

## **REGULATIONS FOR THE DEGREE OF MASTER OF SOCIAL SCIENCES (MSocSc)**

*(See also General Regulations)*

Any publication based on work approved for a higher degree should contain a reference to the effect that the work was submitted to the University of Hong Kong for the award of the degree.

The degree of Master of Social Sciences (MSocSc) is a postgraduate degree awarded for the satisfactory completion of a prescribed course of study in one of the following fields: Behavioral Health, Clinical Psychology; Corporate Environmental Governance, Counselling; Criminology; Educational Psychology; Gerontology; Marriage and Family Therapy; Mental Health; Social Service Management and Social Work. These fields of study will not necessarily be offered every year.

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### **Admission requirements**

MSS 1. To be eligible for admission to the courses leading to the degree of Master of Social Sciences, candidates

- (a) shall comply with the General Regulations;
- (b) shall hold
  - (i) a Bachelor's degree with honours of this University; or
  - (ii) another qualification of equivalent standard from this University or from another University or comparable institution accepted for this purpose; and
- (c) shall satisfy the examiners in a qualifying examination if required.

MSS 2. Candidates who do not hold a Bachelor's degree with honours of this University or another qualification of equivalent standard may in exceptional circumstances be permitted to register in the fields as prescribed in the syllabuses if they demonstrate adequate preparation for studies at this level and satisfy the examiners in a qualifying examination.

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### **Qualifying examination**

MSS 3.

- (a) A qualifying examination may be set to test the candidates' formal academic ability or their ability to follow the courses of study prescribed. It shall consist of one or more written papers or their equivalent and may include a project report.
  - (b) Candidates who are required to satisfy the examiners in a qualifying examination shall not be permitted to register until they have satisfied the examiners in the examination.
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### **Award of degree**

MSS 4. To be eligible for the award of the degree of Master of Social Sciences, candidates

- (a) shall comply with the General Regulations; and
  - (b) shall complete the curriculum and satisfy the examiners in accordance with the regulations set out below.
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### **Length of curriculum**

MSS 5. The curriculum shall extend over not less than one academic year of full-time study or two academic years of part-time study, with a minimum of 300 hours of prescribed work and shall include examinations of courses in the manner as prescribed in the syllabuses.

MSS 5.1 In the fields of study in Gerontology, Mental Health, Social Service Management, and Social Work, the curriculum shall extend to a maximum of 5 academic years of part-time study in which the candidates shall enrol in a minimum of two modules for every academic year.

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### **Completion of curriculum**

- MSS 6. To complete the curriculum, candidates
- (a) shall follow courses of instruction and complete satisfactorily all prescribed written work and field work;
  - (b) shall complete and present a satisfactory dissertation in lieu of the specified number of paper(s) in the examination as prescribed in the syllabuses;
  - (c) shall satisfy the examiners in all prescribed courses and in any prescribed form of examination.
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### **Title of dissertation**

MSS 7. Subject to the provisions of Regulation MSS 6(b), the title of the dissertation shall be submitted for approval by not later than March 31 of the final academic year in which the teaching programme ends and the dissertation shall be presented by a date as prescribed in the syllabuses for each field of study; candidates shall submit a statement that the dissertation represents their own work (or in the case of conjoint work, a statement countersigned by their co-worker(s), which show their share of the work) undertaken after registration as candidates for the degree.

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### **Examinations**

- MSS 8.
- (a) Where so prescribed in the syllabuses, coursework or a dissertation shall constitute part or whole of the examination for one or more courses.
  - (b) An assessment of the candidates' coursework during their studies, including completion of written assignments and participation in field work or laboratory work, as the case may be, may be taken into account in determining the candidates' result in each written examination paper; or, where so prescribed in the syllabuses, may constitute the examination of one or more courses.

MSS 9. Candidates who have failed to satisfy the examiners at their first attempt in not more than half of the number of courses to be examined, whether by means of written examination papers or coursework assessment, during any of the academic years of study, may be permitted

- (a) to present themselves for re-examination in the course or courses of failure, with or without repeating any part of the curriculum; or
- (b) to repeat a year of the curriculum and present themselves for examination in the courses prescribed for the repeated year.

MSS 10. Subject to the provision of Regulation MSS 6(b), candidates who have failed to present a satisfactory dissertation may be permitted to submit a new or revised dissertation within a specified period.

MSS 11. Candidates who have failed to satisfy the examiners in any prescribed field work or practical work may be permitted to present themselves for re-examination in field work or practical work within a specified period.

MSS 12. Candidates who are unable because of their illness to be present for one or more papers in any written examination may apply for permission to present themselves at a supplementary examination to be held before the beginning of the following academic year. Any such application shall be made on the form prescribed within two weeks of the first day of the candidates' absence from the examination.

MSS 13. Candidates who

- (a) are not permitted to present themselves for re-examination in any written paper or any course examined by means of coursework assessment, or in field work or practical work in which they have failed to satisfy the examiners and are not permitted to repeat a year of the curriculum under Regulation MSS 9; or
  - (b) have failed to satisfy the examiners in any written paper or any course examined by means of coursework assessment, or field work or practical work at a second attempt; or
  - (c) are not permitted to submit a new or revised dissertation under the provision of Regulation MSS 10; or
  - (d) have failed to submit a satisfactory new or revised dissertation under the provision of Regulation MSS 10
- may be required to discontinue their studies.

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### **Examination results**

MSS 14. A list of candidates who have successfully completed all the degree requirements and are to be awarded the Master of Social Sciences shall be published. Candidates who have shown exceptional merit at the whole examination may be awarded a mark of distinction, and this mark shall be recorded in the candidates' degree diplomas.

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## **SYLLABUSES FOR THE DEGREE OF MASTER OF SOCIAL SCIENCES**

### **BEHAVIORAL HEALTH**

The Faculty of Social Sciences and the Centre on Behavioral Health jointly offer a postgraduate programme leading to the degree of Master of Social Sciences in Behavioral Health. The programme provides systematic and comprehensive training in behavioral health with an Eastern holistic orientation for healthcare professionals such as medical doctors, nurses, social workers, psychologists, physiotherapists, occupational therapists, counsellors, counselling teachers, sports and fitness instructors, dieticians, Chinese medicine practitioners and complementary and alternative medicine (CAM) practitioners.

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### **ENTRY REQUIREMENTS**

Admission requirements for the degree of Master of Social Sciences have to be met. Candidates who have an academic or work background in a field related to healthcare are preferred. Related fields include medicine, nursing, social work, psychology, physiotherapy, occupational therapy, counselling, education, sports and fitness instruction, dietary and nutritional science, Chinese medicine and CAM.

Candidates are normally required to have a minimum of two years of relevant post qualification experience.

## ADVANCE STANDING

Candidates for admission may be granted exemption of up to three modules in recognition of studies completed in related areas and up to two modules in recognition of related practicum training. Exemption will only be considered in special circumstances and each application for exemption will be considered on its own merit.

## EXAMINATIONS

To complete the curriculum, candidates shall satisfy the examiners in the examination of modules and a practicum or a dissertation as prescribed in the curriculum. Candidates may be assessed by continual coursework assessment, written examinations, or a combination of both. The grading system follows the standard practice in the Faculty of Social Sciences.

## CURRICULUM

The curriculum shall extend over not less than one and not more than two academic years of full-time study; or not less than two and not more than three academic years of part-time study, inclusive of intervening vacations.

Candidates are required to complete ten taught modules, of which three are compulsory modules. Compulsory modules must be taken during the first year of study. Each module comprises the equivalent of at least twenty four contact hours.

Candidates may be approved to enroll up to two modules offered by other postgraduate programmes of the Faculty as substitutes of elective modules in this programme. The substitute must be relevant to behavioral health and comprise the equivalent of at least twenty four contact hours.

In addition, candidates are required to complete a practicum or dissertation weighted as equivalent to four modules. They are expected to devote 200 hours on the practicum or dissertation and are required to present a progress report on their practicum or dissertation. Candidates are allowed to opt for the dissertation only if they have at least three years of practical experience in healthcare and the ability to conduct research.

### Compulsory Modules

MSBH7001	Introduction to behavioral health: the body-mind-spirit approach
MSBH7004	Assessment of behavioral health
MSBH7005	Scientific inquiry and research methods in behavioral health

### Elective Modules

MSBH6001	The body: health and illnesses
MSBH6002	Culture, medicine and behavioral health
MSBH6003	Health psychology: the body and the mind
MSBH6004	Qualitative research methods
MSBH6101	Counselling and psychotherapy I
MSBH6102	Counselling and psychotherapy II
MSBH6103	Holistic health practice: Chinese medicine, nutrition and health exercises
MSBH6104	Spirituality in clinical practice
MSBH6105	Loss, trauma, grief and bereavement
MSBH6106	Abnormal psychology
MSBH6114	Drama, dance and movement therapy
MSBH6115	Health promotion and disease prevention in caring communities
MSBH6116	Quantitative research methods and statistical analysis
MSBH6117	Working with special target populations
MSBH6118	Selected topics
MSBH6119	Special interventions: theories and techniques
MSBH7003	Chinese psychology and indigenous psychotherapies

## **Practicum or Dissertation**

Please refer to descriptions of the practicum and dissertation listed below for details.

(Note: not all modules will necessarily be offered in a given year.)

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## **COURSE DESCRIPTIONS**

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### ***Compulsory Modules***

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#### **MSBH7001. Introduction to behavioral health: the body-mind-spirit approach**

The aim of this module is to orient students to the science of behavioral health and the body-mind-spirit approach in holistic health practice. It covers the history, rationale, and latest research and development in behavioral health. Developments in both the East and the West will be reviewed. The theoretical framework and clinical efficacy of the approaches will be critically examined. Implications and practical applications for helping professionals will be deliberated.

