 clinics located in H.K., Kowloon and New Territories.
2. Special Youth Clinic to provide guidance on birth control and to assist rape victims by preventing unwanted pregnancies.
3. Married Life Information Services to provide guidance and counselling on family planning, sex life, marital adjustment and related problems for married and to-be-married couples.
4. Youth Advisory Service to provide guidance, counselling and aftercare for youth on problems such as birth control, sexually transmitted diseases, unwanted pregnancy and family life.
5. Youth Hotline (5-722733) to provide proper information and advice for youth on matters such as birth control, family life and related problems.
6. Mrs. White Hotline (5-722222) to provide information and advice on matters related to family planning.

Target population:

Female and Male, Married or Single, Youth, Rape Victim.

香港家庭計劃指導會

總會所：香港灣仔軒尼詩道152號

電話：5-754477 助理總監：林貝卡嘉女士

服務：

1. 指導所服務，包括女性節育，男性節育、生育、男性結紮手術及女性結紮手術。二十五間指導所，分佈香港、九龍及新界。
2. 青年服務，為青年提供節育指導及協助被強姦者防止受孕。
3. 婚姻生活諮詢服務，向已婚或行將結婚夫婦提供關於節育，性生活，婚後適應及有關婚姻生活問題的輔導。
4. 青年諮詢服務，向青年提供有關節育，性病，意外懷孕及家庭生活方面的知識，協助解決有關難題及予以善後輔導。
5. 年青人熱線 (5-722733)，向年青人提供節育、家庭生活及有關方面的指導。
6. 白夫人熱線 (5-722222)，提供有關家庭計劃的資料和指導。

對象：

已婚或未婚男女、青年、強姦受害者。

17. EDUCATION ADVISORY SERVICE

HANG SENG BANK LIMITED

77 Des Voeux Road, Central, 20/F
Hong Kong

Tel: 5-255011 Ext. 549

Student Counsellors: Mr. Philip Yu (officer-in-charge)

Mr. Wattie Chan

Miss Brenda Wong

Services:

To provide free counselling services to students, parents and school counsellors on studies in Australia, Canada, U.K., U.S.A.

1. Three student counsellors are ready to provide information on matters such as tuition & fees, education systems, admission requirements, fields of studies and visa applications.
2. Orientation programmes are organized jointly with consular offices & education organizations annually.
3. University guides on Australia, Canada, U.K., U.S.A. are sent to public libraries, secondary schools, universities free of charge.
4. A large collection of catalogues, bulletins and reference materials on overseas studies. It includes:
 - a. A reference library of university and polytechnic catalogues for Australia, Canada, UK and USA.
 - b. Reference books on high schools in UK and USA, lists of Australian & Canadian private high schools.
 - c. Reference books on education systems, course indices, admission tests, career guidance, student life, foreign customs, manners and culture.
 - d. Tape recordings on admission requirement & application procedures.
 - e. Information on the structure, format and test dates of TOEFL, SAT, ACT, GMAT and GRE.

Target population:

Mainly secondary school students.

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恒生銀行教育輔導組

香港德輔道中七十七號廿樓

電話：5-255011

內線：549

學生顧問：余紹麟（負責人）

陳華燦

黃彩屏

恒生銀行教育輔導組，成立於一九六七年，提供英國、美國、加拿大及澳洲之升學資料，該組有三位學生顧問，負責解答有關費用、學制、課程、入學資格及簽證手續等問題；此外，經常與領事館及教育機構，舉辦留學講座及研討會；又編印英、美、澳、加四國之留學指南，送與各公立圖書館，本港與海外大學及其他教育機構，傳作參考。

該組之所有服務，均不收取費用，而所備之留學資料，亦屬至寶，計有：

- (一) 參考圖書室一間，備有英、美、澳、加三千餘間大學及理工學院之最新校刊及資料；
- (二) 英國及美國私立中學之參考書；及澳洲與加拿大私立中學名單；
- (三) 有關海外升學，如學制、選修科目、入學測驗、職業指導、留學生活、異地風俗、學術文化等之參考書，共百餘冊；
- (四) 英、美、澳、加入學資格及申請手續之錄音帶；
- (五) 有關 TOEFL、SAT、ACT、GMAT 及 GRE 試之資料，如內容及考試日期等。

該組並代派美國學生簽證申請表格及托福試報名表格。

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**18. THE HONG KONG ASSOCIATION FOR
MENTALLY HANDICAPPED CHILDREN AND
YOUNG PERSONS, LTD.**

705 Duke of Windsor S.S. Bldg.
15 Hennessy Road, Wanchai
Hong Kong
Tel: 5-281817

Mr. F. C. Tang, General Secretary

Services:

Two schools for retarded children; full-time social worker, parental counselling and home-visit.

Five day centres and four residential centres with parental counselling and home visit by officer in charge and instructors. No formal training in counselling. Mary Rose School for the mentally retarded.

(Mary Rose School [for mentally retarded] — run by Christ Church but affiliated with above association. Counselling for parents.)

Target population:

Parents of mentally handicapped children and young persons.

香港低能兒童教育協進會

香港軒尼詩道十五號
溫沙公爵社會服務大樓705室
總幹事 鄧福泉
電話：5-281817

服務方面：

兩間弱智兒童學校聘有全職學校社工一名。

提供家長諮詢服務及家訪。

五所日間訓練中心及四間有住宿設備中心，諮詢及家訪由主任及各教職員共同負責。

天保民學校為本會會員機構。

該校由基督堂主辦亦提供諮詢服務。

對象：弱智兒童家長。

**19. HONG KONG BAPTIST COLLEGE
COUNSELLING CENTRE**

224 Waterloo Road
Kowloon
Tel. 3-372004

Mrs. J. Lovena Jenkins, Director

Services:

1. Counselling to help solve study, personal, emotional, financial, inter-personal or family problems.

2. Counselling and testing service to increase self-understanding of own personality and to discover aptitude and vocational interest.

3. Advice in academic affairs by the academic advisor.

4. Job placement services by the Placement Service Officer.

5. Career counselling and career literature.

6. Information and counselling on further studies.

7. A library of university catalogues.

8. Referral of students with psychiatric problems to outside professionals.

9. English conversation groups.

10. Creative thinking groups.

11. Self-awareness groups.

12. Courtship and marriage groups.

Target population:

College students

香港浸會書院

學生輔導中心

九龍彌打老道224號

電話：3-372004 主任：姜貝薇娜女士

提供以下服務：

1. 輔導同學以解決學習，情緒、經濟、家庭，人際及個人等問題。
2. 以輔導及心理測驗來促進同學對自己人格的充分了解，並且更能發揮自己的能力及職業興趣。
3. 由教務導師指導同學學業上的問題。
4. 由就業輔導員提供就業輔導的各種服務。
5. 職業輔導及各種就業資料。
6. 海外升學之資料及輔導。
7. 英、美、加等地之各大學目錄藏庫。
8. 有精神病患之同學則轉由外界專業人士輔導。
9. 英語交談小組。
10. 創造性思維訓練小組。
11. 自我了解之訓練小組。
12. 戀愛與婚姻之輔導小組。

對象：

學院學生

20. THE HONG KONG CATHOLIC
MARRIAGE ADVISORY COUNCIL

502, Caritas House

2-8 Caine Road

Tel: 5-242071 Ext. 259/260

Dr. Ramon Ruiz, Chairman

Mr. George H. M. Leung, Executive Secretary

Services:

1. Counselling, guidance and education for successful marriages and responsible parenthood.
2. Counselling of individuals and married couples with emotional or human relationship problems.
3. Counselling for parents in Natural Family Planning.
4. Courses provided for
 - (a) Students in Family Life Education at primary or secondary school level.
 - (b) Young men and women preparing for marriage.
 - (c) Parents, social workers and teachers in human relations.

Counselling is FREE and STRICTLY CONFIDENTIAL in Chinese or English.

Counsellors: Professional: 5 Full-time, 24 Volunteers.

Medical: 18 Volunteer Doctors.

Target Group: General population.

香港公教婚姻輔導會
香港堅道二至八號
明愛大廈五〇二室
電話：5-242071 內線259/260

主席：朱雷士醫生

執行秘書：梁漢明先生

工作大綱：

1. 以輔導、指導及教育等方法，促進受虐幸福婚姻及為人父母者盡天職。
2. 為個人或已婚人士作輔導，幫助解決情緒及人際關係的問題。
3. 為採用自然法調類生育的家庭給予輔導。
4. 開辦教育講座，特為：
 - (a) 中小學學生對家庭生活教育的認識。
 - (b) 準備結婚之青年男女。
 - (c) 父母、社會工作者及教師認識人際關係之重要。輔導工作以中、英文為主，不收費用及嚴守秘密。

婚姻輔導：五位專業人士，廿四位義務工作人員。

醫療輔導：十八位義務醫生。

對象：廣大市民

21. HONG KONG CHRISTIAN SERVICE

33, Granville Road
Kowloon
Tel. 3-670071

Contact: Mr. Ng Shui Lai, Assistant Director

Services:

1. A clinical psychologist who does assessments & therapy.
2. Three social workers for counselling — "open" to deal with all problems, but from experience most are family (inter personal) problems and "child guidance", i.e. school failure and behaviour problems.
3. Three social workers doing school social work. They work with individuals & groups through the cooperating schools.

Target population:

"General" — accept all referrals and anyone from the community self-referred.

香港基督教服務處

九龍加連威老道33號

電話：3-670071

聯絡人：副主任吳永蘭先生

服務

1. 婦科心理學家一位負責評估及治療。
2. 三位社會工作者負責輔導工作，處理各項問題，但在過去個案中，以家庭問題（人際關係）及兒童教導問題（例如：學校成績退步及行為問題等）為主。
3. 三位社會工作者負責學校社會工作。其工作對象包括個人及團體。

對象

一般——任何人皆可介紹前來接受服務，或可自行前來申請。

22. HONG KONG DISCHARGED PRISONERS' AID SOCIETY

702 Duke of Windsor Social Service Building
15 Hennessy Road, Hong Kong
Tel: 5-271322-3

Mr. Paul Liu, Chief Executive

Services:

1. Pre-release preparation for prisoners, employment, and hostel assistance, personal counselling. Group and individual interviews. Recreational activities.
2. After-care counselling with emphasis on understanding and adjustment.
3. Social worker.

Target population: Discharged prisoners

香港釋囚協助會

香港軒尼詩道十五號

溫莎公爵社會服務大廈七〇二室

電話：5-271322-3

總幹事：廖志昂先生

服務範圍

1. 為出獄人士提供釋前服務，就業輔導，宿舍服務，個案輔導，小組及個別輔導康樂活動等。
2. 善後輔導服務著重於理解及協助其適應社會。
3. 社會工作員

服務對象：

本港出獄人士

23. HONG KONG FAMILY WELFARE SOCIETY

1003, Duke of Windsor Social Service Bldg.
Tel: 5-273174

Mrs. Peter Choy, Director

Services:

Counselling (both individual and group), home help, school social work, family life education, help for the elderly, supplementary financial assistance, legal advice.

Target population:

All age groups with family or related problems.

香港家庭福利會

香港軒尼詩道十五號溫莎公爵社會服務大廈1003室

電話：5-273174

總幹事蔡惠儀夫人

服務種類：

個人及小組輔導，家庭助理服務，學校社會工作，家庭生活教育，老年人服務，輔助性經濟援助，法律指導。

服務對象：

任何需要服務之個人或家庭

24. THE HONG KONG FEDERATION OF YOUTH GROUPS

Duke of Windsor Social Service Building
10th floor, Room 1002
15 Hennessy Road
Hong Kong

Tel: 5-272448

Mr. Basil Leung, General Secretary
Miss Harva Minu, Administrative Secretary

Services:

1. Centre Based Services — Community-based youth work: — interest, social, service and self-programming groups. Emphasis on youths serving their own community and on youths' social growth.
- 24 centres, serving youths between 14 and 21 years of age.
2. Development Work
 - a. Youth Guidance Project — for youths at risk between 14 and 21 years of age, mainly by case work and treatment groups approach.
 - b. Detached Work with street-corner youth groups who have behaviour problems and delinquent tendencies.
3. Centralised Programme of social and recreational activities, including summer and winter programmes, sports teams, community recreation activities, outdoor camps for outdoor and water activities.

香港青年協會
香港灣仔軒尼士道十五號
溫沙公爵社會服務大廈1002室十樓
電話: 5-272448

總幹事——梁觀熙
行政幹事——林鳳如
服務

1. 青年中心服務——以特定社區內青年為工作對象，工作方式包括興趣小組，友誼小組，服務隊伍及自務會社工作重點，協助青年人在德智體群四方面發展，並且激發青年服務社會的熱忱。
現有24所青年中心，遍佈港九各地，歡迎十四至廿一歲青年男女參加各項活動。

2. 發展工作——

- (a) 青年輔導計劃，為協助面臨各種難題之青年人而設。
凡十四至廿一歲之青年，均可獲得這項服務，工作方式是採用個案及治療小組方法。
- (b) 擺散青年工作——以街頭巷尾青年為工作對象。這些青年在生長與發展期間，均有極大障礙，並可能有犯罪傾向。
- (c) 統籌活動程序——包括暑期活動，冬季活動，體育隊伍，及社區康樂活動，此外，並有三所戶外訓練營，推行郊外及水上活動。

25. HONG KONG JUVENILE CARE CENTRE

1 Lower Albert Road
Hong Kong
Tel: 5-232329

Mr. Lambert Kwok, Chairman (5-247171)

Contact: Mr. Costa Lee, Secretary

Social worker: Miss Wendy Fung

Services:

Home for boys from broken families. More than 80% are referred by SWD. Balance by voluntary agencies, Kai-fong Associations etc. Ages from 8-12, capacity 70 boys.

Social worker (one) ---

Individual and group counselling; also some home visits.
SWD social workers also do home visits.