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#### **MSBH7004. Assessment of behavioral health**

This module covers major approaches to the assessment of behavioral health: psychometric, behavioral, constructivist, among others. It provides students with hands-on experience with some commonly used techniques. Relevant topics include ethics; interpersonal and social-political contexts of assessment; principles of observation, categorization (e.g., psychodiagnosis) and measurement; reliability, validity and accuracy; estimation of false positives and false negatives; observation and interviewing techniques; use and abuse of measuring instruments, such as self-report measures and psychological tests; assessment of health and quality of life; body-mind-spirit holistic assessment.

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#### **MSBH7005. Scientific inquiry and research methods in Behavioral Health**

This module covers the nature and logic of scientific inquiry and research methods, both quantitative and qualitative, that are of special relevance to behavioral health and the biomedical sciences. Relevant topics - include practice research, outcome evaluation, single-subject design, narrative research methods, clinical data mining, case studies, investigative research, surveys, program evaluation. Students will learn to be critical consumers of the scientific literature.

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### ***Elective Modules***

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#### **MSBH6001. The body: health and illnesses**

This module provides a foundation on anatomy, physiology, psychoneuroimmunology, and knowledge on common illnesses for students who do not have medical science training. Major systems, including the nervous system, endocrine system, immune system, respiratory system, digestive system, cardiovascular system, renal system, and reproductive system, will be covered. The mind-body integration aspect on the proper functioning and malfunctioning of the systems, and the implications for healthcare professionals will be discussed.

**MSBH6002. Culture, medicine and behavioral health**

This module will introduce students to concepts and issues in the field of medical sociology and anthropology. Students will learn to analyze how social and cultural factors affect health and to apply different social and cultural theories to explain health and illness behaviour. Topics include cultural definition of health and illness; social aspects of health behaviour; social theories of health care; and cultural aspects of healing such as rituals and folk healing.

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**MSBH6003. Health psychology: the body and the mind**

This module covers key areas of health psychology, such as the importance of prevention; determinants of health and life expectancy; relations between health and behaviour, and between the body and the mind; distinction between the concepts of disease and illness. Relevant topics include psychoneuroimmunology, stress and coping, sick-role and help-seeking behaviours, patients' families and social support, chronic and terminal illnesses, pain and its management, weight management, healthy lifestyles, and prevention of disease.

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**MSBH6004. Qualitative research methods**

This module begins with an introduction to different perspectives on approaching reality, followed by an assessment of the strengths and weaknesses of qualitative methods in comparison with quantitative methods. Relevant topics include ethnographic research, grounded theory; focus groups; narrative analysis. Students will write a research or project proposal: choose a topic, raise significant research questions, review the literature critically, propose and defend the chosen methodology.

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**MSBH6101. Counselling and psychotherapy I**

This module covers the fundamentals of counselling and psychotherapy. Relevant topics include levels of intervention and prevention; major theories (e.g., person-centered, cognitive-behavioral, psychodynamic, systemic); communicating and relating; helping and intervention skills; working with and through allied professionals; professional ethics; cultural issues. Students who intend to take module MSBH6102 are advised to take this module first.

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**MSBH6102. Counselling and psychotherapy II**

The module covers advanced or specialized topics in counselling and psychotherapy, such as group techniques and group therapy; treatment of children and special groups (e.g., psychogeriatric patients); prevention and treatment of self-harm behaviours; Eastern approaches to counselling and psychotherapy; new directions in therapeutic intervention (e.g., dialogic action therapy).

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**MSBH6103. Holistic health practice: Chinese medicine, nutrition and health exercises**

The module aims at providing a comprehensive understanding on Chinese medicine and its applications in holistic health practice. The basic theory of the five elements, diagnostic procedures and treatment paradigms of Chinese medicine will be critically examined. Health enhancement through the applications of Chinese herbal medicine, nutritional therapy, acupuncture, acupressure, therapeutic massage, traditional health exercises like Tai Chi and Qigong will be covered. Clinical application and research on other popular indigenous health exercises, such as pebble path walking and feet reflexology will be critically examined.

**MSBH6104. Spirituality in clinical practice**

There is growing interest on the relationship between spirituality and health. With reference to scientific researches, the module will critically examine this relationship, and the positive & negative effects of spirituality on health. The path of patients attaining spiritual transformation and the methods for facilitating such transformation will be discussed. Traditional Chinese philosophies will be discussed. In particular, the applications of Zen Buddhism in health and mental health practice, which is relatively better researched, will be deliberated in more details.

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**MSBH6105. Loss, trauma, grief and bereavement**

Loss and trauma may lead to post-traumatic disorders as well as prolonged physical or mental problems. The psycho-social-immunological responses to loss will be reviewed. Intervention such as critical incidence debriefing, crisis intervention, psychiatric emergencies, resilience and post-traumatic growth will be discussed. Service models of continuity of care, vocational and holistic rehabilitation, palliative care and hospice care in the local and international contexts will be discussed. Cultural, sociological, physical, mental, spiritual and traditional approaches to death and dying as well as bereavement will be explored.

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**MSBH6106. Abnormal psychology**

This module provides a broad exposure to both theory and practice in the understanding of mental disorders. A wide array of mental disorders will be examined. Relevant topics include genetic, social and psychological determinants of abnormality; assessment, diagnosis and classification; psychopathology in Chinese culture; re-examining the concept of mental illness; prevention and treatment.

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**MSBH6114. Drama, dance and movement therapy**

This module introduces the student to the theory and practice of drama, dance and movement therapy. It places emphasis on experiential learning and aesthetic appreciation. Students will experience self-exploration and self-expression; kinesthetic cognition; observation and analysis of posture, gesture and movement; stress management; enhancing connectedness between mind and body, self and others, self and nature; ethics; therapeutic effects as well as the limitations of drama, dance and movement therapy. Relevant skills include warm-up, icebreakers, stretching, breathing exercises and dramatic techniques. Students who take this module are advised to take MSBH6101 also.

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**MSBH6115. Health promotion and disease prevention in caring communities**

This module embodies two major ideas: health promotion and disease prevention; and caring communities. Systemic in conception, its thesis is that fostering health reinforces caring communities, and vice versa. Relevant topics include epidemiology; infection control; health communication strategies (e.g., communication campaigns, media advocacy, networked health information, risk communication, and entertainment education); psycho-educational approaches for behavioral change; health promotion at the individual, group, community, and societal levels; strategies for the development of caring communities (e.g., milieu therapy).

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**MSBH6116. Quantitative research methods and statistical analysis**

This module covers descriptive and inferential statistics, experimental and quasi-experimental designs. Relevant topics include sampling, probability, estimation, hypothesis testing, measures of association, regression, analysis of variance and covariance, between-subjects and within-subject designs. Students will learn to use statistical packages (e.g., SPSS), and to develop a research or project proposal.

**MSBH6117. Working with special target populations**

This module covers selected topics that pertain to special populations or problems (e.g., cancer, AIDS, smoking, addictive gambling).

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**MSBH6118. Selected topics**

This module covers selected topics that meet acute societal needs, or are of current interest or on the cutting edge of knowledge advancement in behavioral health. Examples are prevention and coping with pandemic crises; reproductive health; gender, sexuality, and well-being; domestic violence.

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**MSBH6119. Special interventions: theories and techniques**

This module covers intervention models that are of current interest in behavioral health. Examples are forgiveness therapy, narrative therapy, meaning-reconstruction interventions, and mindfulness-based therapy.

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**MSBH7003. Chinese psychology and indigenous psychotherapies**

This module examines critical issues in Chinese psychology and indigenous psychotherapies, such as presuppositions underlying Western and non-Western conceptions of human existence, the case for and against indigenization, and integration of East-West learning. It pays special attention to selected contributions to the literature from non-Western sources. Relevant topics include: cultural contrasts in conceptions of selfhood and identity; gender roles and family dynamics in Chinese societies; indigenous psychotherapies; beyond indigenization.

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***Practicum or Dissertation*****MSBH6201. Practicum**

The practicum comprises 200 hours of prescribed work in healthcare settings under guidance by a tutor, plus at least 20 hours of tutorials. A practicum report of not more than 10,000 words shall be submitted by not later than June 30 of the final academic year of study.

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**MSBH6202. Dissertation**

The dissertation shall demonstrate the candidate's ability to apply sound research methodology to investigate problems relevant to the field of study. It shall not exceed 20,000 words in length. The title of the dissertation shall be submitted for approval by not later than December 31 of the final academic year of study, and the dissertation shall be presented by not later than June 30 of the final academic year of study.

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**CLINICAL PSYCHOLOGY**

The Department of Psychology offers a postgraduate programme leading to the degree of Master of Social Sciences in the field of Clinical Psychology. The programme aims to train competent and professional clinical psychologists and has an emphasis on science-based practices.



The curriculum shall extend over two years and the intervening vacations, or its part-time equivalent. A candidate shall complete satisfactorily 14 formal courses, each given 3 credit-units (Courses 1 - 9 in the first year and Courses 10 - 14 in the second year), a dissertation (6 credit-units) and practicum (12 credit-units). Thus, the curriculum consists of a total of 60 credit-units. Each credit-unit is roughly equivalent to one hour of teaching per week. Whereas the first year of the curriculum shall focus on the theoretical foundations and basis skills training in Clinical Psychology, the second year shall extend to include the application of the theories and assessment and treatment models to special populations in various clinical settings.

## ENTRY REQUIREMENTS

To be eligible for admission to the programme, a candidate shall

- (a) comply with the regulations for the degree of Master of Social Sciences;
- (b) hold a Bachelor's degree with Honours in Psychology or a recognized equivalent qualification; and
- (c) pass a qualifying examination prior to admission, if required; and take other tests as may be prescribed, and have the score reports of such tests sent to the Programme Admissions Advisor.

## EXAMINATIONS

Examinations of the courses followed by a candidate may be either by a written paper in the examination held in January or May of the academic year of study, or by continuous assessment of the candidates' performance in completing the requirements of these courses, or by a combination of these methods.

### First year

PSYC6001.	Practicum
PSYC7018.	Cognitive assessment
PSYC7002.	Assessment of personality and psychopathology
PSYC7003.	Individual psychotherapy I
PSYC7004.	Individual psychotherapy II
PSYC7005.	Psychopathology I
PSYC7006.	Psychopathology II
PSYC7019.	Research methods and statistics I
PSYC7020.	Research methods and statistics II
PSYC7009.	Clinical seminar I

### Second year

PSYC6001.	Practicum
PSYC8001.	Clinical seminar II
PSYC8002.	Community and health psychology
PSYC8003.	Family and group therapy
PSYC8004.	Clinical neuropsychology
PSYC8005.	Ethics and professional issues
PSYC8006.	Dissertation

The courses listed above may be offered at a different year of study.

## COURSE DESCRIPTIONS

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### **PSYC6001. Practicum (12 credits)**

This course consists of a minimum of 220 days of clinical placement. Students will gain practical experience in working with a variety of client groups with different problems across the life span. They will have the opportunity to work in different settings such as hospitals, social services agencies, and various government departments. The practical training includes supervised practice in assessment techniques, case formulation, and treatment planning/procedures. Students will also learn the work culture in different settings, and how to function effectively in different teams or structures. Activities such as case conferences, workshops and seminars conducted by the placement settings also form part of the training. The practical work of students will be subjected to continuous assessment by supervisors of each placement.

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### **PSYC7018. Cognitive assessment (3 credits)**

This course provides a basic introduction to the assessment of cognitive functioning. Students learn to administer, score, and interpret a number of commonly-used cognitive tests. Students also learn to integrate test results into professional psychological reports. Basic psychometric principles, codes of professional conduct, and cultural issues relating to psychological assessment will be discussed.

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### **PSYC7002. Assessment of personality and psychopathology (3 credits)**

This course covers offers a survey of basic principles and methods of personality and psychopathology assessment. This course aims to enhance students' practical skills in psychological assessment and to foster their ability to critically evaluate commonly-used assessment techniques from a scientist-practitioner perspective. Cultural issues relating to personality and mental health assessment will be explored.

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### **PSYC7003. Individual psychotherapy I (3 credits)**

This course introduces the common principles and skills of psychotherapies. In addition to reviewing the theoretical rationale and recent research and clinical literature, this course also focuses on the application of the empirically-supported therapeutic techniques to clinical and special populations.

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### **PSYC7004. Individual psychotherapy II (3 credits)**

The course focuses on the application of effective psychotherapy approaches to the treatment of different disorders. Cultural issues and Asian approaches to psychotherapy will be discussed. Experienced clinicians are invited to introduce common therapeutic approaches to different patient populations in Hong Kong. In addition, new developments and current research in psychotherapy will be included.

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### **PSYC7005. Psychopathology I (3 credits)**

In this course, students will learn important theoretical concepts in the definition and classification of mental disorders. They will study specific disorders of childhood and adulthood. Strong emphasis is placed on the conceptualisation of psychopathology with reference to current research findings. Issues in the diagnosis and etiology of specific disorders will also be discussed.

**PSYC7006. Psychopathology II (3 credits)**

This course aims to enhance the diagnostic and conceptualisation skills of students through the continuous study of adult and childhood disorders. Emphasis will be placed upon the integration of theoretical conceptualisation, clinical practice and research. Attention will also be given to special issues of concern in both the Eastern and Western contexts.

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**PSYC7019. Research methods and statistics I (3 credits)**

This course covers intermediate research methods and statistics. Issues on psychological measurement and experimental designs are presented. The course uses empirical examples in psychology to illustrate various research designs and statistical methods and to ensure that students become intelligent consumers of research findings.

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**PSYC7020. Research methods and statistics II (3 credits)**

This course covers advanced research methods and statistics. Multivariate techniques are introduced to address complex research questions in psychology. At the end of the course, students are expected to develop a viable research proposal in preparation for their theses according to the standards of the American Psychological Association.

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**PSYC7009. Clinical seminar I (3 credits)**

A series of skills-training workshops is offered. The workshops are designed to prepare trainees for practical training in clinical placements. Each workshop provides supervised training on clinical assessment skills and intervention.

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**PSYC8001. Clinical seminar II (3 credits)**

The seminar provides in-depth clinical case discussions, with a focus on case conceptualization and treatment planning. Emphasis is placed on integration of psychological theories and clinical practice. Experienced clinical psychologists may be invited to share with students their expertise on specialized topics.

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**PSYC8002. Community and health psychology (3 credits)**

This course overviews key theoretical concepts in community and health psychology. One objective is to examine the role of psychologists in medical and health settings and psychological aspects of medical problems. There is a special emphasis on assessment and therapeutic issues in local settings. Psychological theories and practices relating to health and illness are also explored.

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**PSYC8003. Family and group therapy (3 credits)**

This course provides an overview of the theories and practice of family and group therapy. Applications include working with children and youth, transgenerational issues, psychosomatic and other emotional or behaviour problems in the context of the family. Cultural and gender issues, current research and developments in family and group therapy will also be addressed.

**PSYC8004. Clinical neuropsychology (3 credits)**

This course aims to provide an overview of basic functional neuroanatomy and clinical neuropathology. Literature in neuroscience and clinical neuropsychology will be reviewed and discussed.

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**PSYC8005. Ethics and professional issues (3 credits)**

The focus of this course is on the process of ethical decision making in the professional practice of clinical psychology. Models of ethical decision making will be introduced, discussed, and applied. In addition to the Code of Professional Conduct published by the Hong Kong Psychological Society, a number of ethical codes, guidelines, and standards of practice will be reviewed.

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**PSYC8006. Dissertation (6 credits)**

While in residence, each student proposes and completes a substantive, scholarly work relevant to clinical psychology. The dissertation must represent a student's individual work and should not exceed 20,000 words in length. The examiners may also prescribe an oral examination on the subject of the dissertation. The title of the dissertation shall be submitted for approval on March 31 of the last semester of study, and the dissertation shall be presented by June 30 of last academic year of the curriculum.

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**CORPORATE ENVIRONMENTAL GOVERNANCE**

The Faculty of Social Sciences and the Centre of Urban Planning and Environmental Management jointly offers a postgraduate programme leading to the degree of Master of Social Sciences in the field of Corporate Environmental Governance. The programme aims to provide high quality, advanced course of study in the area of corporate environmental governance. This deals with the ways that companies position themselves to manage an increasingly complex range of environmental and sustainability issues.

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**CURRICULUM**

The curriculum shall extend over one-year full-time or two to three-year part-time of study, and is offered on a modular basis. Each module consists of 24 hours of teaching and 48 hours student-based learning time. Each module consists of a total of seventy-two hours of study. Candidates are required to take 7 compulsory modules and a dissertation (which is also compulsory and weighted at the equivalent of 3 modules). Therefore, candidates are required to complete 10 modules of study in order to complete the entire master degree. Candidates are also required to participate in a series of dissertation seminars at which they are introduced to basic social sciences research methods and are required to present progress reports on their dissertations.

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**EXAMINATIONS**

There is no written examination and candidates are assessed through coursework only. Most assessments are based on papers/reports prepared by candidates working either individually or in groups. Particular emphasis is placed on the research and analysis elements of assessed work.

## COURSE DESCRIPTIONS

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### **CEGP6001. Corporate Environmental Management**

The aim of this course is two fold. Firstly, it examines various perspectives on business and the environment including a rationale for business involvement with environmental issues and reasons why they might voluntarily be involved. This will also include an analysis of the strategic reasons why a company would wish to engage with the environment including the issue of competitive advantage resulting from good environmental practice. Secondly, it begins to examine tools associated with environmental management that enable a firm to improve its compliance and compliance-plus performance. A number of tools will be covered but will exclude environmental management systems and environmental auditing which is considered as so important that they are given a course of their own (see below). Topics to be covered include: perspectives on business and the environment; strategic management and the environment; corporate environmental management techniques and tools; environmental policies, codes of conduct and charters; life cycle assessment; eco-labeling; green marketing; environmental reporting; supply chain management; business organization and the environment; critical evaluation of business activities and eco-modernism.

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### **CEGP6002. Environmental Management Systems and Environmental Auditing**

This course is dedicated to the major approach adopted by most companies involved in environmental activities, namely the construction of an integrated environmental management system (EMS). The course will consider the design of the system, its implementation and issues of continuous improvement. It will be linked to quality management approaches. Environmental auditing will be dealt with in the context of the systems-based approach and will examine audit methodology, measurement, quality assurance and reporting issues. Emphasis will be placed on practical approaches to improving environmental performance over time. Topics to be covered included: environmental management systems; EMS standards (ISO14000 and EMAS); performance measurement; environmental auditing; benchmarking; quality assurance; best practice issues; consultancy requirements.

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### **CEGP6003. Environmental Economics and Analysis**

This course aims to equip students with the ability to undertake an economic analysis of environmental damage, its measurement and remediation strategies. It will examine the environment in the context of the market mechanism and policies for improving environmental performance. There will be an emphasis on market failure and strategies for internalising the external costs of environmental damage such as pollution. It will serve as a foundation for more advanced consideration of policy issues in the course on *Business and Environmental Policy*. A good deal of attention will be paid to cost-benefit analysis and methodologies for the valuation of the environment. There will also be a consideration of alternative policy instruments from an economic perspective. The aim is also to examine way of managing resources in a way that is both economically and environmentally efficient. Topics to be covered included: supply and demand models and the environment; market mechanisms; elasticity and implications for policy development; internalisation of external costs; valuation of the environment; resource management; cost-benefit analysis; economic analysis of policy instruments.