香港兒童安置所

香港下亞厘單道一號A

電話: 5-232329

主席: 郭琳珊先生

秘書: 李子雲先生

社會工作員: 馮玉萍小姐

服務範圍概要:

專為收容貧苦無助的兒童, 彼等約百分之八十由為政府社會福利處介紹入所, 其餘均為各大福利機構或街坊福利會推薦者, 入所年齡由八歲至十二歲, 住所人數限額——七十名。社會工作員(一名):

個別及組別諮詢服務, 及定時之家庭訪問等。社會福利處社工人員亦定期到家庭訪問該等兒童。

26. THE H.K. MARRIAGE GUIDANCE COUNCIL

707 Duke of Windsor S.S. Bldg.
15 Hennessy Road, Hong Kong
Tel: 5-278862

Mrs. Elise Hoffman, Executive Secretary

Services:

1. Counselling for personal, marriage and family problems.
2. On a one-to-one or conjoint marital (or conjoint pre-marital or co-habiting) or family basis. Individual counselling for the single, widowed and divorced.
3. Problems — emotional and relationship.
4. Age group — teenage to elderly.
5. Counsellors are volunteers selected and trained by HKMGC or trained by approved bodies abroad. Professional supervision.
6. Professional consultants:
Psychiatric, psychological, legal and medical advisors.
7. Presently English-speaking (one Cantonese-speaking counsellor).

香港婚姻問題輔導署

灣仔軒尼詩道十五號

溫莎公爵府對面大廈707室

電話: 5-278862

總幹事: 荷發詩女士

服務簡介

1. 提供有關個人, 婚姻及家庭輔導。
2. 輔導形式: 包括個人, 夫婦(或未婚男女, 同居男女)及家庭輔導。對未婚、離異及解算者作個別輔導。
3. 輔導問題包括情緒及人際關係等。
4. 服務對象: 青少年至老年人。
5. 輔導員為義務工作者, 曾接受本署認可的海外機構的輔導訓練。輔導員接受專業人士督導。
6. 輔導署有專業人士如精神科醫生, 心理學家, 律師及醫生担當義務顧問。
7. 現階段輔導員主要是說英語人士, 只有一位能操粵語。

27. STUDENT WELFARE UNIT

Careers Section

Hong Kong Polytechnic

Hung Hom

Kowloon

Hong Kong

Tel: 3-634226

Services:

- (a) Careers counselling for students and graduates.
- (b) Provision of information on further studies and employment.
- (c) Provision of information on the H.K. Polytechnic for secondary school students.
- (d) Liaison with employers re-graduate employment.
- (e) Liaison with academic staff re-graduate and under-graduate employment.
- (f) Collating and compilation of graduate employment survey.

Target Population:

Mainly Polytechnic students — current population about 5000 full time and about 12000 evening students.

Referral Services:

General Counselling Section, Student Welfare Unit.
Labour Department

學生輔導處

學生就業組

香港理工學院

電話：3-634226

尹榮憲

就業輔導員

服務範圍

- 1. 就業輔導
- 2. 提供深造及就業資料
- 3. 提供有關理工學院，資料給與中學生。
- 4. 與僱主聯絡有關畢業生就業問題。
- 5. 與教職員聯絡，有關畢業生及就讀學生，就業事項。
- 6. 搜集及編纂有關就業概況。

服務對象

理工學院學生（目前包括五千全日學生及一萬二千名夜校學生）。

介紹服務

學生輔導組

勞工處

28. HONG KONG POLYTECHNIC
Student Welfare Unit
General Counselling Section

Hung Hom
 Kowloon

Tel: 3-638344 Ext. 281

Counsellors: Mrs. E. Yu, Mrs. E. Fung

Services:

1. Individual Counselling to help students resolve personal, social, financial and emotional problems and anxieties.
2. Group Counselling for the same purposes as listed in 1.
3. Study Skills Programme.

Target population:

Polytechnic students.

香港理工學院

學生輔導處

一般輔導部

紅磡

九龍

電話: 3-638344

內線281

輔導員: 余楊淑華

馮陳孟君

服務範圍:

1. 個別輔導可幫助學生解決各方面的困難, 包括私人問題, 社會問題, 經濟問題, 情緒問題及各種憂慮。
2. 小組輔導之目的與上述所列相同。
3. 教導學生如何改善讀書技巧。

輔導對象:

理工學院學生

29. HONG KONG PSYCHIATRIC CENTRE
David Trench Rehabilitation Centre

9B Bonham Rd., Hong Kong

Tel: 5-495121

Dr. W. H. Lo Consultant Psychiatrist i/c

Services:

Psychiatric treatment in day-hospital or out-patient clinic, including chemotherapy, E.C.T., psychotherapy & counselling, psychological services, occupational therapy & medical social services. Staff including psychiatrist, psychologist, medical social worker, occupational therapist, and psychiatric nurse.

Target population:

Psychiatric out-patients & day-patients.

Referral: Referral by doctor.

香港精神病診療所

戴麟趾康復中心

9B, 般含道香港

盧漢海醫生

精神科科主任顧問

電話5-495121

服務範圍:

晝日病人及門診精神病醫療包括藥物治療, 電療, 集體及輔導治療, 心理治療, 職業工作治療及醫務社會福利服務等。

工作人員包括有精神病專家, 心理學家, 醫務社會工作人具, 職業工作人員及精神科護理人員等。

服務範圍:

精神病門診及晝日病人

介紹:

醫生介紹書

31. THE HONG KONG SOCIETY FOR THE BLIND
Rehabilitation & Training Centre

33 Granville Road, 7/F.
 Kowloon
 Hong Kong

Supervisor --- Tel. No. 3-670071 Ext. 224

Social Worker --- Tel. No. 3-670071 Ext. 225

Services:

1. Rehabilitation and training for the visually handicapped (by referral).

Courses: Arithmetic, Body Movement, Braille, Chinese, Community Life Education, Domestic Science, English, Mandarin, Orientation & Mobility, Techniques of Daily Living and Typing.

2. Vocational training for the visually handicapped (by entrance examination)

Courses: Industrial Sewing and Telephony.

3. Counselling for the visually handicapped and their families.

4. Vocational counselling for the visually handicapped.

5. Referrals for medical services, vocational/educational placement and Government assistance.

6. Information given concerning services for the visually handicapped.

7. Sale of mobility aids and educational appliances for the visually handicapped.

Target population:

Any visually handicapped person and/or his family member(s).

30. HONG KONG RED CROSS
(Branch of the British Red Cross Society)

Anne Black Red Cross Headquarters
 Harcourt Road
 Hong Kong
 Tel. 5-282021

Contact: Executive Officer (Schools)

Services:

School social workers working with the children individually and doing home visits. Deal with special problems of physically handicapped children's study problems, behaviour problems, etc.

Red Cross Schools for disabled children:

Red Cross Hospital Schools	5-282021
Princess Alexandra Red Cross Residential School	3-497081
Tsz Wan Shan Red Cross School	3-200326
John F. Kennedy Centre	5-870131
Margaret Trench Red Cross School	5-874832

Target:

Physically handicapped children of polio, cerebral palsy, etc. of the Hong Kong Red Cross Schools and families of these children.

香港紅十字會

(英國紅十字會分會)

香港夏懿道柏立基夫人紅十字會總部

電話：5-282021

聯絡：學校行政主任

服務：學校社會工作員對每一個學生家庭保持密切聯繫，對弱症兒童的特別問題如學習，行為等加以照顧及協助。

紅十字會弱能兒童學校：

紅十字會醫院學校 電話：5-282021

雅禮瑪利士紅十字會學校 電話：3-497081

葵青山紅十字會學校 電話：3-200326

甘道連中心 電話：5-870131

瑪利士紅十字會學校 電話：5-874832

目標：香港紅十字會學校之身體弱能學童如小兒麻痺癱瘓等及其家庭。

32. THE HONG KONG SOCIETY FOR THE DEAF

701, Duke of Windsor Social Service Bldg.

15 Hennessy Road

Wanchai, Hong Kong

Tel: 5-278969

Mr. Brian Lui, Executive Secretary

Services:

1. Counselling the deaf and their family.
2. Help in finding schools, employment and housing.
3. Group and individual counselling of parents to help them

Target population:

Mainly deaf people and their families.

香港聾人福利促進會

灣仔軒尼詩道

溫莎公爵社對大廈七〇一室

電話：5-278969

總幹事：雷偉彬先生

服務範圍：

- 一、輔導聾人及其家人解決情緒及生活上困難。
- 二、協助聾人就業，申請學校及屋宇。
- 三、以個別及小組輔導方法，使聾人父母掌握教導子女方法。

主要對象：聾人及其家庭

香港盲人輔導會

復康訓練中心

九龍加連威老道卅三號七樓

內線224

內線225

主

任：電話：3-670071

社會工作人員：電話：3-670071

服務：(下述服務除特別註明外均以視覺有缺陷人士為提供對象)。

- 一、復康訓練(經申請)
 - 科目：算術、律動、凸字、中文、社區生活教育、家政、英文、國語、行動、生活技能和打字。
- 二、職業訓練(經入學試)
 - 科目：車衣和電話接線
- 三、個人和家庭輔導
- 四、職業輔導
- 五、代申請醫療服務，就業，就業和政府援助。
- 六、提供有關為視覺有缺陷人士而設的服務資料。
- 七、售賣行動輔助器及教育器材等。

服務對象：

任何視覺有缺陷人士及其家人。

33. INSTITUTE OF INTERNATIONAL EDUCATION

Southeastern Asia Regional Office

The Hong Kong Arts Centre

12th Floor, Harbour Road, Wanchai

Hong Kong

Tel. 5-283251

Miss Eileen Lam, Student Counsellor

1. A library of US college/university catalogues and reference materials (open to anyone especially students).
2. Application forms for tests e.g. TOEFL, SAT, ACT, GRE, GMAT, etc.
3. Information sheets and IIE preliminary application forms for U.S. colleges/universities.
4. Information and advice by student advisors on questions related to application and admission to U.S. colleges/universities. (Student advisors do not recommend schools.)
5. Talks organized on studying in the U.S.A.
6. Test administration: TOEFL (Macau and special centre in Hong Kong) and ACT.
7. Preparation of institutional reports on local educational institutions (helpful reference for U.S. colleges/universities.)
8. Selection/Screening of qualified candidate for scholarships programmes: —
 Direct Placement Scholarship for prospective undergraduate college/university applicants.
 East West Centre Scholarship for graduate applicants.
9. Notice on test dates, scholarships, other developments in U.S. college/universities.
10. Student interview on behalf of highly selective colleges and universities in order to provide additional information for admission and financial aid decisions.

國際教育協會

東亞區辦事處

地址：

香港藝術中心十二樓

電話：5-283251

1. 本會圖書室備有美國大學的個別校刊及參考資料以供學生及其他人士參閱。
2. 派發各考試的申請表格。
3. 有留美資料，簡章及本會的初步申請，美國大學表格備索。
4. 本會學生顧問提供及解答有關留學美國的申請程序及入學資料（學生顧問向不推薦學校，一切由學生本人決定）。
5. 留美講座。
6. 生理托福考試（澳門及香港特別考試中心，及美國大學入學試之一切 ACT）。
7. 搜集本港個別學校的資料並作出報告，以供美國大學參考。
8. 獎學金選拔：①國際教育協會助學金直接選拔計劃。
 ②夏威夷東西文化中心研究獎學金。
9. 赴美留學的考試日期通告，獎學金計劃及美國大學的發展資料。
10. 替美國部份嚴選大學約見申請入學者，查詢詳細考生資料，以協助大學作出取錄，經濟援助的決定。

34. INTERNATIONAL RESCUE COMMITTEE, INC.

Flat B6, 10/F.
J. Hutung House
4A Ashley Road
Kowloon

Tel: 3-678320 3-680587

Mr. Henry W. Allen, Director

Services:

1. Counselling for refugees from China.
2. Hostel housing about 40 refugees.
3. Day Nursery care.

Target population:

Refugees from China and other areas.

國際救援會

地址：九龍尖沙咀亞士厘道四號A何鴻卿
大廈B座十一樓B6室

電話：3-678320

3-680587

幹事：

安哈利先生幹事

服務範圍：

- (1) 輔導初從中國大陸來港之難民
- (2) 設有宿舍收容約四十名難民
- (3) 托兒服務

服務對象：

剛從中國大陸及其他地方來港的難民。

35. KOWLOON HOSPITAL PSYCHIATRIC UNIT

Kowloon Hospital

Tel. 3-010111 Ext. 247

Dr. L. Chen Psychiatrist i/c

Services:

Psychiatric in-patient, day-patient, out-patient treatment.
Chemotherapy, E.C.T., psychotherapy, occupational therapy,
and social services. Staff includes psychiatrist, psychologist,
psychiatric nurse, medical social worker, and occupational
therapist.

Target population:

Adult psychiatric patient within the catchment area.

Referral: Referral by doctor.

九龍醫院精神科

地址：九龍亞皆老街

電話：3-010111 內線247

該機構未附上中文譯本

36.

MARYCOVE CENTRE

32 Nam Long Shan Road
Aberdeen, Hong Kong
Tel. 5-540167

Sister Mary Gertrude Sen, Co-ordinator

Services:

Three social workers counsel girls and families on an individual or family basis. The Sisters in the residential facility are trained in group work and see the residential units as group treatment units.

Target population:

110 girls (the number varies from time to time) age approximately 12-16 in residential and day-care (approx. 75 residents and 35 day-care respectively). Residential units are for girls with behaviour or severe family problems, necessitating a temporary change of environment. Those in day-care have less serious difficulties, usually economic problems, over-age or backward for school level, etc.

香港瑪利灣中心

(瑪利史丹頓女童中心)

香港仔黃竹坑南朗山道三十二號

聯絡主任：沈修女

電話：5-540167

福利工作

中心內有三位社會工作人員輔導女童本身或其家庭成員。負責女童宿舍小組生活之修女們會經受特別訓練，她們對於「小組生活治療」方法均有豐富經驗。

服務對象

目前有一百十個大約十二歲至十六歲之女童，七十五人寄宿，三十五人外宿（人數時有增減）寄宿生多因為本人行為問題，或者家庭有嚴重問題需要暫時離開其困難環境，外宿生本人或家庭無十分嚴重問題，外宿生來就讀於瑪利灣中心，所設立之學校是因為超齡，學習能力較慢，家庭經濟情形欠佳等。

37. NEW LIFE PSYCHIATRIC REHABILITATION ASSOCIATION

8 Tai Lok Street, Shauiwan
Hong Kong
Tel: 5-602244

Dr. Stella Liu, Chairman

Mrs. Maureen Tam, Executive Secretary

Services:

1. New Life Farm with farm work and hostel for discharged psychiatric patients.
2. Tuen Mun Hostel and a Half-way House for discharged male psychiatric patients.
3. Female Half-way House for discharged female psychiatric patients.
4. Rotary Hostel for male subnormal patients.
5. Sheltered workshop.
6. Day-to-day "counselling" and guidance by warden.
7. After-care services arranged.
8. Consultant psychiatrist, psychologist and social worker.