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### **CEGP6004. Business and Environmental Policy**

The three courses above provide the foundation for this course considering various policy options for dealing with business and the environment. At the heart of the course will be a comparison or instruments related to regulation, the use of the market mechanism and voluntary initiatives such as codes of conduct or negotiated agreements. The ecological modernization approach will be examined in

depth and prospects for environmental transformation evaluated. Case studies will be drawn from a number of countries. International conventions and protocols will also be examined in the context for the search for global solutions to environmental problems. Topics to be covered included: policy approaches to the environment; regulation; market instruments; voluntary agreements; negotiated agreements; ecological modernization; international environmental policy; conventions and protocols.

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### **CEGP6005. Business and Sustainable Development**

This course is a continuation of the course on *Corporate Environmental Management* but it looks at the wider context of sustainable development and considers ways in which businesses can operate in a way that is consistent with that concept. Emphasis will be put on models of business and sustainable development and an evaluation of how they might be implemented. The course also introduces the important concept of Corporate Social Responsibility (CSR) and its various elements. This takes us into a discussion about issues such as human rights, labour practices, fair trade and community engagement. International standards and conventions of the United Nations and International Labour Office (ILO) will be examined as well as voluntary standards for social responsibility. Topics to be covered included: the meaning of sustainable development in the business context; the elements of sustainable development; Corporate Social Responsibility (CSR); Human Rights and associated conventions; tools associated with culture change and organizational change; stakeholder accountability; sustainability auditing and measurement; sustainable development reporting; Global Reporting Initiative (GRI); Standards (SA8000 and AA1000); free trade and fair trade.

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### **CEGP6006. Trade and Corporate Environmental Governance**

This course focuses on the trade-related aspects of corporate environmental governance. This includes the implications of differing environmental standards and requirements on the trade in goods and services between nations and the way in which companies must position themselves to deal with the changing regulatory environment as it affects trade. The course will also evaluate the implications of the General Agreement on Trade in Services (GATS) negotiating process and its outcomes as these relate to the development of various services sectors (e.g., environmental services themselves, financial services, construction). It will also examine the WTO experience of dealing with environmentally related trade disputes. Topics to be covered included: globalisation, trade and the environment; trade rules; the environment as a non-tariff barrier to trade; 'Pollution havens': concept and reality; Uruguay Round (Agreement on Application of Sanitary and Phytosanitary Measures (SPS) and Technical Barriers to Trade (TBT); The WTO and the environment: trade disputes and their resolution; TRIPS (Agreement on Trade-Related Aspects of Intellectual Property Rights); GATS (General Agreement on Trade in Services); Doha Round.

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### **CEGP6007. Cases in Corporate Environmental Governance**

This course adopts a case study approach of international and local companies to demonstrate and illuminate best practice in corporate environmental governance. It will explore and evaluate the motivation for corporate engagement with environmental and social issues and will examine how individual companies have integrated these considerations into their management structures and practices. The emphasis of the course will be on understanding the effectiveness of different approaches to environmental governance within the corporate sector. Inputs from teaching staff will be supplemented by contributions from representatives of the corporate sector and local and visiting academics. Students will develop their own case studies in groups.

**CEGP6008. Dissertation**

All students are required to prepare a dissertation not exceeding 15,000 words, which is to be submitted by 31 July the latest. The dissertation shall be on a topic within the field of corporate environmental governance and the topic shall be approved by the Academic Committee of the Programme. All students are also required to attend a dissertation seminar at which they will be introduced to basic research methods in the social sciences and will present progress reports on their dissertations.

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**COUNSELLING**

The Department of Social Work and Social Administration offers a self-funded postgraduate curriculum leading to the degree of Master of Social Sciences in the field of Counselling for professionals in the human services, such as social workers, teachers, managers, nurses, physiotherapists, occupational therapists and other related professionals who are interested in counselling as a career. The curriculum shall extend over two academic years and the intervening vacations for part-time study.

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**PREREQUISITES AND REQUIREMENTS**

To be eligible for admission, candidates shall hold either a first degree with honours in a field related to human services, such as psychology, social work, nursing, management, or such other qualifications as may be accepted as its equivalent. Candidates may also be required to pass a qualifying examination. Candidates who do not hold a Bachelor's degree with honours or another qualification of equivalent standard may, in exceptional circumstances, be permitted to register if they satisfy the examiners in a qualifying examination. Candidates will normally be required to have had a minimum of two years of post qualification experience in the relevant fields.

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**EXAMINATIONS**

To complete the curriculum, candidates shall satisfy the examiners in the examination of prescribed courses in the curriculum and a practice-based project report. Examinations of the courses may be assessed either by continuous coursework assessment, or by written examinations, or by a combination of both.

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**CURRICULUM**

Students shall take five foundation courses that orientate them to the practice of counselling. Students shall also choose three elective courses. These elective courses are so designed that they can provide a focused study in one of three service settings: welfare, education, and health care. By selecting a particular combination of courses, students may specialize in one concentration from these three service settings, or they may choose a more broad-based curriculum. This provides students with opportunities to select and construct their own learning program in terms of theory and practice according to different service needs. Apart from lectures, students shall take a skills training laboratory and shall complete a practicum that includes a practice-based project.

- (A) **Core courses** (*required foundation courses*)
- SOWK6040. Practice research in the human services
  - SOWK6158. Critical issues in human development
  - SOWK6159. Abnormal psychology
  - SOWK6160. Assessment and testing
  - SOWK6161. Theories and practices in counselling and professional ethics

- (B) **Elective courses** (choose **three** elective courses)
- SOWK6035. Oncology, palliative and hospice care  
 SOWK6098. Spirituality in counselling  
 SOWK6162. Counselling in the welfare setting  
 SOWK6163. Counselling in the health care setting  
 SOWK6164. Counselling in the educational setting  
 SOWK6166. Substance abuse counselling  
 SOWK6168. Group counselling  
 SOWK6188. The fundamentals of art therapy  
 SOWK6190. Cognitive behaviour therapy  
 SOWK6210. Family therapy  
 SOWK6204. Hypnotherapy  
 SOWK6205. Positive psychology and positive intervention  
 SOWK6206. Play therapy  
 SOWK6220. Working with the elderly in primary health care  
 SOWK6224. Introduction to movement therapy
- (C) **Skills training**
- (D) **Field practicum and a practice-based project**

## COURSES DESCRIPTIONS

### Core Courses

#### **SOWK6040. Practice research in the human services**

Social workers, teachers, nurses and counsellors are guided by theories, research and practice wisdom in their work. It is important for students to be able to utilize, participate and contribute to research. In order to build indigenous practice knowledge appropriate to the local setting, this course will offer students a range of research methodologies in developing research from a practitioner's perspective. Approaches to intervention research, social research and development, clinical research with individuals and groups, single-subject design, case study, qualitative approaches, use of narratives, and process studies will be explored. Students will be required to plan and present a practice research project.

#### **SOWK6158. Critical issues in human development**

This course examines factors affecting human development through an exploration of the normal patterns of growth from infancy to old age. Individual, social, and familial conditions affecting growth at different stages in the life cycle will be studied, together with related problems of adaptation and adjustment, with particular foci on current thinking in the field of developmental psychology.

#### **SOWK6159. Abnormal psychology**

This course provides a broad exposure to both theory and practice in the understanding of mental disorders. A wide array of types of mental disorders will be examined. Important themes will be emphasized such as the continuum in behaviour from normal behaviour to mental illness, issues in diagnosis and classification, and the diathesis-stress and nature-nurture models of abnormal behaviour.



**SOWK6160. Assessment and testing**

This course surveys the major concepts and techniques in the field of psychometrics and provides students with some hands-on experience with commonly used tests. Topics covered include: the context of testing and measurement, the testing process, test standardization, reliability and validity, the nature of intelligence and its appraisal, personality assessment, special domain testing, occupational applications, and ethics in testing.

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**SOWK6161. Theories and practices in counselling and professional ethics**

This course provides a theoretical foundation for the practice of counselling. Topics covered include the major approaches in counselling, counsellor dimensions, working with various clinical and non-clinical populations, professional ethics and limitations of counselling.

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**Elective Courses (Select Three Only)\*****SOWK6035. Oncology, palliative and hospice care**

Professionals in the field of medical and health settings are expected to be competent in oncology care, palliative and hospice care. Students will learn of the medical, psychological, social, spiritual and policy aspects of care for cancer patients and persons with terminal illness. Cultural, sociological and traditional approaches to death and dying as well as bereavement will be explored through student projects.

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**SOWK6098. Spirituality in counselling**

This course examines the basic foundation of the helping process in the form of exploring the impact of religious faiths and beliefs of various kinds on human behaviour. It examines the question of how belief systems grow and develop, and the role they play in the understanding of one's own behaviour, whether as a counsellor, or as an individual in the quest of 'knowing oneself'. In the counselling process when helper and client meet, the issue of how human interactions is seen to be influenced by different understandings of the world, and how beliefs affect the healing of disturbed behaviour will be studied.

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**SOWK6162. Counselling in the welfare setting**

This course introduces the various macro and micro intervention approaches in working with disadvantaged individuals who are users of social services in Hong Kong. Through a systems perspective, students will have the opportunity to examine various intervention approaches in helping disadvantaged groups, such as new arrivals, elderly people, at-risk youth, and mentally and physically handicapped persons to deal with their intra-personal, interpersonal and environmentally-induced difficulties. The course emphasizes the integration of micro and macro intervention approaches.

**SOWK6163. Counselling in the health care setting**

Counselling approaches used in health care, such as crisis intervention, grief work, cognitive behavioural intervention, support groups, art therapy, psycho-education skills, bereavement counselling, pastoral care and peer counselling, will be examined. Students will be provided with experiential training on skills/ techniques in working with patients in hospitals and in the community.

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**SOWK6164. Counselling in the educational setting**

This course offers an understanding of the developmental characteristics, needs and struggles of students in schools (children and adolescents). To understand the counselling process and acquire necessary skills in offering counselling to students are the main foci, such that students may be helped to cope better with their school life.