Target population: Discharged psychiatric patients.

新精神康復會

香港新界沙田太興街八號

電話：5-602244

主席：劉曼華醫生

執行秘書：譚何錦霞女士

服務種類：

1. 新生農場供康復中精神病患者農務工作及住宿設施。
2. 屯門宿舍及男性過渡期宿舍供康復中男性精神病患者過渡期及比較長期之居留。
3. 女性過渡期宿舍給予康復中女性精神病患者暫時居留。
4. 扶輪宿舍供男性智能不足人士居留。
5. 庇護工場。
6. 舍監給予日常生活輔導及指導。
7. 病後照顧服務。
8. 精神病專家，心理學家及社會工作者兼任顧問。

人口指標：離院之精神病患者

38.

PELLETIER HALL
Clear Water Bay Road
Kowloon

Tel: 3-203884

Miss Theresa Lo, Co-ordinator

Services:

1. A residential centre for 80 girls aged 13-17 with familial, behavioural, and emotional problems, managed by the Good Shepherd Sisters. Dormitories with warm, homelike atmosphere where girls living in groups of 10-16 can sort out problems, share experiences, and form meaningful relationships. Each group is taken care of by a group counsellor and her assistant. Average stay 1-2 years.
2. Counselling to help self-understanding and development of decision-making capacity. Family counselling to improve relationship and understanding between family members.
3. Special school offering basic primary 5 to Form 3 classes and practical courses.
4. Two-year follow-up of every girl discharged. Girls are assisted in looking for jobs or schools. Families are prepared for their return. Alternative provisions at the Aftercare Hostel in Wong Tai Sin.
5. Crisis Intervention Services offered by the Sisters in Aftercare Hostel of Pelletier Hall is an experimental project separate from the Hall's regular services. Open to all women in need of immediate help.

Target populations:

Girls aged 13-17 with familial, behavioural and emotional problems.

Referral:

Mostly referred by the Social Welfare Department. Referrals by other organizations and personal applications are accepted.

塘立學校

九龍清水灣道 電話: 3-203884

服務

1. 住宿治療中心，專為年齡十三至十七歲，而面對家庭、個人行為及情緒等問題的少女所設。住宿額為80人，由善牧會修女管理。住宿方面設有五個生活小組，每組10至16人，由一名舍監及一名小組助理負責。小組生活培養溫暖的家庭氣氛，以滋相互關懷及解決自己的問題。少女留學為期一至兩年。
2. 輔導服務，幫助了解自己，發展才能，學習作出生活上適當的決定。並與家庭合作，促進成員間關係或了解。
3. 特殊學校，提供小五至中三的基本課程及實用科目。
4. 兩年離校輔導服務。協助離校詳細計劃，求職、續學、幫助家庭接受回家生活、或安排到黃大仙宿舍暫住。
5. 緊急援助服務，由黃大仙宿舍修女實驗試辦，並升格立專校本為經帶服務。專為任何急需援助婦女而設。

服務對象

年齡十三至十七歲，而面對家庭，個人行為及情緒問題的少女。

介紹

大部份由社會福利署介紹，其他機構或個人申請亦予接受。

39. PO LEUNG KUK

66 Leighton Road
Hong Kong

Tel: 5-763386 Chairman, Vice Chairman, Directors
5-768592 Miss Cynthia S. H. Chau, Superintendent
5-763386 Ext. 19
Miss Wanda Kwan, Asst. Superintendent

Services:

1. **Residential Care** (within Leighton Road Campus)
Institutional care for boys aged 0-12 and for girls aged 0-21. Referrals are made by the Social Welfare Department (SWD). Free education, vocational training, medical attention. Professional services include case work, group therapy, employment counselling.

- (a) **Babies Section** — affiliated with SWD Adoption Unit
- (b) **Children's Section** — adjustment to the home is helped by a social worker. — family counselling by Family Service Division of SWD.

- (c) **Girls Section**
(i) **New-comers Ward** for transit cases or temporary custodial cases from Police Dept. or from Social Welfare Department.

- (ii) **Unmarried Mothers Ward** for those pregnant for the first time (aged under 21) referred by SWD. Counselling by Family Services Division of Social Welfare Department.

(d) Retarded Children's Section

- (i) **Residential service** for mentally retarded children of moderate grade (i.e. IQ 29-59). Boys aged 5-10, girls aged 5-21.
- (ii) **Sheltered Workshop** for mentally retarded female workers of moderate grade (IQ 29-59) aged 16 and over.

No specific counselling.

2. Out Centres

- (a) Sheltered workshop and hostel for mentally retarded adults at Ko Chiu Road Estate, Kowloon.

- (b) Kwai Shing Children's Home — a small group home.
- (c) Day care centres: 9 day nurseries and a day centre.

3. Educational

The Kuk runs non-profit making schools (secondary, primary and kindergarten) within its headquarters and at resettlement estates to assist low income groups.

香港保良局局址：香港銅鑼灣禮頓道六十六號。

董事會主席、副主席暨列位總理 5-763386

總幹事：周樹霞小姐 5-768592

助理總幹事：關頌閣小姐 5-763386 Ext. 19

服務對象：

本局所收容之對象，男性以不超過十二歲為限（將來可能減至十歲），女性以不超過廿一歲為限；本局兒童均由政府社會福利署經過調查推薦入局。
本局免費供應下列各種服務：教育職業訓練；醫療；職業工作；小組輔導；就業輔導。

g 嬰兒組：收容社會福利署送來之初生至三歲嬰兒。

b 兒童組：社會福利署家庭服務部予以家庭輔導。

c 女童部：社會工作人員協助兒童適應本局；

(新出生家)

該組包括以收容由警局或社會福利署送來之過渡性或監管性之新收婦孺室（丁未家）未婚母親寄收由社會福利署送來之初次懷孕少女，年齡在廿一歲以下者。

d 弱能兒童組：

弱能兒童組收容中度低能（智商廿九至五十九之間）五歲以上之男女兒童；（男童收至十歲，女童廿一歲）庇護工場收容智能商在29—59間之十六歲以上女童。

局外服務

- a 九龍油塘前超道開設另一所名額100之庇護工場及名額60之弱能青年宿舍
- b 葵威兒童之家——小型兒童之家
- c 托兒兒九間、托嬰園一間

教育勞工

為幫助入息低微之勞苦大眾，特於局內局外興辦多利中小學、幼稚園及托兒、托嬰園多所。

41. RENNIES MILL STUDENT AID PROJECT

Holland Hostel
485 Kwun Tong Road
Kwun Tong, Kowloon
Tel: 3-895423 3-895122
Mr. Jan W. Kleijn, Director

Services:

Three hostels for boys and girls aged 7-18 from broken families, orphaned, parents separated. Total about 200 children. Two social workers provide mainly **group** but also individual counselling.

調景嶺學生輔助社荷蘭宿舍

九龍觀塘道四八五號
電話: 3-895423; 3-895122
總監: 衛立仁先生

服務

三間宿舍收容共約二百名年齡由七至十八歲因變遷逝世或分離等原因而無家可歸之男女兒童。兩位社會工作者負責供應兒童集體及個別輔導。

40. UNIVERSITY PSYCHIATRIC UNIT

Dept. of Psychiatry
University of Hong Kong
Queen Mary Hospital
Pokfulam Road, Hong Kong
Tel: 5-873873 Ext. 403

Prof. K. Singer, Professor of Psychiatry

Services:

Adult and child psychiatric treatment and research. Treatment includes chemotherapy, E.C.T., psychotherapy (supportive psychotherapy, insight psychotherapy, group psychotherapy), behaviour modification, biofeedback, social services. Staff includes psychiatrist and social worker, Red Cross teacher, psychiatric nurse.

Target population:

Adult psychiatric out-patient, day-patient, and in-patient (15 beds); child psychiatric out-patient and day-patient.

Referral:

Referral from other wards at Queen Mary Hospital. Outside referrals might be considered. Write for assessment to professor of Department of Psychiatry.

瑪麗醫院精神科

香港大學醫學院治療學系

香港灣仔道 電話: 5-873873 內線: 403 廖家教授。

治療工作範圍:

成年及兒童精神治療及研究工作。
治療方法包括藥物治療, 電療治療法, 心理治療 (支持性心理治療, 領悟性心理治療, 集體心理治療), 行為治療, 生理回饋治療, 社會服務。工作人員包括精神科醫生, 社會工作者, 紅十字會教師, 精神科護士。

服務對象:

成年精神科病人, 包括門診病人, 日間病人, 及住院病人 (共十五張病床); 兒童精神科病人, 包括門診病人及日間病人。

介紹病人就診方法:

瑪麗醫院各病房及外科私家醫生均可介紹病人就診。介紹信請寫明見精神治療學系教授。

42. THE SAMARITAN BEFRIENDERS HONG KONG

45 Block 13, G/F.

Lok Fu Estate
Kowloon

Tel: 3-412932

Mr. Andrew Tu, Chairman

Services:

1. 24-hour telephone counselling service in English and Cantonese for rape victims, suicidal and other distressed persons. Immediate support and sympathetic listening.

English-speaking hot-line 5-278484

Chinese-speaking hot-line 3-370000

2. Will "befriend", i.e. meet clients to give support and help social integration.

3. Non-professional volunteers who undergo short training course.

Target population:

Suicidal and other distressed persons, including rape victims.

香港撒瑪利亞(防止自殺)會

主席、杜學魁

辦公地址：九龍樂富邨十三座四十五號地下

電話：5-278686

香港灣仔二十二號二樓傅兵士兵之家

電話：3-368888

服務時間：二十四小時全日服務

語言：中文——熱線電話：3-370000

英文——熱線電話：5-278484

對象：企圖自殺者

極端悲觀痛苦者

被損害的婦女

方法：1. 聽訴、了解、同情、安慰

2. 以友誼的立場盡快，盡力，予求助者幫助解決困難及其困擾。

3. 訓練義工入員。

43. SOCIAL WELFARE DEPARTMENT

Lee Gardens

4/F., East Block

Hysan Avenue, Hong Kong

Tel: 5-709261

Mr. Thomas C. Y. Lee, Director

Services:

1. Counselling for family and child welfare problems.
2. Rehabilitation services for the handicapped and the infirm.
3. Youth and community services.
4. Student counselling through school social work.
5. Probation services.

Target population: All age groups.

社會福利署

電話：5-709261

署長：李春融先生

服務：

一、家庭及兒童福利問題之輔導

二、傷殘及老弱人士康復服務

三、青年及社區服務

四、經由學校社會工作提供之學生輔導

五、感化服務

服務對象：

所有年齡組合人士

- 44. SOCIETY FOR THE AID AND REHABILITATION OF DRUG ADDICTS (SARDA)**
301 Duke of Windsor Social Service Building
15 Hennessy Road
Tel: 5-277723-6
- Mr. Kevin K. W. Yuen, Administrative Secretary
- Services:**
1. Shek Kwu Chau Treatment Centre (500 beds for males).
 2. Women's Treatment Centre (30 beds for females).
 3. Individual counselling for drug addicts and family.
 4. Group counselling for patients at Women's Treatment Centre, and Shek Kwu Chau Centre.
 5. After-care services at district centres and clinics.
 6. Social worker.
- Target population:**
Addicts who are voluntary patients at the treatment centres, discharged during the 2-year after-care period, families of addicts.
- 香港戒毒會**
溫莎公爵社聯大廈三〇一室
軒尼詩道十五號
電話: 5-277723-6 行政總監: 袁國榮先生
- 服務:**
- (一) 石鼓洲康復院 (可容五百位)
 - (二) 婦女康復中心 (可容三十位)
 - (三) 給與戒毒者及其家人個別輔導
 - (四) 住院者接受小組輔導
 - (五) 各區社會服務中心及診所提供善後輔導
 - (六) 社會工作員
- 對象:**
自願戒毒者 (包括住院者, 及在兩年善後輔導期間之康復員) 及其家人。
- 45. SOCIETY FOR THE PROTECTION OF BIRTHRIGHT LTD.**
130 Waterloo Road, Kowloon
Tel: 3-377443
- Executive Secretary: Miss Pauline Yeung
- Services:**
- To provide practical help to pregnant women in difficulties. Such services include medical care, housing, legal advice, financial assistance, employment, referral and adoption. Two residential homes are provided to accommodate pregnant women, married/unmarried. Individual and family counselling.
 - To provide Family Life Education to clientele groups.
 - To give educational talks and conduct discussion.
 - Sessions on pro-life movement to various groups.
- Contact:**
Contact the Executive Secretary. Referral to social workers will be arranged.
- Telephone:**
3-377443 (Office hours)
5-221071 (every evening 7:30 p.m. — 9:30 p.m.)
- 出生權維護會**
九龍彌打老道一三〇號 牧民中心
電話: 3-377443
執行秘書: 楊玉芳小姐
- 服務:**
1. 向面臨困難的孕婦提供實際的援助, 包括醫療、法律、諮詢、經濟、職業、轉介及領養。設立兩幢房舍為已婚或未婚孕婦提供住所服務。個人及家庭輔導。
 2. 提供家庭生活及家庭輔導。
 3. 舉辦教育性講座及討論會。
 4. 向各階層人士推行維護生命運動。
- 聯絡:**
請與執行秘書聯絡, 安排與社會工作人員會晤。
(辦公時間)
電話: 3-377443
5-221071 (每晚七時三十分至九時三十分)

46. THE SOCIETY OF BOYS' CENTRES

47 Cornwall Street
Kowloon

Tel: 3-617879

Mr. Wilson C. B. Cheung, Senior Superintendent

Services:

Three social workers — individual and group counselling with the boys and with parents.
Welfare supervisors and teachers of School Sections in the two Centres also assist in giving counselling to the boys.

Target population:

Boys are referred by Social Welfare Dept., Education Dept., voluntary agencies and some are "self-applied." They are between 8 and 16 years old. A total of 340 boys in 2 centres and one hostel.

香港扶幼會

九龍彌敦道四十七號

電話：3-617879

監督：康震邦

服務：

三名專導社會工作人員負責全體兒童之輔導工作。對若干父母有時亦給予同樣服務。各導師及教師亦須協助輔導工作。會內兒童由社會福利署、教育司署或慈願福利機構轉介給入會，將份兒童由其家長自行申請入會。本會屬下有兩個中心及一間宿舍，全部兒童三百四十名，年齡在八至十六歲之間。

47. THE SPASTICS ASSOCIATION OF HONG KONG

603 Duke of Windsor Social Services Bldg.
15 Hennessy Road, Hong Kong

Tel: 5-278978

Rev. E. Kvan

Mrs. J. Ling, Executive Director

Services:

1. Residential centres and schools for spastic children.
2. Counselling for families of spastic children.

Target population: Spastic children and their parents.

香港痲痺協會

地址：香港軒尼詩道十五號溫莎公爵社會服務大廈六〇三室
該機構未附上中文譯本

48. SPECIAL EDUCATION SECTION EDUCATION DEPARTMENT

Lee Gardens, Hysan Avenue
Causeway Bay, Hong Kong
Tel: 5-778311 Ext. 150

Mr. K. H. Chan

Services:

1. The Section gives professional advice on the education of blind and partially sighted children, deaf and partially hearing children, physically handicapped children, slow learning children, maladjusted and socially deprived children, audiology, child guidance, and speech therapy to schools and voluntary organisations.
2. Assessment services offered include psychological testing; educational assessment of handicapped children; audiometric, speech and vision screening for primary school children; audiological testing for children with suspected hearing impairment; and speech testing for children with suspected speech defects.
3. Remedial services offered include auditory and speech teaching for hearing impaired children; individual and group speech therapy for children with speech defects; guidance to children with learning or behaviour problems; advice to parents and teachers on how to manage handicapped children; and the running of special classes in ordinary schools for less severely handicapped children.
4. Handicapped examination candidates sitting for public examinations are assessed by the Section for special arrangements including the provision of special examination centres.
5. The Section also runs a braille printing press which prints all Cantonese braille textbooks for schools for the blind.

教育司署特殊教育組

香港銅鑼灣希慎道利國大廈

陳國熙先生

電話：5-778311 內線：150

服務範圍：

- (一) 該組負責為中學及小學各級各類專業性指導：盲童、弱視兒童教育，聾童、弱聽兒童教育，身體弱能兒童教育，學習遲緩兒童教育，情緒問題兒童教育，聽覺學，兒童輔導及言語治療。
- (二) 診斷服務包括有心理測驗、弱能兒童教育評估、小學常識測驗、語能甄別及視覺甄別，為懷疑聽覺缺陷兒童提供聽覺測驗，為懷疑言語缺陷兒童設言語測驗。
- (三) 在輔導服務方面，包括有聽覺缺陷兒童設聽覺訓練及言語訓練，為言語缺陷兒童設個別及分組言語治療，為學習或行個困難兒童設特殊指導，為家長及教師提供輔導服務，使他們知道如何照顧弱能兒童。該組亦負責在普通學校內為缺陷較輕兒童開辦特殊班。
- (四) 參加公開考試之弱能學生經該組審閱後可以獲得特殊安排，包括提供特殊考試試場。
- (五) 該組亦有凸點字印刷服務，專為印刷盲童學校一切中文凸點字教科書。

49. ST. JAMES' SETTLEMENT

98A Kennedy Road

Hong Kong

Tel: 5-745201/4

Director: Mrs. Grace Wan

The Settlement provides individual and/or group counselling to all in need, irrespective of age.

聖雅各福群會

香港堅尼地道九十八號A

電話：5-745201/4

總幹事：溫李日瑩

聖雅各福群會為各界人士提供個別及團體輔導服務

- 51. DEPT. OF PSYCHIATRY
UNITED CHRISTIAN HOSPITAL**
130 Hip Wo St., Kwan Tong, Kowloon
Tel: 3-496111 Ext. 239
Dr. Paul Lam, Dept. Head
- Services:**
Psychiatric in-patient, day-patient, and out-patient treatment.
Chemotherapy, E.C.T., individual and group psychotherapy, play
painting therapy, psychodrama, behaviour modification, play
therapy occupational therapy, and social services. Open
ward system based on concept of therapeutic community.
Staff include psychiatrist, psychologist, psychiatric nurse,
medical social worker and occupational therapist.
- Target population:**
Adult psychiatric patients, except for those who are violent,
dangerous to self or others, or psychopathic personality.
Child psychiatric patients.
- Referral:** Referral by doctor.

基督教聯合醫院精神科
九龍觀塘道和街一三〇號
電話：3-496111 內線239
林達達醫生（主任醫師）

服務：
精神科留院、日間及門診病人的照顧，治療方法，包括藥物、電療、個人與小組心理治療、繪畫治療、戲劇治療、行為治療、工作治療及社會福利服務，基於整體互惠性的原則，病房保持，開放及不設防衛。工作人員包括精神科醫生，心理學家，精神科護士，醫務社會工作者及職業治療師。

服務對象：
精神病人，除對己或他人有危險性及屬反社會病態性格者外。兒童精神病患者。

介紹：醫務生介紹信。

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- 50. 3HO FOUNDATION OF HONG KONG**
Room 2017, Asian House
1 Hennessy Road
Tel: 5-279620
Dr. Guru Neil Singh Goodman, Director
- Services:**
1. youth and adult counselling in areas of values, tension-reduction, and personality and spiritual growth.
2. workshops with a self-help orientation, e.g.
How to relax under pressure
Living a healthy, happy and holy life
Development of concentration
Uncovering the potentials of human creativity
3. weekly classes in Kundalini Yoga, the Yoga of Awareness, and Meditation.
- Target population:** Chinese and European young adults
- Range of Fees:**
for counselling: \$10 to \$50 per session, depending upon ability to pay
for classes: \$5 per class

香港軒尼詩道一號希信大廈二(一)七室
電話：5-279620 監督：古德門博士

服務：
1. 青年和成人在價值，減低緊張，人格和精神成長各方面的諮詢。
2. 有助傾向的工作，例子：
如何克服重壓之下鬆弛。
如何過一個健康，快樂，和神聖的生命。
集中性的發展。
表達潛伏性的人類創作。
3. 每週教授Kundalini 價格（瑜伽）。
即覺愛的瑜伽和冥想。

服務對象：
中國籍和歐籍的青年人和成人。

費用：
諮詢服務：每人十元，因經濟環境而異。
課程班：每班五元。

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52. UNIVERSITY OF HONG KONG

Appointments Service

Pokfulam Road, Hong Kong
Tel: 5-468161 Ext. 220

Mr. Leung Kai Hung, Appointments & Careers Counsellor

Services:

1. Counselling to help career planning and to provide career information.
2. Exhibition, talks and seminars for students to meet and communicate with employers informally and to gain more insight into working life.
3. Vocational training for students to develop understanding of life in various employment sectors and to gain working experience during summer vacation.
4. Sessions on application letters and interviewing techniques.
5. Job placement services.
6. Careers Library in the form of pamphlets, journals and tapes of career talks to provide information on various careers and prospective employers.
7. Psychological schedules in the aspects of vocational interest, personality and aptitude.
8. Target population: university students.

香港大學輔導組

香港薄扶林道

電話：5-468161 內線220

梁啓雄先生就業輔導主任

就業輔導組所提供之服務：

1. 就業輔導及提供各類職業資料。
2. 舉辦就業展覽會，講座及研討會，使學生對僱主及工作有所認識。
3. 舉辦暑期訓練計劃，使學生在暑期內了解各行業工作實況及獲得工作經驗。
4. 舉辦有關求職信及面試之講座。
5. 安排畢業生就業。
6. 備有各類有關就業資料之圖書，雜誌及錄音帶等，以供學生參考。
7. 心理測驗以協助學生了解其就業興趣傾向個性及智能。
8. 服務對象：香港大學學生。

53.

UNIVERSITY OF HONG KONG

Student Counselling Unit

Pokfulam Road, Hong Kong
Tel: 5-468161 Exts. 208/457/540

Mr. Norman Briers, Director

General Counselling

Services:

1. Counselling to help solve social, academic, personal and vocational problems.
2. Reading Efficiency Programmes at basic and advanced levels.
3. Study Skills Training in groups.
4. Relaxation therapy and desensitization training to reduce examination anxiety and phobic conditions.
5. Experience Groups to foster self-understanding and promote sensitivity in interpersonal relationships.
6. Social Efficiency Training Groups to teach and develop interpersonal skills and to develop abilities in public speaking.
7. Communications Groups to improve confidence and ability in speaking English.
8. Para-Professional Training to teach small groups of students the basics of peer-counselling.
9. "Lifex Series":
A programme of films, talks and slide shows designed to widen the life experience of students.
10. Testing, individual.
11. Target population: University students and staff

香港大學學生輔導中心

電話：5-468161 內線208/457/540

學生輔導主任：白雅詩先生

服務包括：

1. 心理輔導：範圍包括人際，學業，個人及就業問題。
2. 基本及高級閱讀效能訓練。
3. 讀書技巧訓練。
4. 以身心鬆弛治療法及循序解除恐懼訓練來減輕考試的憂慮及無名恐懼。
5. 透過感覺訓練小組來增進對己對人的認識。
6. 以小組訓練個人表達能力和待人接物的技巧。
7. 英語小組用以訓練對話技巧及信心。
8. 供給學生半專業性心理輔導訓練，使他們有能力給同學心理輔導。
9. 「人生片段」：通過一連串的电影講座，幻燈片來擴展學生的人生體驗。
10. 心理測驗。
11. 服務對象：香港大學學生及職員。

54. YANG MEMORIAL SOCIAL SERVICE CENTRE

54 Waterloo Road
Kowloon

Tel: 3-887141

Contact Person: Supervisor, Family Service

Service:

1. Counselling for the following:
Emotional Problems
Neuroses
Rehabilitation
Child Behaviour Problem
Parenting
Marital Problems
2. Psychological Assessment
3. Human Growth Groups, e.g. Marriage Enrichment,
Parent Effectiveness Training, Human Relations Laboratory
Sensitivity Training, Transactional Analysis, . . . etc.
4. Play Therapy for children
5. Consultation on Staff Development

Services Provided by Professional Staff:

Counsellor/Social Worker/Clinical Psychologist

Target population:

Community-wide, all ages.

Language:

Chinese (Cantonese, Mandarin, Shanghai Dialect), English

楊震社會服務中心

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電話：3-887141

聯絡人：家庭服務部主任

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總幹事：高基華

執行幹事：曾潔芳

電話：5-223101

一、諮詢工作：該會於七個青少年中心均設有諮詢服務，由會友社會工作專業訓練之工作人員負責，協助六至二十五歲之會員解決各種個人及家庭問題。

該會並經常聘請諮詢工作專業人士開設在職訓練課程，以提高工作人員之服務水平。

二、青少年輔導計劃：於黃大仙及牛頭角區設有少年輔導計劃，運用個別輔導或小組工作方法，透過與學校、家庭、及社區團體之合作，協助該區六至二十歲之青少年解決各種個人問題。

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APPENDICES

A. COUNSELLING IN PENAL INSTITUTIONS

by Anita CHONG
Prison Psychologist

Inmates kept in penal institutions are more dissatisfied with others, their environment, and society than with themselves. Few of them are motivated or willing to express and admit their need to seek help. Counselling in penal institutions is therefore more often imposed on the inmates than sought by the inmates. The counsellors are mainly young offenders and drug addicts. Not to mention the psychiatric cases, as they also come under Counselling in a Psychiatric Setting. Of course, counselling service is offered to adults and recidivists as well.

Counselling in penal institutions is of various levels and type.

Presenting problems	Types of counselling	Goal
Worried and depressed concerning family or problems outside	Supportive counselling and information giving, such as the application of public assistance and other welfare resources	Offer catharsis and immediate problem solving to restore emotional equilibrium
Non-responsive	Intelligence and personality assessment	Deeper understanding of the inmate for appropriate treatment
Rejecting family, rejected family, or mutual rejection	Family therapy	To achieve mutual understanding and acceptance of significant others, as a prerequisite to rehabilitation
Manifesting hostility towards fellow inmates and/or staff	Rational Emotive therapy	To guide the inmates to see things from a different angle taking others into consideration, to make them understand how costly their behaviour can be
Apathetic, self-destructive	Insight therapy	Develop an intellectual understanding of why one comes to the present state and how to adjust oneself without going back to the old trend

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cognize their own contribution to their difficulties; improving communication between partners and teaching new ways of handling anger and conflict.

Childhood, adolescence, parental and sibling relationships are usually discussed and this may be helpful in shedding light on present behaviour patterns, but the emphasis in marriage counselling is on current relationships and interaction.

Marriage counselling includes counselling people who decide to divorce with the goal of helping them adapt to the new situation with a minimum of bitterness, hostility and guilt. It can provide support during what is almost always a painful period. Counselling may also help the client avoid repeating past mistakes in a subsequent marriage.

C. PSYCHIATRIC COUNSELLING AND PSYCHOTHERAPY

Dr. David Tsai
Psychiatrist in Private Practice

Counselling, or a more sophisticated term, supportive psychotherapy, attempts to help the client to understand and make sense of confusion and pain to plan the management of current problems, to make the best possible use of his personality assets and to minimise his deficiencies. Clients likely to be benefited are those with emotional problems, adjustment difficulties and faulty self-image.

Compared to the formal psychotherapies which aim at a more radical alteration of the client's attitude to life and his reactions to his environment, counselling is relatively easy to administer, less time-consuming and demands fewer qualifications of the therapist. Rather than formal training in psychoanalysis and psychotherapy, the most important quality of a good counsellor will be his personal pre-requisites, which are the width of his own horizon, the ability to be detached from value-judgements, accepting and free from prejudice, the possession of fundamental warmth and natural kindness (in short, a mature personality). Thus, counselling can be administered by trained personnel such as psychiatrists, psychotherapists and psychologists, para-medical personnel, social workers, psychiatric nurses, and also pastors, priests, teachers and youth leaders, making this form of help more readily accessible to the public.