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**SOWK6166. Substance abuse counselling**

This course examines the drug scene in Hong Kong and gives an overview of the problem of substance abuse in society. The different theoretical conceptualizations of substance abuse and theories of addiction are then reviewed as a prelude to devising intervention approaches to help drug-addicted persons.

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**SOWK6168. Group counselling**

This course provides an overview of the theories and practice of group counselling approaches. Applications include working with families, children, the elderly people, and medical/psychiatric patients. Cultural issues, current research and developments in group counselling will also be discussed.

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**SOWK6188. The fundamentals of art therapy**

This course introduces students to the philosophy and practice of Art Therapy, and how Art Therapy activities can be modified and used with potential clients under careful working guidelines. Students will also experience different art activities/philosophies, which are designed according to the various needs of potential clients. Lectures, participation in group workshops, and video and case presentations will form a part of this course.

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**SOWK6190. Cognitive behaviour therapy**

Cognitive behaviour therapy is an evidenced-based therapy, used in many health care and social services settings, with clients experiencing depression, anxiety, obsessive-compulsive problems, and addictive behaviours. Discussion on theoretical background and case formulation would be included together with experiential training.

**SOWK6210. Family therapy**

This course begins with an overview of the evolution of family therapy since the 1950s, with a major focus on specific family therapy approaches in working with children, youth, couples, and the elderly, such as conduct disorders in children, eating disorders in adolescents and depression in couples. Apart from an emphasis on theoretical and conceptual integration, this course draws heavily from case and video materials for discussion. Role-play and experiential activities will be used extensively for the training of family therapy strategies and skills.

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**SOWK6204. Hypnotherapy**

This course gives an overview of the historical development and domain of hypnosis, as well as contemporary approaches in hypnosis. A particular emphasis is placed on the fundamentals of hypnotherapy where particular skills will be of use in the counselling process. Lecture topics include the art of hypnotizing, styles of hypnotic suggestion, clinical applications, professional ethics and limitations of hypnotherapy.

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**SWOK6205. Positive psychology and positive intervention**

Positive psychology emphasizes the discovery and cultivation of human strengths and potential. Positive intervention focuses on positive goal setting and the development of strengths such as resilience, hope and positive emotions. This course critically reviews the theory and practice of positive psychology and positive intervention, including the study of happiness, wellness, optimism, resilience, flow, and hope. Both overseas and local developments in these areas will be examined. Apart from lectures, seminars and group projects, students are also required to develop an indigenous project in positive psychology during the course.

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**SOWK6206. Play therapy**

This course examines the historical development and basic principles of play therapy. Conditions for the practice of play therapy will be discussed, and therapy skills will be taught and practiced through lectures, demonstration tapes and role-plays, with specific applications to working with childhood problems such as children of divorce, sexual abuse, and other emotional disturbance in childhood.

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**SOWK6220. Working with the elderly in primary health care**

This course focuses on dealing with various issues in working with the elderly in primary health care. It aims at understanding the characteristics of the elderly in managing chronic health and mental health problems, and the application of preventive, assessment and intervention strategies to achieve wellness. Topics include coping with medical conditions like stroke, hypertension, and dementia, psychological conditions like depression and suicide, and caregiver stress in managing these conditions. Teaching formats include paper presentation, role-play, case or work sample illustration, and health promotion project design.

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**SOWK6224. Introduction to movement therapy**

This intensive, practice-focused course provides an opportunity for students to experience and discover first-hand an oblique and symbolic approach to whole-person growth, healing and change. Emphasis is on the natural and spontaneous use of the imagination within the art form of body movement. The experiential learning is consolidated by discussion of related psychological principles and relevant fieldwork, enabling students to gain theoretical and practical insights into personal or client-related issues as well as the potential of movement therapy as an allied health practice.

## Skill training

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### SOWK6170. Skills training laboratory

This laboratory provides training on basic relationship building strategies and methods. Counselling relies on an establishment of therapeutic relationship. Characteristics and dimensions related to such counsellor-client relationship will be introduced, and strategies and methods for building rapport will be practiced in the laboratory setting. Further, the course will also cover basic skills related to case and group counselling. Teaching is done via an experiential learning approach. Students have to actively participate in class and complete practice assignments.

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## Practicum

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### SOWK6171. Practicum and practice-based project report

All students will have to be engaged in a total of 250 hours of clinical work, and to complete a practice-based project report of no more than 10,000 words. A practicum teacher will be assigned to supervise the student's clinical work and to facilitate his/her completion of the practice-based project report. The report should essentially be an evaluation of the clinical work performed by the student. Individual and group supervision will be provided. *Students must hand in their reports not later than June 30 of the same year when the practicum is undertaken.*

**\*Not all elective courses will necessarily be offered in a given year.**

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## CRIMINOLOGY

The Department of Sociology offers a postgraduate programme leading to a Master of Social Sciences degree in Criminology.

The degree programme extends over two years of part-time study. The first year curriculum provides candidates with a broad, integrated understanding of the social science approach to the study of crime and deviance. The second year, building upon that foundation, introduces the candidates to a variety of contemporary developments in criminology and related social policy issues.

In the first year candidates are required to satisfy the examiners by written examination and coursework in each of the following:

SOCI7001	Criminal justice: process and politics
SOCI7002	Methods of research for criminology
SOCI7003	Social theory and criminology
SOCI7004	Theoretical criminology

and in the second year candidates are required to satisfy the examiners by coursework in four of the following\*:

SOCI8001	Criminal behaviour
SOCI8002	Economic and organized crime
SOCI8003	Law and society
SOCI8004	Punishment and society
SOCI8005	Women, crime and social control
SOCI8006	Youth and delinquency
SOCI8008	Special topics in criminology
SOCI8009	Transnational policing

SOCI8010	Criminal justice in PR China
SOCI8011	Media and crime
SOCI8012	Asian security

or two of the above courses and to complete:

SOCI8007	Dissertation
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Students can, subject to consultation and approval by the course coordinator and relevant dissertation supervisors of the programme, complete and present a satisfactory dissertation in lieu of the coursework in two of the four courses in the second year. Candidates are also required to present and participate in a Dissertation Seminar Series in the final semester.

\* *second year courses are offered depending on student interest and staff availability*

Candidates should consult the Department of Sociology to find out what courses are being offered in any given year.

Candidates may apply to substitute for a listed course or courses in the MSocSc(Criminology) syllabus with a course or courses offered by another Department in the University. Candidates may: (a) select courses from a list of pre-approved courses issued by the Department of Sociology; or (b) apply to be granted permission to take other postgraduate courses which are not listed as pre-approved courses. In both cases, the courses will have been approved by the Faculty Higher Degrees Committee as being of equivalent standard to that of those listed for the MSocSc(Criminology) syllabus. Candidates shall normally be permitted to take not more than two courses from another Department in the University and not more than one course if undertaking the degree by coursework and dissertation. Permission normally will be granted only to take postgraduate courses, and only for those courses which can be shown to have relevance to the candidates' overall course of study. Permission shall not be granted to substitute any other course for a required course in the MSocSc(Criminology) syllabus.

A candidate is assessed for each course in the first year by way of a 3-hour written examination that accounts for 50% of total marks and 50% by coursework assignments. In the second year courses students are assessed by 100% coursework and may include written tests.

In addition to the admission requirements specified in Regulation MSS1 it would be to the candidate's advantage either (a) to have majored in the social sciences or humanities, or (b) to have some experience of working in the criminal justice system or social welfare agencies, or (c) to have done other work with offenders.

A candidate who does not hold a Bachelor's degree with honours of this University or another qualification of equivalent standard may in exceptional circumstances be permitted to register subject to satisfying the examiners in a qualifying examination.

## COURSE DESCRIPTIONS

### Required Courses

#### **SOCI7001. Criminal justice: process and politics**

This course critically reviews the process of law enforcement from initial contact with suspects through to prosecution and the sentencing decision. The focus is on the ways criminal justice policies are developed and the problems and issues arising from the implementation of different approaches to crime control. Topics include: policing models (including private policing and crime prevention strategies); the effectiveness of policing; discretion and bias; due process and legal constraints in law enforcement; adjudication and sentencing; and policies toward victims.

**SOCI7002. Methods of research for criminology**

This course introduces candidates to research methods in criminology and criminal justice. The first part of the course covers: sampling methods; survey design; experimental designs; qualitative methods; problems of measurement; prediction and inference, and alternative research strategies. The second part of the course focuses on evaluation research and includes such topics as: the goals and objectives of evaluation research; strategies of programme development; and measurement of programme implementation. As part of this course, candidates may produce a research proposal linked to their dissertations.

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**SOCI7003. Social theory and criminology**

What is meant by social order? How is it maintained? What is the nature of the relationship between individuals? And their society? Sociologists have had a long standing interest in these questions. The purpose of this course is to examine these questions from the standpoint of the major social theorists ranging from classical works of Marx, Weber, and Durkheim to the contemporary thoughts in feminism and postmodernism. These social theories are critically examined as they relate to the development of criminological theories.

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**SOCI7004. Theoretical criminology**

This course comprises an introduction to major historical and contemporary theories of crime and deviance. The course covers: classical and positivist theories of crime; biological and psychological influences; social structural and social process theories of crime; Marxist and neo-Marxist explanations of crime and law; the emergence of neoclassic theories of crime (e.g., rational choice and routine activities); postmodern and restorative approaches to crime control.

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**Optional Courses**

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**SOCI8001. Criminal behaviour**

The course focuses on the psychology of criminal conduct and social psychological explanations of individual and group offending. Topics covered include: the classification of offenders; mental disorder and crime; biological, psycho-physiological and attribute correlates of anti-social behaviour; 'dangerous' offenders; sex offenders; serial crime; and problems of treatment and intervention. The course also critically examines applied issues or practices such as offender 'profiling', the psychology of interrogations and the role of therapeutic prisons.

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**SOCI8002. Economic and organized crime**

The course focuses on a range of criminal activities that occurs within an organizational setting or is in accordance with established organizational goals, and which harms individuals or society at large. More specifically, the course will devote attention to such topics as economic and organized crime and discuss the ways in which they are interrelated and frequently overlap with political crime. Special consideration will be given to the ways in which the state may organize crime.

**SOCI8003. Law and society**

This course will examine the relationship between law and society. It looks at the history and development of law in different cultures, examining the form and content of 'law' found in pre-industrial society, capitalist society and socialist society. Particular legal concepts such as the law of contract and the public/private distinction are placed in their socio-historic setting. Specific topics (e.g. law and domestic relations, rape in marriage, child abuse, homosexuality, artificial reproduction, and restrictions on pornography) are examined insofar as they are related to the application of these concepts.

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**SOCI8004. Punishment and society**

This course will include an examination of such issues as: the aims of punishment, recidivism and the concept of dangerousness, the history of punishment and the aims of the modern prison, and the effectiveness of prisons in controlling crime. It will include an evaluation of alternative policies in probation; institutional, parole and offender management; and the rights of prisoners and their protection under law.

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**SOCI8005. Women, crime and social control**

This course provides students with an in-depth look at the crimes and punishments of women. The first part of the course will be devoted to a critical examination of theories about female crime. The assumptions, images, tenets, and explanations of traditional explanations are explored in relation to gender. These theoretical frameworks are then compared with feminist theories of crime. The second half of the course explores the treatment of women under the law from the point of policing through to imprisonment. This will also include a historical and contemporary analysis of the criminalization of behaviours particular to women.

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**SOCI8006. Youth and delinquency**

The problem of juvenile delinquency has influenced the formation of law and social policy in many societies. This course will use a wide variety of historical and contemporary materials to analyze the response of social service agencies and the criminal justice system to juvenile delinquency. It will also examine various theoretical approaches that have been used in studying juvenile delinquency.

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**SOCI8007. Dissertation**

The dissertation is a component of the curriculum designed to foster independent research. Consequently, in addition to successfully completing six taught courses, candidates can elect to write a dissertation not exceeding 20,000 words on an approved topic. A dissertation topic is selected by the end of the second semester in the first year. Dissertations are prepared under the direction of a supervisor appointed by the Department. The title of the dissertation shall be submitted for approval not later than March 31 of the second academic year of study and dissertation shall be presented not later than June 30 of the same year. Candidates are also required to present and participate in a Dissertation Seminar Series in the second semester of the second year.

**SOCI8008. Special topics in criminology**

A lecture and seminar programme designed to provide students with a course of study in current or newly emerging topics in criminology and criminal justice. The course enables, for example, new subject or sub-specialist areas to be offered. This may *inter alia*, include:

cyber crime and e-commerce crime  
 crime prevention  
 criminal intelligence analysis  
 criminal justice system administration and management  
 computer forensics  
 security and terrorism studies  
 criminal profiling  
 victimology (including trafficking, stalking and “hate” crimes)

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**SOCI8009. Transnational policing**

An overview of the development of international policing and, the role of regional and international law enforcement agencies such as Interpol, Europol, UNDCP/OCCDP, FATF and others in the realm of cross border and global crime. The focus is upon the “high” functions of policing and the role of mutual legal assistance in modern law enforcement and transnational policing. The course draws upon comparative studies of crime and criminal justice. Special attention is given to the implementation of international instruments such as the UN Transnational Organized Crime Convention, the Council of Europe’s Cyber-crime Convention and amongst others the UN Convention Against Illicit Traffic in Narcotics and Psychotropic Substances.

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**SOCI8010. Criminal justice in PR China**

The course offers an overview and introduction to the criminal justice system of the People’s Republic of China. The course reviews issues and problems in the control of crime and public order with special emphasis on the process of modernization and professionalisation. The content covers: communism and theories of deviance and crime, prevalence of crime, administrative offences, juvenile and “special” crimes, crime prevention and the masses, criminal and procedure law, the role of police, procuratorial functions, the different levels of courts, and criminological and penological issues.

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**SOCI8011. Media and crime**

The media plays an extremely influential role in the public’s conceptions of crime and order. This course aims to provide students with a better understanding of theories about the media’s impact on crime, the news making process in relation to crime, and how the media shapes our ideas and responses to crime. The course also focuses on the representation of crime in popular culture, particularly in films and novels.

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**SOCI8012. Asian security**

This course exposes students to the field of security studies. It does so within the geographical context of East Asia. The course begins with an introduction to the key theories and methodological approaches of the discipline, before moving onto an exploration of contemporary non-traditional security issues. Topics covered in this section of the course will range from the political and economic threats still facing the region to the challenges posed by human and drug trafficking, environmental degradation and public health concerns.



## EDUCATIONAL PSYCHOLOGY

The Department of Psychology offers a postgraduate programme leading to the degree of Master of Social Sciences in the field of Educational Psychology. The programme is designed to provide instruction and training in the theory and practice of educational psychology. To this end, emphasis will be placed on both academic studies and related practical experience in the field.

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### ENTRY REQUIREMENTS

To be eligible for admission to the programme a candidate shall

- (a) comply with the regulations for the degree of Master of Social Sciences;
- (b) hold a Bachelor's degree with honours in Psychology or a recognized equivalent qualification; and
- (c) preferably have relevant working experience in educational or related settings.

If necessary, a candidate may be required to pass a qualifying examination prior to admission.

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### STRUCTURE AND EVALUATION

The period of study extends over two years full-time or three years part-time, commencing in September and including the intervening vacations. Throughout the programme, in both its theoretical and practical aspects, special attention will be paid to the needs and issues concerning educational psychology in the local setting.

The full-time curriculum consists of a total of 60 credits. The quantitative value of a credit is equivalent to 15 hours of formal course or 120 hours of practicum, under supervision of an experienced psychologist. There are 14 formal courses each given three units of credit (a total of 42 credits), three practicum courses with a total 12 credits (see 17-19) and two dissertation research courses given 6 credits (see 15-16). Nine of the formal courses are normally taken in the first year and the remaining five in the second year. Duration of each formal course is normally one semester and consists of three hours of weekly lectures, discussions, seminars or workshops. The courses are as follows:

#### First year courses

Courses 1 – 2	:	Psychoeducational assessment I & II
Courses 3 – 4	:	Children with special needs I & II
Courses 5 – 6	:	Psychoeducational intervention I & II
Courses 7 – 8	:	Research methods & statistics I & II
Course 9	:	Skills training seminar I
Course 15	:	Dissertation research I

#### Second year courses

Course 10	:	Applied developmental psychology
Course 11	:	Motivation and learning
Course 12	:	Curriculum and instruction
Course 13	:	Professional ethics and issues in educational psychology
Course 14	:	Skills training seminar II
Course 16	:	Dissertation research II
Courses 17-19	:	Practicum I, II & III

The part-time curriculum consists of the same 14 formal courses, three practicum and two dissertation research courses. Of the formal courses, seven are normally taken in the first year, four in the second and three in the third year. The courses are as follows:

### First year courses

Courses 1 – 2	:	Psychoeducational assessment I & II
Courses 3 – 4	:	Children with special needs I & II
Courses 5 – 6	:	Psychoeducational intervention I & II
Course 9	:	Skills training seminar I
Course 17	:	Practicum I

### Second year courses

Course 10	:	Applied developmental psychology
Course 11	:	Motivation and learning
Course 12	:	Curriculum and instruction
Course 13	:	Professional ethics and issues in educational psychology
Courses 18	:	Practicum II

### Third year courses

Courses 7 – 8	:	Research methods & statistics I & II
Course 14	:	Skills training seminar II
Courses 15-16	:	Dissertation research I & II
Course 19	:	Practicum III

## EXAMINATIONS

Examinations of the courses followed by a candidate may be either by a written paper in the examination held in January or May of the academic year of study, or by continuous assessment of the candidates' performance in completing the requirements of these courses, or by a combination of these methods.

A candidate's performance in the programme, whether full-time or part-time, is evaluated in three parts: (1) formal courses on the basis of written examination and/or continuous assessment of all written and practical work carried out during the year; (2) dissertation research and (3) practical training as set out below. Candidates must pass all three components of the programme.

## COURSES

### **PSYC7010. 1. Psychoeducational assessment I (3 credits)**

This course provides students with theoretical foundations of psychoeducational assessment and basic concepts in measurement. Starting with standards related to professional conduct and ethics in assessment, the course introduces students to formal and informal techniques and instruments used most frequently in the local setting. Focus will be put on the assessment of intellectual abilities and adaptive behavior. The assessment of infants and young children is a special topic. The integration of assessment data into a comprehensive psychological report with associated recommendations for intervention is an essential component of this course.

### **PSYC7011. 2. Psychoeducational assessment II (3 credits)**

The focus of this course is on the assessment of learning and behavior difficulties in children. Using the problem-solving and systems approach as framework, students will be introduced to important concepts,

procedures and instruments associated with educational and psychological assessment in the school context, including assessment of academic achievement and special abilities, alternative educational assessment procedures, as well as the assessment of personality and social-emotional functioning. Other topics covered include language assessment, play assessment, assessment of perceptual-motor integration, and neuropsychological assessment.

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**PSYC7012. 3. Children with special needs I: basic concepts (3 credits)**

This course will introduce students with problems and issues related to children with special needs. The course will cover the following topics: Issues, definition and historical background; provisions for children with special needs; special education in Hong Kong; issues concerning integration of special needs children into mainstream settings; and effects of a handicapped child on family life. This course will also explore different types of special needs children including intellectually different students (the gifted and the mentally handicapped); children with learning disabilities, children with emotional and behavioural disorders, and those with communication disorders, sensory or health impairments.