To provide more counselling services, selected para-medical and lay persons can be trained to help those with emotional and relationship problems. In a developing society like Hong Kong, with an ever-increasing demand for mental health services, the provision of readily available counselling services is essential.

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Goal	Types of counselling	Presenting problems
Evasive, reckless happy-go-lucky	Reality therapy Role therapy	Confront the inmates; make them accept the reality that they are receiving punishment in the institution for their criminal behaviour and accept their role as inmates in the institution subject to discipline and control; arouse their sense of responsibility and motivate them to make use of their sentencing period for training
Addicts, corrigible young offenders	Group therapy	To socialise them; make them see the meaning and worth of conforming to social values; heighten their interest and awareness in self and others; help them be better equipped in dealing with their emotional conflicts.

Broadly speaking, counselling in penal institutions aims at improving the emotional climate in the institution, and ultimately, aims at rehabilitation and crime prevention.

B. MARRIAGE COUNSELLING

Mrs. E. Hoffman,
Marriage Counsellor

Marriage counselling deals with "here and now" problems of marriages in trouble. Either or both partners may be seen. It is an advantage to be able to see both partners and, depending on their wishes and the judgement of the counsellor, they may be seen separately or in joint interviews or both.

In general, the counsellor encourages clients to recognize, express and understand their feelings, helps them to clarify the issues and problems that trouble them, to explore their alternatives and to move towards realistic decisions.

More specifically, marriage counselling may involve helping partners to gain a more accurate perception of themselves and each other, including particularly an understanding of their partners' feelings and responses; giving clients the acceptance, support and atmosphere of safety that will enable them to re-

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D. PSYCHOLOGICAL COUNSELLING IN CLINICAL SETTINGS

Dr. Fanny Cheung, Ph.D.

Psychologist

The clinical psychologist's role in a hospital or clinic may be diverse. As a scientist, the psychologist brings into counselling knowledge and experience from studies of human behaviour, assessment of human behaviour, and studies of counselling process and outcome. As a practitioner, the psychologist communicates much understanding through an intimate interaction with the client to arrive at certain therapeutic goals.

The nature of therapeutic goals depends on the client, the problem, and the psychologist. There is sometimes an arbitrary differentiation made between psychotherapy and counselling, with psychotherapy dealing with in-depth, long-term, fundamental changes in the person who is often labelled "abnormal". Counselling, on the other hand, is seen at the other end of the spectrum dealing with relatively short-term and more current problems among the "normal" population. This arbitrary division is only nominal.

Therapeutic goals may be set at different levels, depending on the nature of the problem, the resources of the client, and the skills of the counsellor:

- (1) Supportive catharsis — The client ventilates suppressed/repressed emotions. The counsellor offers understanding and support.
- (2) Problem-solving — The counsellors assists the client to explore alternative solutions and resources to cope with the crisis situation.
- (3) Behaviour change — The counsellor facilitates learning of new psychological skills and modification of maladaptive behavior.
- (4) Personality structure changes — The counsellor assists the client to arrive at analytic insight into his own personality structure.

Assessment of the client and the problem helps the counsellor to set the initial goals. Problems may be based on situational crisis or fundamental personality deficiencies. Clients in a hospital setting may include psychiatric patients, general patients with psychological problems associated with their illness, as well as non-patients facing problems which affect their daily lives. The client's intellectual capacity, psychological-mindedness, motivation, emotional preparation for counselling, financial abilities, time availability, and environmental resources should be considered. After initial assessment, therapeutic goals may be revised during the course of counselling. Counselling is not a static mould, but a constant interaction between the client, the problem, and the counsellor.

F. REHABILITATION COUNSELLING

Agatha Chan

Rehabilitation Counsellor

A physically or mentally disabled person does not only suffer from the impairment *per se*, but also from the handicapping problems resulting from disability. The rehabilitation process is concerned primarily with the obstacles which disability interposes between the individual and his maximum functional level.

Rehabilitation counselling is a continuous learning interaction where it is the counsellor's intent to assist the handicapped person to understand both his problems and unique potentialities, and to learn how to put such understanding into effect in relation to more realistically defined goals. He then learns to adjust and to improve and be a more productive person rather than be content with a marginal existence due to his disability.

While psychological and social functional levels of the handicapped are issues of concern, the total implications of the vocational rehabilitation problem is the focus of this rehabilitation process. It is firmly believed that work itself is therapeutic and that gainful employment helps in building the individual's self-esteem. Therefore the counsellor and the client may explore alternatives that promise him the best possible chance of achieving job satisfaction. And vocational success is contingent upon the cooperative efforts and much patience in both the counsellor and the client.

The development within the rehabilitation counsellor of a sound underlying philosophy of rehabilitation and basic assumptions controls to a large extent his perceptions of his responsibilities and, therefore, his feelings regarding the services he should extend to his clients.

F. WHO IS A PASTORAL COUNSELLOR?

Rev. Benjamin Fong

Pastoral Counsellor

The emergence of Pastoral Counselling in the mental health movement produces a variety of responses. Some church people react with anticipation and delight. A fair number of people are surprised and wondering. Others simply can't see how the two words, pastoral and counselling, can be associated. It would sound to them like a combination of two professions — The Ministry & Psychotherapy. Professionally speaking how does pastoral counselling fit into the health profession? How can a pastoral counsellor operate as a qualified therapist? What makes it so unique in its contribution to the mental health profession?

In my own opinion, pastoral counselling is not in itself a profession at all; it is an activity undertaken within the boundaries of a profession: the ministry. The church has pronounced the message of forgiveness and reconciliation as a necessary step into the kingdom of God. Throughout its history the church has stressed cure of the soul and administered healing and guidance with the aim of change, a change of the whole being. Pastoral counselling is then a new development growing out of the rich Christian heritage. It is not a profession *per se* but it has become what we call a specialized ministry.

The discipline of pastoral counselling grew up contemporaneously with psychiatric counselling, psychological counselling and social work counselling, each being heavily influenced by the stream of thought that flowed from Freud's seminal work. A pastoral counsellor has to possess a good share of knowledge in the field of psychotherapy and receive substantial training in clinical settings before he can qualify as a member of the mental health profession. Hundreds of hours of supervision or years of internship become necessary for establishing one's competence in relation to the other mental health disciplines.

Assuming that an ordained person has succeeded in establishing his competence in psychotherapy or counselling, the question remains what unique contribution can he offer in treatment?

The unique role a pastoral counsellor can play is to provide counselling in a theological perspective. To put it more specifically, a pastoral counsellor should use his theological expertise in dealing with issues such as guilt, faith, suffering, values, the meaning of life, grief, death, . . . etc. In fact, the point of view which distinguishes pastoral counselling from the analytic, the behaviouristic and the humanistic perspective is its theological perspective.

In conclusion, a pastoral counsellor shares the labour of going through the rigorous and stern training of other mental health professionals but he also holds his own identity as a minister of faith and exercises his theological expertise. Hence a pastoral counsellor is a person who is undertaking a therapeutic endeavour with theological perspective.

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APPENDIX B

COUNSELLING AND COUNSELLORS IN HONG KONG: A SURVEY 1980

(This material is not copyrighted.)

**COUNSELLING AND COUNSELLORS
IN HONG KONG**

A SURVEY

1980

COUNSELLING SURVEY TASK FORCE

E S A C

COUNSELLING AND COUNSELLORS IN HONG KONG

A SURVEY

1980

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I. INTRODUCTION

Counselling is a field which does not yet have a clear definition in Hong Kong. The term has been used to describe various types and levels of activities conducted by people of different disciplines and training. In 1975, during a meeting of the Educator's Social Action Council, it was decided that a committee should be set up to look into the field of counselling in Hong Kong. Thus, a committee consisting of psychologists, social workers, college lecturers, counsellors, and educators was formed, and the name, Counselling Survey Task Force, was adopted. Its objectives were as follows:

1. To make a survey of the existing agencies involved in counselling;
2. To find out who the counsellors are and what problems are faced by counsellors in each area of counselling;
3. To suggest, on the basis of the needs, how to plan for the training of counsellors in the future.

In 1977, through the joint efforts of the committee members and the cooperation of the many agencies and individuals concerned, a directory which aimed at identifying the various agencies offering "counselling services" was published. A total of 55 agencies were included in the directory. Although it was by no means exhaustive, it at least offered an overview of counselling services found in Hong Kong. Since the publication of the directory, a number of agencies not included in the 1977 survey through our inadvertant omission have written and volunteered information concerning their organizations. It is hoped that a revised edition containing more agencies and more up-to-date information can be published in the near future.

To survey the problems faced by counsellors in each area of counselling, a questionnaire was drafted by the committee members in 1979. The research questions included:

1. Who are the people engaged in counselling?
2. Who are their clients?
3. What is the nature of the counselling involved?
4. What are the difficulties encountered by the counsellors?
5. What are the areas of needs in counselling?
6. What are the recommendations for improvement in counselling?

A total of 1,200 questionnaires were sent out to the various agencies and individuals concerned with counselling. Only 240 valid protocols were used in the final analysis. This report is the result of the survey on 240 counsellors in Hong Kong. Although the report is not meant to be representative of all problems encountered in counselling in Hong Kong, it does present some of the problems faced by many counsellors in the field. A few issues have been pointed out consistently by the respondents, and their concerns warrant serious consideration.

II. METHODOLOGY

Design of the Questionnaire

As this survey aims at getting a preliminary and general picture of the present situation in counselling in Hong Kong, we hoped to reach as many people engaged in counselling as possible. Sensing the lack of consensus on what counselling is, we left the interpretation of the term up to individual respondents. Anyone who considered his or her work to be related to counselling would be included.

With limited resource and manpower, we decided to collect data via mailed questionnaires. A structured questionnaire with mostly close-ended questions was formulated. To elicit more detailed information, a few open-ended questions on counselling style, needs and difficulties were included.

The questionnaire was divided into three major parts, the first of which was concerned with the personal particulars of the respondents. The second part dealt with the qualifications and training of these people, their job titles and job descriptions, the time spent in counselling work, the types and approaches of counselling, and the clientele who were receiving the counselling services. The third part aimed at the difficulties experienced by the counsellors, their perceived needs, and their suggestions for improvement regarding counselling services in Hong Kong.

A pilot survey was conducted in 1978 during which about 30 questionnaires were completed by counsellors working in different settings. After due amendments, the questionnaire was finalized and mailed out in 1979.

Distribution of the Questionnaire

Our target population included psychologists, social workers, careers masters, school counsellors, psychiatrists, pastors, and personnel officers in commercial and industrial settings. In the hope of reaching as many of them as possible, we distributed the questionnaires directly to individual persons whenever possible, or through the agencies or professional bodies when no complete list of names and addresses was available. The distribution list was as follows:

1. Members of Hong Kong Association of Careers Masters.
2. Teachers who have taken the course "An introduction to school counselling" in the Extramural Department of the University of Hong Kong in 1975-76, 77-78, and 78-79.
3. Teachers in post-secondary training institutions, e.g. schools of social work, colleges of education, theological seminaries.
4. Members of the Hong Kong Psychological Society.
5. Members of the Hong Kong Psychiatric Association.
6. Workers in voluntary welfare agencies in Hong Kong.
7. Members of the Association of Assistant Social Welfare Officers, Social Welfare Department.
8. Members of the Association of Welfare Assistants, Social Welfare Department.
9. Clergymen of the Church of England.
10. Liaison officers of City District Offices.
11. Members of the Personnel Management Club of the Hong Kong Management Association.
12. Personnel officers of big companies and factories.

It may well be noted that overlap in membership among the people on the distribution list was highly likely. Besides, the list probably included many people who were not involved in any counselling work at all.

Out of a total of 1,200 questionnaires sent out, only 246 questionnaires were returned. The majority of those who filled in the questionnaires were people working in school settings; this may be due to the fact that the present survey was conducted by a task force of the Educators' Social Action Council, thus leading people in fields other than education to think that this survey was no concern of theirs and that they had nothing to do with it. The poor response rate was also partly expected, since many of the recipients of the questionnaire were not engaged in counselling, or did not consider what they were doing as counselling. The shortcomings of a mailed questionnaire and the dependence on agencies and professional bodies to distribute the questionnaire added further constraints. It was noted that a higher return rate was obtained from respondents who were contacted directly rather than through the distribution by agencies or associations.

Data Analysis

Out of the 246 questionnaires returned, six were discarded due to incomplete or irrelevant answers. Hence, for the final data analysis, 240 questionnaires were used; the answers to all questions were first coded and then computerized.

Scanning the preliminary frequency counts of the responses, one striking note was that a large proportion of the respondents (50%) worked in educational settings. With regard to their job nature, 40% said they were either teachers, careers masters or school counsellors. In view of this disproportionate representation of the respondents in the educational field, it would be inappropriate to give a generalized picture of counselling in Hong Kong based on the data collected in this survey.

However, despite the aforementioned limitation, it would still be interesting to draw out some highlights of the responses and for certain questions, to analyze the responses in terms of various subgroups.

In the next section, results of the survey will be reported. Response frequencies for each item on the questionnaire, the names of the professional associations in item No.6, the types of non-counselling duties in item No.8c, and the comments made by the respondents on No.15 would be listed in the appendices.

III. RESULTS

Among the 240 valid protocols, 101 (42%) were males and 139(58%) were females. Most of the respondents were Chinese (89%), between the ages 21-40 (82%). Half of the respondents worked in educational settings, about one-quarter worked in social service settings, while a small proportion of them worked in medical, industrial, and pastoral settings. Careers masters, teachers and school counsellors stood out as the largest single occupational group (N = 95). It was noted that the three job titles were often used interchangeably by the respondents. For further analysis, two other occupational groups, psychologists (N = 18) and School Social Workers (N = 14), were picked because of the high percent of representation in their professions even though the actual number of cases was small. Populations of these two groups in Hong Kong are relatively small sized.

To highlight the findings, the following issues are examined in greater details:

Academic Qualifications

As seen from the results, 49.2% of the respondents had either a B.A. or B.Soc.Sc. degree, followed by 17.5% who had either a M.A., M.Soc.Sc., or M.S.W. degree, and 5% who had a Ph.D. degree. The others included 13.7% who had a post-secondary diploma or certificate, and 8.8% who had a diploma in Social Work.