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**PSYC7013. 4. Children with special needs II: diagnostic and remedial procedures (3 credits)**

This course will focus on diagnostic and remedial measures used with special needs students in mainstream and special educational settings. Topics include different classification systems, individualized educational programmes, general remediation strategies and specific training programmes for different types of special needs students.

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**PSYC7014. 5. Psychoeducational intervention I (3 credits)**

The nature and basic principles of psychoeducational intervention are introduced. Students are expected to master both theories and practical skills. Topics include the fundamentals of counselling and guidance, therapeutic relationship, process and stages of counselling, basic counselling skills and techniques, person-centred therapy and behaviour therapy.

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**PSYC7015. 6. Psychoeducational intervention II (3 credits)**

Major approaches and different levels of psychoeducational intervention are covered. The course emphasizes both direct and indirect intervention. Students are encouraged to go beyond the remedial model and are expected to work as an active agent with broader perspective in preventive intervention. Topics include cognitive-behavioural approaches, psychodynamic therapy, systems and ecological approaches, consultation, family therapy, play therapy, career and vocational counselling, and group therapy.

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**PSYC6002. 7. Research methods and statistics I (3 credits)**

This course covers advanced concepts of measurement and psychometrics, research design, and data collection and analysis. Experimental, quasi-experimental, correlational and descriptive research methods are presented. The course uses empirical studies of educational and psychological issues based on quantitative and qualitative data to illustrate various research designs and statistical methods and to ensure that students become intelligent consumers of research results.

**PSYC6003. 8. Research methods and statistics II (3 credits)**

This course covers more advanced statistical techniques, including multivariate data analysis. Communicating about research both orally and in writing is stressed. At the end of the course, students will have developed a viable research proposal in preparation for their thesis according to standards of the American Psychological Association.

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**PSYC7016. 9. Skills training seminar I (3 credits)**

This course provides an initial orientation programme immersing students into settings related to roles and functions of educational psychologists. Subsequently more intensive discussion and hands-on practice of assessment skills and intervention programmes are provided. Students observe and practise skills related to consultation and interviewing, observational techniques, testing procedures, reporting test results and recommending interventions. They also engage in practice related to intervention techniques such as stress management.

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**PSYC8007. 10. Applied developmental psychology (3 credits)**

This course focuses on an integrated study of human development across the life span with implications for educational psychology. It aims at familiarizing students with current state of knowledge and major theories of human development with particular emphasis on childhood and adolescence. The interrelationship among biological, cognitive, social, and educational factors that influence human development will be examined. In particular the influence of Chinese culture and context on development during the childhood and adolescence will be discussed.

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**PSYC8008. 11. Motivation and learning (3 credits)**

This course aims at familiarizing students with theories, research, and practices in the field of motivation and learning. It focuses on how educational psychologists can use existing knowledge in motivation and learning to enhance teachers' instruction and students' learning. Topics include theories of motivation and learning; their application in educational settings; effects of social cognitions on motivation; instructional environment that fosters motivation; and biological, cultural and contextual factors of learning.

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**PSYC6004. 12. Curriculum and instruction (3 credits)**

This course helps students understand and enact the principles of curriculum design, teaching, and assessment of learning, as they apply to the contexts and issues educational psychologists are likely to meet. A systemic view of children's learning problems will be emphasized. Curriculum and instructional issues for both mainstream and special schools in Hong Kong will be reviewed.

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**PSYC6019. 13. Professional ethics and issues in educational psychology (3 credits)**

This course prepares students for professional practice in educational psychology by examining the organizational, ethical, and legal considerations as well as current issues related to such practice in Hong Kong. Ethical and legal guidelines pertinent to the delivery of school psychological services will be introduced to enable students to make well-informed choices in resolving professional problems and ethical dilemmas when they occur. Students will also engage in discussion and analysis of contemporary issues related to educational psychology practice. Topics covered are broad and diversified and are highly relevant to the local context.

**PSYC7017. 14. Skills training seminar II (3 credits)**

This course is an advanced course in practical skill training. It is run parallel with the practicum courses. It provides a platform for the students to polish the micro-skills that are required in their fieldwork placement. These are the skills in assessment, counselling, consultation, inter-disciplinary collaboration, and systems-intervention. This course also provides a forum in which experienced educational psychologists from the field can share their specialities and expertise with the students.

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**PSYC6007. 15-16. Dissertation research I & II (6 credits)**

The dissertation should be a critical study within the field, normally including an empirical element, and should not exceed 20,000 words in length. Where appropriate, studies involving qualitative methodology and other approaches may also be included. The title of the dissertation shall be submitted for approval on March 31 of the last semester of study, and the dissertation shall be presented by July 31 of last academic year of the curriculum. The candidate shall submit a statement that the dissertation represents his own work (or in the case of conjoint work, a statement countersigned by his co-worker, which shows his share of the work) undertaken after registration as a candidate for the degree. The examiners may also prescribe an oral examination on the subject of the dissertation.

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**PSYC6008. 17-19. Practicum I-III (12 credits)**

The programme considers field work placement an important and indispensable part of the training and whenever possible tries to integrate theories discussed at the University with that of fieldwork practice. All students are required to do fieldwork placement for a total of 180 days in three different settings.

PSYC6012	17. Practicum I (4 credits)
PSYC6013	18. Practicum II (4 credits)
PSYC6014	19. Practicum III (4 credits)

The average duration of each practicum is 60 days. Adjustment of the length will be made according to the specific requirements of the settings. Each practicum aims at providing the students with:

- (a) exposures to a broad spectrum of work of an EP working in a particular setting;
  - (b) adequate hands-on experiences at different levels (such as individual casework, group work, consultations to parents and teachers, in-service training for teachers, etc.) in the development of the necessary practical knowledge and skills;
  - (c) knowledge of different types of provisions and systems accessible to children with special educational needs and referral procedures; and
  - (d) opportunities for collaborative work with other professionals.
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**GERONTOLOGY**

The Sau Po Centre On Ageing and the Department of Social Work and Social Administration jointly offers a postgraduate curriculum leading to the degree of Master of Social Sciences in the field of Gerontology. This program is designed for professionals who are interested in developing a career specialized in working with the elderly. Applicants from a variety of professional backgrounds may apply for the program which is designed to meet the diverse training needs of different professional disciplines including social workers, nurses, occupational therapists, physiotherapists and other health related workers who are interested in aged care policies and practices. The curriculum shall extend over two academic years and the intervening vacation for part-time study.

## **PREREQUISITES AND REQUIREMENTS**

To be eligible for admission, a candidate shall hold either a first degree with honours in a related field, or such other qualifications as may be accepted as its equivalent. He or she may also be required to pass a qualifying examination relevant to the curriculum. A candidate who does not hold a Bachelor's degree with honours or another qualification of equivalent standard may in exceptional circumstances be permitted to register if he or she satisfies the examiners in a qualifying examination. A candidate will normally be required to have had a minimum of two years of post qualification practice in the relevant fields.

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## **STRUCTURE AND EXAMINATIONS**

In order to obtain the Master of Social Sciences (Gerontology) degree, a candidate must satisfy the examiners in the examination of the prescribed courses in the curriculum and a dissertation or clinical practice seminars and a clinical practice thesis. Examinations of the courses may be assessed either through presentations required by course assignments or written examination or a combination of both methods.

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## **CURRICULUM**

Students shall complete TWO core courses, FOUR specialized courses, TWO elective courses and ONE dissertation or clinical practice thesis. In order to fulfill the requirements of the degree of Master of Social Sciences, a candidate must either conduct an independent research and write a dissertation under the supervision of an academic staff, or must take the clinical practice seminars and carry out clinical work at the designated location. The person must also write an evaluation of the clinical work that has been carried out.

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## **COURSE DESCRIPTIONS**

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### **Core Courses**

**Candidates are required to complete 3 core modules.**

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### **SOWK6139. Theoretical foundation of human service practices (1 module)**

The knowledge base of human service practices comes from a wide spectrum of social science disciplines including psychology, sociology and political science. This course will provide the philosophical and conceptual basis for analyzing social problems and issues and translating these theoretical constructs into human service practices.

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### **SOWK6141. Human service/practice research and evaluation I & II (2 modules)**

The objective is to enable students to acquire knowledge and skills in conducting a piece of social sciences research: formulating research questions, applying different research methodologies, acquiring basic skills in data analysis and etc. It is hoped that students come to understand the methodological and practical issues that arise while implementing a research and using research results.

**Specialized Courses**

Candidates are required to complete 4 specialized modules.

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**SOWK6207. Social policy and ageing (1 module)**

The course is designed to examine the concepts of social policy and ageing, and the various models available for the analysis of social policy. By analyzing local and foreign services and policy regarding the elderly people, students will become familiar with the roles of government and non-government organizations in implementing public policies. This should further the understanding of the development of social services to meet the needs of the elderly in the context of economic and social change. Basic concepts of social planning, problem identification and programme implementation will be examined.

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**SOWK6226. Adaptation and integration in ageing (1 module)**

This course examines the process of ageing with reference to the biological, psychological, social changes on the life course of an individual. The course also facilitates participants to explore the different key ageing theories that may account for the ageing process. It focuses on topics related to perceptual, cognitive, personality, and interpersonal social development and an individual's adaptation to these responses.

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**SOWK6146. Care management in long term care (0.5 module)**

Gerontological assessment is the foundation in elder care, whereas care management is one of the major practice strategies to promote effective service delivery to diverse target populations in long term care. Students will be taught to manage and to carry out needs assessment in long term care cases, with reference to the comprehensive assessments developed by international recognized bodies. On top of micro-level direct practice, the course also deals with the establishment of care management programs in a macro-level, including program design, development and evaluation.

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**SOWK6193. Social gerontology (0.5 module)**

This course provides a comprehensive, holistic view of ageing that considers the implications for an older person's interactions with their social and physical environments, including the immediate environment of family, friends, and home, as well as the larger social structure of community, organizations, and society. It also aims to impart knowledge to students about the most important social theories on ageing and the time dimension in the ageing process and its relation to the evolution of larger society.