Within the professional groups, there were 55.8% of the teachers with a first degree, and 15.8% with a masters degree. For psychologists, 55.6% had a masters degree and 33.3% had a Ph.D. degree. The majority of the school social workers (42.8%) had a bachelors degree whereas 28.6% had post-graduate qualifications and 28.6 % had a post-secondary diploma or certificate of some kind (Table 1).

TABLE 1: ACADEMIC QUALIFICATION OF THREE PROFESSIONAL GROUPS

Highest Academic Qualification attained	Professional Groups		
	Teachers, Careers Masters, School counsellors %	Psycho- logists %	School social workers %
School certification	1.0	0.0	0.0
Matriculation	3.2	0.0	0.0
Post-secondary Dip.	15.8	0.0	14.3
Cert. of social work	0.0	0.0	14.3
Dip. of social work	2.1	0.0	14.3
B.A./B.Sc.	55.8	5.6	42.8
M.A./M.Sc./M.S.W.	15.8	55.5	14.3
Ph.D.	5.3	33.3	0.0
M.B.B.S./M.D.	0.0	5.6	0.0
R.N./R.P.N.	1.0	0.0	0.0
Total	100.0%	100.0%	100.0%
(N)	(95)	(18)	(14)

While the majority of counsellors held college-level degrees, the amount of actual training within counselling varied. During their academic trainings, 45% of the respondents had never taken any course in counselling. Of the rest of the respondents, 20% had taken one course, 10% two courses, 11% three to five courses, and 9% had taken six courses or more.

Regarding informal training in counselling such as in-service training courses and extra-mural courses, only half of our respondents reported that they had ever received this type of training. Among them, 21% had taken one course, 14% two courses, 10% three to five courses and 2.5% had taken six courses or above.

Besides, among those who affirmed that they had taken a counselling course during academic training or during non-academic training, 5% of the former group and 2.5% of the latter mentioned that the courses taken could not be enumerated.

One way of promoting professional growth is through membership in professional organizations. Over 6% of our respondents did not belong to any professional association and only 39% had full membership in one or more professional bodies. Among the professional associations listed, only 21 cases were related to counselling (Appendix 2).

From the results, we can see that there is a general lack of adequate training in counselling among the people doing counselling work in Hong Kong, both during and after their formal training.

Time Spent in Counselling

Our respondents did not spend much of their work time in counselling. The results indicated that 33.3% of the respondents spent 1 to 10% of their work time in counselling, 18.1% spent 11 to 20%, whereas 11.9% spent 21 to 30% of their time in counselling. In other words, over 50% of the respondents spent less than half of their work time in counselling.

Among the different professional groups, teachers spent the least proportion of their work time in counselling. Over 90% of the teachers spent less than 30% of their time in counselling. Among the 18 psychologists, 65% spent less than half of their work time in counselling, while 35 spent over half their time in counselling. With regards to the 14 school social workers, over 60% spent more than half of their time in counselling. Two of the respondents devoted all of their time to counselling (Table 2).

TABLE 2: TIME SPENT IN COUNSELLING BY THREE PROFESSIONAL GROUPS

Percentage of Work-time Spent in Counselling	Professional Groups		
	Teachers, Careers Masters, School counsellors %	Psycho- logists %	School social workers %
1 - 10	58.5	23.5	7.1
11 - 20	24.4	0.0	7.1
21 - 30	7.3	23.5	0.0
31 - 40	3.7	17.6	14.3
41 - 50	0.0	0.0	7.1
51 - 60	0.0	11.8	28.5
61 - 70	2.4	11.8	21.4
71 - 80	3.7	0.0	0.0
81 - 90	0.0	11.8	0.0
91 - 100	0.0	0.0	14.3
Total	100.0%	100.0%	100.0%
(N)	(82)	(17)	(14)

The type of non-counselling duties varied according to different jobs and settings. Duties described by the respondents are grouped and listed in Appendix 3.

Nature of Clientele

When asked to indicate the age groups and socio-economic status of the clients the respondents primarily dealt with in counselling, it was found that 50% of them primarily dealt with adolescents, 25% with adults, and 17.9 with multi-age groups. With regards to the socioeconomic status of the clientele, 22.2% of the respondents worked with either middle-or lower-class clients, 31.7% with lower middle-class clients, and 19.2% with clients of various socioeconomic status.

Among the three professional groups chosen for analysis, most teachers dealt with adolescents (76.8%). Since teachers work in school settings, their primary target clientele would be students. The high proportion of careers masters among the teacher respondents biased the emphasis on adolescents.

Similarly, most school social workers dealt with adolescents (57.1%) and children (14.3%). More of these counsellors worked with lower middle-class clients (28.6%), followed by lower-class (21.4%) and middle class clients (14.3%).

On the other hand, psychologists dealt with a more diversified group. More of the psychologists dealt with adults (44.4%) and adolescents (22.2%). Another 33.3% worked with a multi-age clientele. The socioeconomic class of the clients was varied (Tables 3 & 4).

TABLE 3: AGE OF CLIENTELE SERVED BY THREE PROFESSIONAL GROUPS

Age of Clientele	Professional Groups		
	Teachers, Careers Masters, School counsellors %	Psycho- logists %	School social workers %
Children			
Adolescents	7.4	0.0	14.3
Adult	76.8	22.2	57.1
Aged	9.5	44.5	0.0
Multiple age groups	0.0	0.0	0.0
Total	6.3	33.3	28.6
(N)	100.0%	100.0%	100.0%
	(95)	(18)	(14)

TABLE 4: SOCIOECONOMIC CLASS OF CLIENTELE SERVED BY THREE PROFESSIONAL GROUPS

Socioeconomic Class of Clientele	Professional Groups		
	Teachers, Careers Masters, School counsellors %	Psycho- logists %	School social workers %
Upper-middle	4.4	16.7	7.1
Middle	34.1	16.7	14.3
Lower-middle	43.9	22.2	28.6
Lower	9.9	22.2	21.8
Multiple socioeconomic classes	7.7	22.2	28.6
Total	100.0%	100.0%	100.0%
(N)	(91)	(18)	(14)

Most Frequently Dealt-with Problems

Respondents were asked to indicate the most common problems their clients brought in. The frequency of these problems was calculated for all respondents as well as for the different subgroups of counsellors. Seven most frequently dealt-with problems are listed in each of these analyses.

Among all respondents, the most frequently dealt-with problems could be classified in terms of three major problem areas (Table 5):

1. Career and Schooling (60.9% and 55.3% respectively);
2. Personal well-being, including emotional problems (57.9%) behavioral problems (56.2%) and personality problems (42.6%);
3. Familial matters, including family problems (50.6%) and parent-child relationship problems (45.1%).

TABLE 5: SEVEN MOST FREQUENTLY DEALT-WITH PROBLEMS REPORTED BY RESPONDENTS (N = 240)

Problems	%
Career	60.9
Emotional	57.9
Behavioural	56.2
Schooling	55.3
Family	50.6
Parent & Child Relationship	45.1
Personality	42.6

The prominence of career and schooling problems might have been affected by the high percentage of educational counsellors and careers masters in our sample.

The results were further compared among the following subgroups: professional identification of the counsellors, and age groups of the clientele.

1. Professional identification of the counsellors:

For those who identified themselves as teachers, careers masters and school counsellors, career and schooling were as expected, the problem areas of major concern (74.1% and 71.3% respectively). These were followed by behavioural and emotional problems (both 53.2%). Problems with family and personal well-being were also dealt with in these school settings (Table 6).

TABLE 6: SEVEN MOST FREQUENT PROBLEMS DEALT WITH BY THE TEACHERS, CAREERS MASTERS AND SCHOOL COUNSELLORS (N = 94)

Problems	%
Career	74.5
Schooling	71.3
Behavioural	53.2
Emotional	53.2
Family	42.6
Parent & Child Relationship	37.2
Personality	35.1

Psychologists, on the other hand, dealt mostly with emotional, adjustment, and relationship problems, and much less with problems of career and schooling as in the case of educational counsellors (Table 7).

TABLE 7: SEVEN MOST FREQUENT PROBLEMS DEALT WITH BY THE PSYCHOLOGISTS (N = 18)

Problems	%
Emotional	83.3
Adjustment	72.2
Family	66.7
Behavioural	61.1
Parent & Child Relationship	55.6
Personality	55.6
Marital	50.0

Among the school social workers, the problem of primary concern was schooling which was reported by all respondents in this category. Other problem areas included personal well-being, familial matters and social adjustment. Career problems became less prominent. Rather, developmental problems of school children were among the major concerns (Table 8).

TABLE 8: SEVEN MOST FREQUENT PROBLEMS DEALT WITH BY THE SCHOOL SOCIAL WORKERS (N = 12)

Problems	%
Schooling	100.0
Behavioural	91.7
Parent & Child Relationship	91.7
Development	75.0
Emotional	75.0
Adjustment	66.7
Career	66.7
Family	66.7

2. Age group of clientele:

The major problem areas dealt with by the counsellors were re-analyzed in terms of the age of the clientele. Responses of counsellors working with adolescents were compared with those working with adults.

Among counsellors whose clientele was primarily adolescent, the problems could be distinctly differentiated

into 4 major problem areas in order of decreasing percentages of endorsement. The first most emphasised problem area was career and schooling (70.3% and 66.9%), the second most emphasised was personal well-being including behavioral and emotional matters (57.6% and 55.9%), the third most was familial matters including family and parent child relationships (44.1% and 42.4%), and the fourth was social adjustment or general relationships (33.9%) (Table 9).

TABLE 9: SEVEN MOST FREQUENT PROBLEMS DEALT WITH BY COUNSELLORS WITH ADOLESCENT CLIENTELE (N = 118)

Problems	%
Career	70.3
Schooling	66.9
Behavioural	57.6
Emotional	55.9
Family	44.1
Parent & Child Relationship	42.4
General Relationship	33.9

As for those whose clientele was primarily adult, the most frequently reported problem areas were personal well-being (including emotional and personality matters), familial matters (including family and marital matters), social adjustment (including general relationships and adjustment), and work (Table 10).

TABLE 10: SEVEN MOST FREQUENT PROBLEMS DEALT WITH BY COUNSELLORS WITH ADULT CLIENTELE (N = 60)

Problems	%
Emotional	53.3
Family	51.7
Personality	51.7
General Relationship	46.7
Adjustment	43.3
Marital	41.7
Work	40.0

Counselling Approaches and Styles

In counselling practice, some counsellors identify their styles with certain schools or approaches, which presume their theoretical orientations, counselling goals and techniques.

In this survey, the responses from our respondents were quite diversified. Since about 23.5% of our respondents described their counselling styles in terms of home visits, individual interview, etc., instead of their counselling approaches and orientation, the statistics presented here do not reflect a true picture of the situation in actual practice. Generally, we can see that the largest group of the respondents (25.3%) claimed to use a humanistic or client-centered approach, while the second largest group (14.5%) used eclectic or multi-disciplinary approaches. However, there was no clear indication as to what the respondents meant by these approaches or the orthodoxy of their adherence.

The rest of the respondents engaged in various diversified techniques and approaches of counselling ranging from direct information-giving to indepth psychoanalysis. The range of responses are shown in Table 11.

TABLE 11: COUNSELLING APPROACHES AND STYLES OF THE RESPONDENTS

Counselling Approach & Style	%
Clients-centered/Humanistic	25.3
Eclectic	14.5
Rational-emotive/Directive	6.8
Psychosocial/Problem-solving/Reality counselling/Crisis intervention	6.3
Information-giving	5.4
Gestalt/Transactional analysis	3.6
Behavioural modification	3.2
Psychoanalysis/Psychodynamic	1.8
Psychodrama/Primal therapy	1.4
Play therapy	1.4
Interview/Informal discussion/Home visit	23.5
Others	6.8
Total	100.0%
(N)*	(221)

* N refers to the total number of responses obtained and not the number of respondents.

Form, Duration, and Nature of Activities in Counselling

Respondents who were involved in direct counselling in their work were further asked to indicate the percentage of *counselling* time they spent in different kinds of counselling activities. This may reflect upon their counselling style and approaches: form of counselling, duration of counselling, and type of counselling activities.

1) Form of counselling:

The majority of all respondents (75.9%) practised individual counselling most frequently (i.e. spending more than half of their counselling work-time). Group counselling and conjoint counselling were practised by fewer respondents and in less of their counselling time (Table 12).

TABLE 12: DISTRIBUTION OF COUNSELLING TIME IN EACH FORM OF COUNSELLING (N = 180)

Percent of Counselling Time	Counselling Forms		
	Individual %	Conjoint %	Group %
0	0.0	54.4	42.8
1 – 50	21.1	45.6	50.0
51 – 100	78.9	0.0	7.2
Total	100.0%	100.0%	100.0%

2) Duration of counselling:

The majority of all respondents spent at least some time in short-term counselling, long-term counselling, and crisis counselling. Short-term counselling seemed to be the most popular among the three, since almost half of the respondents practised it in the majority of their counselling time (Table 13).

TABLE 13: DISTRIBUTION OF COUNSELLING TIME IN EACH TYPE OF COUNSELLING AS DEFINED BY DURATION (N = 172)

Percent of Counselling Time	Duration of Counselling		
	Long-term %	Short-time %	Crisis %
0	20.3	7.6	27.3
1 - 50	55.3	55.8	65.7
51 - 100	24.4	36.6	7.0
Total	100.0%	100.0%	100.0%

3) Nature of counselling activities:

The majority of all respondents tended to spend up to 50% of their counselling time in the following types of counselling activities: information-giving, general counselling, and supportive counselling. These activities were used by most of the respondents to a certain extent in their counselling work. In contrast, intensive psychotherapy was rarely practised. Nearly 75% of the respondents did not practise it at all (Table 14).

TABLE 14: DISTRIBUTION OF COUNSELLING TIME IN EACH TYPE OF COUNSELLING ACTIVITY (N = 175)

Percent of Counselling Time	Nature of Counselling Activity			
	Information- giving %	General counselling %	Intensive psychotherapy %	Supportive counselling %
0	14.9	8.0	74.3	32.0
1 - 50	65.1	66.9	21.7	61.7
51 - 100	20.0	25.1	4.0	6.3
Total	100.0%	100.0%	100.0%	100.0%

The pattern of counselling work-time distribution among the three professional subgroups did not vary greatly from the overall pattern. The majority tended to spend more time in information-giving, general counselling, and supportive counselling, while intensive psychotherapy was the least frequently practised type of activity. Teachers, careers masters and school counsellors spent more than 50% of their counselling time in information-giving. Fewer of them practised any supportive counselling at all.

For school social workers, intensive psychotherapy was still the least frequently practised counselling activity. On the other hand, general and supportive counselling, and information-giving were practised by all the school social workers to some extent.

For the psychologists, the pattern was rather dissimilar. The majority (58.8%) did not practise information-giving while 64.7% of them spent at least some time in intensive psychotherapy. General counselling and supportive counselling were also practised to a large extent.

In general, most of the counselling services provided in Hong Kong seemed to involve individual, short-term counselling, which focussed on information-giving and general counselling. Long-term intensive psychotherapy was rarely provided by these counsellors.

The nature and types of counselling activities practised by different groups of counsellors corresponded to the types of client problems they dealt with. Information-giving and general counselling were used by the counsellors in school settings to deal with career and schooling problems. Psychologists, on the other hand, who worked more with emotional and relationship problems were more involved in intensive psychotherapy.

Difficulties Experienced as Counsellors

Our respondents were asked to list the difficulties they had experienced as counsellors. Their responses were grouped and categorized in Table 15.

TABLE 15: DIFFICULTIES EXPERIENCED WHEN COUNSELLING AS REPORTED BY RESPONDENTS

Difficulties	%
Lack of resources (e.g. time, space) and adverse environment	36.3
Clients' resistance	24.7
Lack of professional training	13.7
Lack of support and acceptance from the public	8.5
Lack of cooperation and coordination among colleagues	7.2
Role conflict	3.8
Cross-cultural differences	3.4
Personal antipathy	1.0
Others	1.4
Total	100.0
(N)*	(292)

* N refers to the total number of responses obtained and not the number of respondents.

From their overall responses, the most frequently cited difficulties were in the area of inadequate resources such as excessive workload, the lack of time, space, and manpower (36.3%). Another area of difficulty was related to the general lack of knowledge and faith in counselling services among local people. Results showed that 24.7% of the cited problems were related to clients' resistance and refusal to participate in the counselling process, while 8.5% of the problems were concerned with the lack of acceptance of counselling from the general public and the lack of support from client's family members. The third area of difficulty involved the inadequacy on the part of the counsellors themselves as 13.7% of the cited problems indicated the lack of training, professionalism and experience among counsellors. Other difficulties experienced by the respondents included lack of proper cooperation and support from colleagues and agencies, role conflict, and cross-cultural differences and language barriers.

The pattern of difficulties experienced varied among different professional groups. For the teachers, careers masters, and school counsellors, lack of resources was the most prominent problem (41.0%), followed by the lack of professional training (17.2%). For school social workers who also worked in the school settings, similar problems were found. Lack of resources was cited by 36.4% of the school social workers as a major difficulty. Many of them also experienced difficulties with clients' resistance (22.7%) and lack of public support (18.2%). Fewer of the psychologists reported problems compared to the other two groups. Their major difficulties were related to client resistance (28.6%), lack of public support (23.8%), and lack of resources (19.0%) (Table 16).

TABLE 16: DIFFICULTIES EXPERIENCED AS COUNSELLORS AMONG THREE PROFESSIONAL GROUPS

Difficulties	Professional Groups		
	Teachers, Careers masters, school counsellors %	Psychologists %	School social workers %
Lack of resources and adverse environment (e.g. time, space)	41.0	19.0	36.4
Clients' resistance	14.8	28.6	22.7
Lack of professional training	17.2	4.8	9.1
Lack of support from and acceptance by the public	7.4	23.8	18.2
Lack of cooperation and coordination among colleagues	9.8	9.5	9.1
Role conflict	6.6	9.5	0.0
Cross-cultural differences	1.6	0.0	4.5
Personal antipathy	1.6	0.0	0.0
Others	0.0	4.8	0.0
Total	100.0%	100.0%	100.0%
(N)*	(122)	(21)	(22)

* N refers to the total number of responses obtained and not the number of respondents.

Areas of needs in improving counselling services in Hong Kong

Some respondents suggested areas of needs with regard to existing counselling services. Their suggestions were grouped into major areas (Table 17).

TABLE 17: NEEDS AS REGARDS COUNSELLING SERVICES IN HONG KONG

Needs	%
Improved quality of counsellor with up-to-date information and skills	31.5
More training opportunities	18.7
More publicity and public awareness	15.8
More counselling services	12.4
More recognition from the government and the public	7.2
Better coordination of services	5.5
More counselling aids (e.g. tests)	1.7
Others	7.2
Total	100.0%
(N)*	(235)

* N refers to the total number of responses obtained and not the number of respondents.

The primary area of needs involved improvement of the quality of counselling. Among the given responses, 31.6% mentioned the need for properly trained counsellors, better training facilities, and more up-to-date information on theories and skills in counselling. Another 18.7% emphasized that there should be more training opportunities.

In line with the difficulties counsellors experienced in relation to the lack of understanding of counselling services among clients, their families, the general public, as well as the government, more publicity about what counselling was seemed to be regarded as very necessary. The public should be educated to become more aware of the services (15.8%). The public as well as the government should show more recognition of counselling services (7.2%).

The third area of needs was directed at the delivery of services. It was suggested that counselling services should be expanded with more personnel (12.4%), improved with better coordination (5.5%), and supported by aids such as tests and other measures (1.7%).

The need for improved quality in counselling was generally felt among the different professional groups. School social workers were particularly concerned about the quality of training (31.3%). More training opportunities for the counsellors as well as better understanding of counselling by clients and the public were of equal importance (25% for both categories). For psychologists, quality and publicity were also among primary concerns (31.8% and 18.2%). Being more highly trained in counselling as a group, fewer expressed the need for more training opportunities. The needs expressed by teachers, careers masters and school counsellors were more diverse (Table 18).

TABLE 18: COUNSELLING NEEDS IN HONG KONG AS SEEN BY THREE PROFESSIONAL GROUPS

Needs	Professional Groups		
	Teachers, careers masters, school counsellors %	Psychologists %	School social workers %
Improved quality of counsellor with up-to-date information and skills (including specific types of counselling)	26.4	31.8	31.3
More training opportunities	18.4	9.1	25.0
More publicity and public awareness	11.5	18.2	25.0
More counselling services	19.5	9.1	6.2
More recognition from the government and the public	10.4	4.6	0.0
Better coordination of services	4.6	0.0	0.0
More counselling aids	2.3	4.5	0.0
Others	6.9	22.7	12.5
Total	100.0%	100.0%	100.0%
(N)*	(87)	(22)	(16)

* N refers to the total number of responses obtained and not the number of respondents.

IV DISCUSSION

Definition of Counselling

This survey did not specify in advance what counselling was. It was left to the respondents to decide what they considered to be counselling and whether they perceived themselves as counsellors. The results reflected a loose definition of counselling without set professional boundaries. People involved in counselling were trained in different disciplines, employed in different settings, and worked in different capacities. Formal training in counselling as a profession was not prevalent. The nature, form and type of counselling activities given also varied in kind and in level of sophistication. "Counselling" rendered ranged from information-giving, advising, and discussions, to intensive psychotherapy. At times, counselling was seen as a sideline function which anyone could achieve by talking with other people.

The lack of a well-defined professional identity affects the quality and quantity of counselling services in Hong Kong. Some of the more prominent problems have been indicated by the survey and will be discussed below.

Counselling Training

The aims of counsellor training are to provide workers with a better understanding of counselling, to increase their awareness and sensitivity thus enabling them to recognize and identify people with problems, and to equip them with the knowledge and skills to enable them to render the appropriate help when requested.

However, the provision of professional counsellor training programmes is limited in local universities and other educational institutions; there is little opportunity for basic counsellor preparation as well as for continuing professional development. This is evidenced in the results of our survey which indicated that most of the respondents did not receive much training in counselling either during academic training or during on-the-job training. Their responses to counselling approaches and styles reflect ambiguities and a misunderstanding of what counselling is among many who considered themselves to be counsellors. Lack of professional training was a major problem raised by the respondents themselves, who also called for more training opportunity.

Counselling training should be strengthened in existing training programme for teachers, social workers, psychologists, psychiatrists and other social service professionals. Specialized counsellor training programmes should be established to meet the need of the increasing demand for counselling services. In addition, in-service training in counselling is important to develop and maintain the level of professional quality.

Recognition of Counselling as a Professional Activity

Counselling should be recognized as a professional activity with basic requirements in training and an established professional code of practice. Such requirements would ensure that counsellors are qualified to deliver effective counselling services and to maintain the standard of the service.

This need for recognition is particularly necessary in school settings. At present, the work of guidance and counselling in local schools is mainly carried out by careers masters, with the help of teachers. School social workers are also present in some schools for a limited time. However, in view of the poor ratio of professional counsellors to students, counselling services could be considered as almost non-existent; counselling functions are left primarily to the class teachers. Because of the lack of training and the limited time available, the functions are restricted mainly to information-giving. More intensive forms of counselling are rarely offered.

Many of our survey respondents indicated lack of recognition for counselling as a professional activity as a major problem in their work. This may also be reflected by the distribution of their work-time in counselling; most of the respondents spent less than half of their time on counselling. Counselling was usually performed as a sideline duty. Little consideration was given by the government policy makers and the sponsoring agencies of the time and facilities needed to perform adequate counselling.

Need for Organizational and Interdisciplinary Support

Inter-organizational support and interdisciplinary cooperation are important especially in dealing with referral cases. Better understanding of the functions and limitations of counselling could improve the communications among the different professionals and administrators concerned. Improved coordination and cooperation among colleagues within an agency and among different agencies could facilitate a more efficient channel of service delivery and avoid inter-professional conflicts.

Publicity

Counselling is relatively unknown and not well understood in Hong Kong. Many of our respondents noted as an obstacle to their work the lack of understanding of counselling by their clients, their family members, and the general public. Expansion in counselling services should be assisted by promotion of the services. Publicity is needed to create awareness and understanding of the objectives, functions, and limitation of counselling. Our respondents suggested more promotion campaigns in schools to students and their parents and through the mass media to the general public.

V RECOMMENDATIONS

On the basis of the results of this survey, the Counselling Survey Task Force recommends:

1. That both government departments concerned and social welfare agencies should formulate policy to stress the importance of counselling as a professional service. Immediate action should be taken to provide the necessary resources.
2. That suitable materials and curriculum guidelines for counsellor education be developed.
 - a. That the two universities, the Polytechnic and post-secondary colleges put greater emphasis on counsellor education, either as a special training programme, or as an integrated part of their training programme for counselling-related services.
 - b. That specialized courses, such as counselling theories and practicum, group techniques, vocational development and guidance, be offered at times and places which meet the needs of those presently employed in the capacity of counsellors.
 - c. That refresher courses and in-services training be provided to meet the growing professional needs.
3. That professional standards for counselling be established.
 - a. That these standards ensure that counsellors are qualified to deliver effective counselling services.
 - b. That counsellors and their supervisors be required to evaluate counselling objectives, processes, and effectiveness on a regular basis.
4. That counsellors make every effort to ensure that their clients understand the nature and implication of their services as well as the alternatives available.
5. That professional bodies, government departments, and welfare agencies take an active role in educating potential clients and the general public about counselling.

APPENDIX 1: RESPONSE FREQUENCIES AND PERCENTAGES ON THE QUESTIONNAIRE*

ITEM	N	%
1.1 <i>Personal data: Sex</i>		
Male	101	42.1
Female	139	57.9
	240	100.0
1.2 <i>Personal data: Age</i>		
21 - 30	104	43.5
31 - 40	92	38.5
41 - 50	29	12.1
51 - 60	13	5.5
60 +	1	0.4
	239	100.0
1.3 <i>Personal data: Ethnicity</i>		
Chinese	214	89.2
Others	26	10.8
	240	100.0
2. <i>Nature of organization</i>		
Education	121	50.4
Family Service	31	12.9
Group & Community Services	8	3.4
Industrial & Commercial	17	7.1
Medical	13	5.4
Multi-Services	22	9.2
Pastoral	7	2.9
Probation & Corrections	13	5.4
Rehabilitation	6	2.5
Services for the Aged	0	0.0
Others	2	0.8
	240	100.0
3. <i>Job title</i>		
After-care Officer	0	0.0
Careers Master	41	17.1
Medical Social Worker	8	3.4
Pastor	8	3.4
Personnel Manager	14	5.8
Placement Officer	9	3.7
Probation Officer	8	3.4
Psychiatrist	1	0.4
Psychologist	18	7.5
Rehabilitation Counsellor	0	0.0
School Counsellor	9	3.7
Social Worker	43	17.9
School Social Worker	14	5.8
Teacher	45	18.8
Principal & Vice Principal	9	3.7
Others	13	5.4
	240	100.0

* N & % exclude null responses and irrelevant responses.

ITEM	N	%
4. Job level		
Aide	2	0.8
Administrator	40	16.7
Private Practice	3	1.3
Supervisor	25	10.4
Worker	169	70.4
Others	1	0.4
	240	100.0
5.A Highest academic qualification		
School Certification	4	1.7
Matriculation	5	2.1
Post-secondary Dip.	26	10.8
Cert. of Social Work	7	2.9
Dip. of Social Work	21	8.8
B.A./B.Sc.	118	49.2
M.A./M.Sc./M.S.W.	42	17.5
Ph.D.	12	5.0
M.B.B.S./M.D.	2	0.8
R.N./R.P.N.	2	0.8
Others	1	0.4
	240	100.0
5.B Counselling training:		
a) Number of counselling courses taken during academic training		
Nil	108	45.0
One	48	20.0
Two	24	10.0
Three	10	4.2
Four	11	4.6
Five	5	2.1
Six to Ten	9	3.7
More than Ten	12	5.0
Courses not in Numbers	13	5.4
	240	100.0
<i>Counselling training:</i>		
b) Number of counselling courses taken other than during academic training		
Nil	121	50.4
One	50	20.8
Two	33	13.8
Three	8	3.3
Four	11	4.6
Five	5	2.1
Six to Ten	5	2.1
More than Ten	1	0.4
Courses not in Numbers	6	2.5
	240	100.0
<i>Counselling training:</i>		
c) Have taken refresher/in-service counselling workshops/seminars		
Yes	169	70.4
No	71	29.6
	240	100.0
<i>Counselling training:</i>		
d) Have taken on-the-job training under supervision		
Yes	98	40.8
No	142	59.2
	240	100.0

ITEM	N	%
6. <i>Number of full membership in professional associations</i>		
Nil	147	61.3
One	70	29.2
Two	16	6.7
Three	3	1.2
Four	2	0.8
Five	<u>2</u>	<u>0.8</u>
	240	100.0
7.A <i>Number of years of part-time counselling work experience</i>		
Nil	126	52.5
One	17	7.1
Two	32	13.3
Three	15	6.3
Four	8	3.3
Five	6	2.5
Six to Ten	19	7.9
More than Ten	15	6.3
Experience not in Years	<u>2</u>	<u>0.8</u>
	240	100.0
7.B <i>Number of years of full-time counselling work experience</i>		
Nil	101	42.1
One	22	9.2
Two	31	12.9
Three	9	3.7
Four	13	5.4
Five	18	7.5
Six to Ten	35	14.6
More than Ten	11	4.6
Experience not in Years	<u>0</u>	<u>0</u>
	240	100.0
8.A <i>Present job description:</i>		
Self-employed	6	2.5
Salaried	220	92.8
Volunteer	<u>11</u>	<u>4.7</u>
	237	100.0
8.B <i>Present job description:</i>		
Full-time	200	86.2
Part-time	<u>32</u>	<u>13.8</u>
	232	100.0
8.C <i>Present job description:</i>		
Percentage of counselling work-time		
1 - 10	70	33.3
11 - 20	38	18.1
21 - 30	25	11.9
31 - 40	16	7.6
41 - 50	19	9.1
51 - 60	12	5.7
61 - 70	16	7.6
71 - 80	8	3.8
81 - 90	4	1.9
91 - 100	<u>2</u>	<u>1.0</u>
	210	100.0

ITEM	N	%
9.A Percentage of counselling time devoted to:		
a) Individual counselling		
Nil	0	0.0
1 - 50	38	21.1
51 - 100	<u>142</u>	<u>78.9</u>
	180	100.0
<i>Percentage of counselling time devoted to:</i>		
b) Conjoint counselling		
Nil	98	54.4
1 - 50	82	45.6
51 - 100	<u>0</u>	<u>0.0</u>
	180	100.0
<i>Percentage of counselling time devoted to:</i>		
c) Group counselling		
Nil	77	42.8
1 - 50	90	50.0
51 - 100	<u>13</u>	<u>7.2</u>
	180	100.0
<i>Percentage of counselling time devoted to:</i>		
d) Others		
Nil	164	91.1
1 - 50	16	8.9
51 - 100	<u>0</u>	<u>0.0</u>
	180	100.0
9.B Percentage of counselling time devoted to:		
a) Long-term counselling		
Nil	35	20.3
1 - 50	95	55.3
51 - 100	<u>42</u>	<u>24.4</u>
	172	100.0
<i>Percentage of counselling time devoted to:</i>		
b) Short-term counselling		
Nil	13	7.6
1 - 50	96	55.8
51 - 100	<u>63</u>	<u>36.6</u>
	172	100.0
<i>Percentage of counselling time devoted to:</i>		
c) Crisis counselling		
Nil	47	27.3
1 - 50	113	65.7
51 - 100	<u>12</u>	<u>7.0</u>
	172	100.0
<i>Percentage of counselling time devoted to:</i>		
d) Others		
Nil	162	94.2
1 - 50	10	5.8
51 - 100	<u>0</u>	<u>0.0</u>
	172	100.0

ITEM	N	%
9.C <i>Percentage of counselling time devoted to:</i>		
a) Information giving		
Nil	26	14.9
1 - 50	114	65.1
51 - 100	35	20.0
	175	100.0
<i>Percentage of counselling time devoted to:</i>		
b) General counselling		
Nil	34	8.0
1 - 50	117	66.9
51 - 100	44	25.1
	175	100.0
<i>Percentage of counselling time devoted to:</i>		
c) Intensive psychotherapy		
Nil	130	74.3
1 - 50	38	21.7
51 - 100	7	4.0
	175	100.0
<i>Percentage of counselling time devoted to:</i>		
d) Supportive counselling		
Nil	56	32.0
1 - 50	108	61.7
51 - 100	11	6.3
	175	100.0
<i>Percentage of counselling time devoted to:</i>		
e) Others		
Nil	159	90.9
1 - 50	15	8.5
51 - 100	1	0.6
	175	100.0
9.D <i>Counselling approach and style*</i>		
Rogesian/Client-centred/Non-directive/Humanistic/Carkhuff/Supportive	56	23.9
Psychoanalysis/Psycho-dynamic/Hypnosis	4	1.7
Gestalt/Transactional analysis	8	3.4
Psychodrama/Primal therapy	3	1.3
Behavioural modification/Modified action counselling	7	3.0
Individual/Informal talking and discussion/Interview/Home visit/Telephone	52	22.2
Psycho-social/Problem solving/Pragmatic/Practical/Reality counselling/Crisis		
intervention	14	6.0
Rational-emotive/Directive/Advice giving	15	6.4
Eclectic/Multi-disciplinary	32	13.7
Game playing/Play therapy	3	1.3
Information giving	12	5.1
Others	28	12.0
	234	100.0
10.A <i>Age of clientele primarily dealt with</i>		
Children	14	5.8
Adolescent	120	50.0
Adult	60	25.0
Aged	3	1.3
Multiple groups	43	17.9
	240	100.0

ITEM	N	%
10.B <i>Socioeconomic status of clientele primarily dealt with</i>		
Upper-middle	11	4.7
Middle	52	22.2
Lower-middle	74	31.7
Lower	52	22.2
Multiple groups	45	19.2
	234	100.0
11. <i>Most frequent counselling problems dealt with*</i>		
Abortion	8	3.4
Adjustment	89	37.9
Adoption	8	3.4
Alcoholism	6	2.6
Behavioural	132	56.2
Career/Employment Guidance	143	60.9
Delinquency	49	20.9
Developmental	63	26.8
Drug Addiction	13	5.5
Emotional	136	57.9
Family	119	50.6
Family Planning	14	6.0
Gambling	10	4.3
General Relationship	95	40.4
Health	44	18.7
Legal	16	6.8
Marital	64	27.2
Migration	5	2.1
Money	41	17.4
Moral	34	14.5
Parent-Child Relationship	106	45.1
Personality	100	42.6
Rape	5	2.1
Rehabilitation	33	14.0
Schooling	130	55.3
Scruples	4	1.7
Sex	31	13.2
Spiritual	40	17.0
Unwed Pregnancy	21	8.9
Work	54	23.0

* The total number of respondents who have attempted to answer this question is 235.
There may be more than one response by each respondent.

ITEM	N	%
12. <i>Difficulties experienced as a counsellor*</i>		
Client resistance/Client participation/Openness of client	72	31.3
Colleague cooperation/Poor team work/Lack of official recognition	21	9.1
Resources lacking/Difficult to have people offer their time for counselling/No follow-up/Lack of space/Lack of time / Work load heavy	100	43.5
Lack of professional training/More experience/Lack of professionalism	40	17.4
Personal antipathy/Dislike for clients/Rejection of clients	3	1.3
Public acceptance/Group acceptance/Family acceptance	25	10.9
Role conflict	11	4.8
Cross cultural difference/ Language barrier	10	4.3
Adverse environment	6	2.6
Others	4	1.7
13. <i>Counselling needs required in Hong Kong**</i>		
Quality/Properly trained counsellors/ Up-to-date information and skill	53	23.8
More training/More courses offered	44	19.7
Publicity/Client should be more aware	37	16.6
Public recognition/Recognition by government	17	7.6
Coordination of services	13	5.8
Specific types of counselling/Family counselling/Crisis counselling/Preventive counselling	21	9.4
More personnel/More services	29	13.0
More counselling aids (tests and measurements)	4	1.8
Others	17	7.6

* The total number of respondents who have attempted to answer this question is 230.

** The total number of respondents who have attempted to answer this question is 223.

ITEM	N	%
14. <i>Suggestions for improving counselling in Hong Kong*</i>		
Publicity/Promotion	41	17.7
Training opportunity/Better counselling services	41	17.7
Quality of training/Properly trained counsellor	24	10.3
Quantity of training/More courses/More seminars	53	22.8
More manpower/More counsellors/More counselling services	28	12.1
Establishment and development of professional organisation	19	8.2
Cooperation among different associations	12	5.2
Cross-cultural application/Chinese speaking staff	4	1.7
Primary prevention/Change society	5	2.2
Resources/Funding/Public support	26	11.2
Others	15	6.5

* The total number of respondents who have attempted to answer this question is 232.

APPENDIX 2: NAMES OF PROFESSIONAL ASSOCIATIONS LISTED BY THE RESPONDENTS

1. Local counselling-related associations:

- Association of Assistant Social Welfare Officers, Social Welfare Department
- Association of Psychological and Educational Counsellors in Asia
- Association of Welfare Assistants, Social Welfare Department
- Government Social Welfare Officers Association (Hong Kong)
- Hong Kong Association of Careers Masters
- Hong Kong Association of Social Workers
- Hong Kong Mental Health Association
- Hong Kong Probation Officers Association
- Hong Kong Psychological Society

2. Non-local Counselling-related associations:

- American College Personnel Association
- American Personnel and Guidance Association
- American Psychological Association
- Association of Child Psychology and Psychiatry
- Association of Professional Social Workers in Ontario (Canada)
- Australian Psychological Society
- British Psychological Society
- Ergonomics Society
- International Association of Cross-cultural Psychology
- International Council of Psychologists
- National Association of Women Deans, Administrators and Counsellors
- Pacific Areas School Psychologists

3. Local non-counselling related associations:

- Academic Staff Association (University of Hong Kong)
- Church Missionary Society
- Hong Kong Association for Economics Education
- Hong Kong Association for Science and Mathematics Education
- Hong Kong Institute of Personnel Management
- Hong Kong Nurses Association
- Hong Kong Professional Teachers' Union
- Institute of Managers (Hong Kong)
- Institute of Training Officers

4. Non-local, non-counselling-related associations:

- American Association for Clinical Pastoral Education
- Canadian Association for Pastoral Education
- Institute of Managers (United Kingdom)
- International Academy of Preventive Medicine
- Life Management Institute of Canada
- Ministerial Fellowship in Los Angeles
- National Union of Teachers (United Kingdom)

APPENDIX 3: TYPES OF NON-COUNSELLING DUTIES

1.. Administration/planning/research

Examples: personnel and salary administration, planning publication and letter writing, general management, publicity, budgeting, attending meetings, supervision of minor staff, industrial relations management, manpower selection and recruiting, admission and discharge, supervision of training courses, supervision of student clubs.

2. Outside contact

Examples: School liaison, liaison work with employers, follow-up visits to clients and employers, meeting with volunteers, referral.

3. Teaching/lecturing

4. Pastoral care

Examples: Preaching, sponsoring of student Christian fellowship, general pastoral duties.

5. Mass or group programmes

Examples: Family life education, group projects, extra-curricular activities, education and mass programmes, engaged couples courses, group work, community education.

6. Tangible services/medical services

Examples: Home help service, fee reduction, dispatch of tangible services, chemotherapy, nursing and medical work.

7. Training

Examples: Staff training, supervision of student placement, staff development.

8. Counselling-related activities/other psychological services

Examples: Psychometric assessment, report writing, behavioural treatment, home visit, job placement, career guidance, testing, social investigation and courts reports, supervising probationist, preparing case recordings.

9. Clerical work

Examples: Secretarial duties, translation

10. Miscellaneous

Examples: Selling, reading, library work, servicing.

APPENDIX 4: EXCERPTS OF RESPONDENTS' COMMENTS

The responses for item No. 15 on what needs to be done about counselling in Hong Kong can be grouped according to the following 7 main areas. Some responses that help to bring out the ideas more clearly are quoted below.

1. There are difficulties in promoting counselling in Hong Kong.

"Counselling in Hong Kong is young and we need patience to wait for its growth. If we are urging for expansion and development too hastily we can only have a premature baby. Then the effort spent will not do our society (potential clients) any good."

"Counsellors have a hard time to tell people what actually counselling is. Only the dedicated few can survive."

"A counsellor's ten-hour counselling can't mend the fatal destruction brought about by half-an-hour's unhealthy television programme or movie show."

2. Government should help in promoting counselling.

"Adequate counselling should be primarily a government responsibility but I see little sign that the Government is sufficiently concerned about counselling to provide necessary finance."

"(Counselling is perhaps a) luxury for a majority of the Hong Kong population. Environmental manipulation or improvement is the thing most desired for."

3. Counselling quality has to be improved

"Untrained 'counsellors' would do more harm than help both to the clients and to the profession. Some standards would/(should) be set to control the admission into the profession."

"From my contacts with many counsellors I got the impression that they are too ready to give advice or suggestions without realizing that clients may have emotional problems within them, therefore unable to follow what is suggested to them. At this point, I cannot help wondering at the significance of case discussion/case conferences if it is not aimed at the understanding of the case and client. In my opinion, if a counsellor gets stuck in a case it reflects more the adequacy or inadequacy of the counsellor rather than the lack of skill and technique."

"Most teachers do practise counselling. They should be trained (in counselling), especially teachers of primary and secondary schools, because their students are in their formative years and spend a lot of time with their teachers."

4. Need for more communication and co-ordination with other professionals.

"I cannot be classified as a professional counsellor but many like myself are 'FRONT LINE' counsellors that come into contact with people with emotional problems of all sorts in the course of our day. There should be more communication between the professionals and lay counsellors so that each can understand the problems and limitations faced by the other."

"There should be more chances for counsellors of various types to come together to share experiences and to increase understanding with each other. e.g. social workers, clinical psychologists, psychiatrists, school counsellors, pastoral counsellors etc."

5. More publicity

"The public and school population should have better understanding and knowledge about what counselling is and be educated through the mass media."

6. A definition of counselling is needed.

7. There is a need for counselling and training in counselling in Hong Kong.

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