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**SOWK6227. Legal & Ethical Issues in Gerontological Practice (0.5 module)**

This is one of the essential areas in gerontology care. This course explores the significant issues which provide guidance to participants in their philosophical and ethical thinking towards older adults. This may influence their attitudes and behaviours in elder care.

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**SOWK6228. Health & Well-being of Older People (0.5 module)**

This course examines the theoretical frameworks related to health maintenance and health promotion. It also facilitates participants to have an understanding on the epidemiology of the community that affects older adult health. It provides participants opportunity to evaluate the local health promotion program for older adults as well as to develop a health promotion program for a community.

**Elective Courses**

**Candidates are required to complete 2 elective modules.**

**Candidates can take elective modules from both the core and elective modules in other field of study under the Master of Social Sciences (Gerontology/ Mental Health, Social Service Management/ Social Work) programme.**

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**SOWK6229. Clinical Gerontology (New) (0.5 module)**

This course facilitates participants to keep abreast with the ever-growing knowledge and refine their practice of those working closely with older adults. The unique presentation and management of common health problems and diseases are reviewed along with integrative approaches that foster holistic care.

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**SOWK6230. Advanced health assessment (New) (0.5 module)**

A comprehensive health assessment is crucial in identifying the potential and/or actual health problems and diseases in any older adult. It includes the functional, mental, affective and social assessment tools and techniques which are valuable in those caring for this age group of population. This course facilitates participants to appreciate the significance of having a comprehensive assessment. It further enhances their understanding and skills of the strategies and techniques for collecting data. It also explores the special considerations affecting assessment of older adults.

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**SOWK6021. Mental health problem in old age (1 module)**

This course explores the types of mental illnesses, including dementia, depression and suicide among the elderly in Hong Kong. Attention will be put towards the understanding of the causes and treatments of mental illness in the elderly population. A critical review of medical, psychological and social services for the elderly with mental illness will be conducted.

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**SOWK6195. Therapeutic art intervention for older adult (0.5 module)**

The use of artistic intervention to improve the quality of life of the elderly persons has gained attention from health care professionals quite recently. The course will introduce the theoretical perspectives and applications of art orientations in service delivery. Advanced skills of using different artistic and non-verbal communication means to enhance expression of those with dementia and neurological impairment will be taught by progressive and experiential methods.

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**SOWK6196. Individual and group intervention for older adult (0.5 module)**

Developing knowledge of and skills in working with elders individually and in groups are essential practice approaches needed by health care professionals. The decision to use group or individual intervention is a function of the problem. Research evidence indicates that elderly persons can benefit from individual counselling as well as group therapy. Skills in rendering assessment, specialized counselling techniques, knowledge in starting and maintaining various therapeutic group, ethical issues in working with older adult in individual and group settings will be included in this course.



**SOWK6197. Selected topic 1 in gerontology (0.5 module)**

Any specific topics in gerontology that reflect current topical and changing needs in the community.

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**SOWK6198. Selected topic 2 in gerontology (0.5 module)**

Any specific topics in gerontology that reflect current topical and changing needs in the community.

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**SOWK6211. Counselling older adults and their families (0.5 module)**

Students will explore theories and applications of assessment and intervention techniques with older persons and their families. The course introduces a range of counselling techniques, intervention strategies, psychotherapy, ethical and legal issues.

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**SOWK6208. Bereavement and end-of-life care (0.5 module)**

End of life care exists on a continuum that includes palliative care and hospice care. Focus will be on the needs and the experience of the person who is ill and the family members. The course will examine the challenges individuals, families and service providers face surrounding life threatening illness and death. The course will cover ways that current and future approaches to care and services attempt to address these key concerns.

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**Dissertation OR Clinical Practice Seminars and a Clinical Practice Thesis**

**Candidates are required to complete either 2 modules of a dissertation or 2 modules of a clinical practice seminars and a clinical practice thesis.**

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**SOWK9002. Dissertation (2 modules)**

Candidates enrolled for the dissertation who have satisfied the examiners in at least 4 taught modules are eligible to register for the dissertation modules. The title of the dissertation shall be submitted for approval not later than 6 months before the formal submission of the dissertation **or** not later than February 28 of the final academic year of study. The dissertation shall be presented by not later than **August 31** of the final academic year of study. The dissertation shall be a critical study that demonstrates the application of research methodology to the investigation of problems relevant to the field of study, and shall not exceed 20,000 words in length.

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**SOWK9006. Clinical practice seminars and a clinical practice thesis (2 modules)**

This course aims to help students polish their clinical counselling skills. While some classes will be devoted to discussions of clinical issues that are of interests to the students, other classes will focus on clinical supervisions of cases and/or groups that students are working on in their agencies. Alternatively, they may take cases or run groups at our Practice Centre. However, students are fully responsible for finding cases and groups for themselves. Students are also required to conduct an evaluation of their clinical works and present a clinical practice thesis of no more than 10,000 words by not later than **August 31** of the final year of study. This course extends over two semesters.

\* **Not all elective courses will necessarily be offered in a given year.**

## MARRIAGE AND FAMILY THERAPY

The HKU Family Institute of the Faculty of Social Sciences is offering a three-year part-time postgraduate curriculum leading to a Master Degree of Social Sciences in Marriage and Family Therapy. This self-funded program is designed for students interested in pursuing a professional career in marriage and family therapy. The program is modeled after criteria and standards set by the American Association for Marriage and Family Therapy (AAMFT). This innovative program is built on a trans-disciplinary approach with a strong focus on clinical practice and supervision. Applicants from a variety of professional backgrounds may apply for the program which is designed to meet the diverse training needs of different professional disciplines including those from the fields of mental health, education, social services and other related areas.

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### PREREQUISITES AND REQUIREMENTS

Candidates for admission should hold either a Bachelor's degree with honors in a field related to human services, such as social work, psychology, nursing, education, medicine, or other such equivalent qualifications. However, candidates who do not hold a Bachelor's degree with honors or other qualifications of equivalent standard, may, in exceptional circumstances, be considered for admission. Preferably, candidates will be required to have had a minimum of two years of experience in working with families or equivalent practice in the relevant fields.

Graduates from counselling or other related programs may count their previous experience in coursework if it is proved equivalent to our program and approved by the University. During the three-year program, students will only be allowed to waive FOUR out of TWELVE courses offered.

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### EXAMINATIONS

To complete the curriculum, candidates shall satisfy the examiners in the examination of prescribed courses in the curriculum. Examinations of the courses may be assessed either by continuous coursework and clinical work, or by written examinations, or a combination of the both.

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### CURRICULUM

The Master of Social Sciences in Marriage and Family Therapy Program has three major parts: (1) coursework, (2) clinical internship, and (3) clinical paper. Students will be required to complete the curriculum in 6 consecutive terms within 3 years.

#### (1) Coursework

Students shall take a total of EIGHT compulsory courses and FOUR elective courses that orientates them to the theories and practice of marriage and family therapy in the field.

#### *Core Courses (Compulsory):*

1. MSFT6001. Overview of marriage and family therapy
2. MSFT6002. Cultural consideration and application of family therapy with Asian Chinese families
3. MSFT6003. Working with welfare families and the larger system
4. MSFT6004. Children and adolescents in the family
5. MSFT6005. Marriage and sexuality
6. MSFT6006. Family therapy with psychosomatic families
7. MSFT6007. Practice research in human services
8. MSFT6008. Ethics for marriage and family therapists

**Elective Courses:**

Students can select **FOUR** courses. Some of these courses include:

(\* **Not all elective courses will necessarily be offered in a given year**)

1. MSFT6015. Family therapy with trans-generational families
2. MSFT6016. Families with mental illness and addiction
3. MSFT6017. Adjustment issues in post-divorce families
4. MSFT6018. Domestic violence
5. MSFT6019. Chinese philosophy and psychotherapy
6. MSFT6020. Child and adolescent depression in the context of family
7. MSFT6021. Working with couples
8. MSFT6022. Group psychotherapy
9. MSFT6023. Family mediation
10. MSFT6024. Working with family secrets in family therapy
11. MSFT6025. Psychotherapy with individuals

**(2) Clinical Internship**

Students will be expected to complete a minimum of **500 hours** of clinical practice, which is divided into FIVE placements consisting of 100 hours each. In addition, students will receive **100 hours** of supervision (both individual/dyadic and group) provided by experienced supervisors, with AAMFT approved status or supervisor candidates. Student fails in any one placement will have to repeat before progressing to the next one.

FIVE placements are:

1. MSFT6010. Clinical internship: applying theory to practice I
2. MSFT6011. Clinical internship: applying theory to practice II
3. MSFT6012. Clinical internship: applying theory to practice III
4. MSFT6013. Clinical internship: applying theory to practice IV
5. MSFT6014. Clinical internship: applying theory to practice V

**(3) Clinical Paper**

Students are required to submit a clinical paper in 8,000 to 10,000 words on marriage and family-therapy related issues by 30 June of the final year.

**COURSE DESCRIPTIONS**

The following courses are deemed essential educational training for the practice of marriage and family therapy and are required by Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) for AAMFT program accreditation.

**Core Courses (Compulsory)****MSFT6001. Overview of marriage and family therapy**

This course is a fundamental introduction to theoretical concepts in the field of marriage and family therapy. The course will provide an extensive review of the theoretical foundations of the various schools and paradigm shifts in the field of marriage and family therapy from modernism to post-modernism. Major theories such as cybernetics, general systems theory, and the theories for change will be examined in relation to different schools of thought and research findings. The focus will be to unify conceptual threads that integrate different approaches including Bowenian, structural, and narrative. Techniques from various models that are applicable to marriage and family therapy with Asian families will also be addressed.

**MSFT6002. Cultural consideration and application of family therapy with Asian Chinese families**

How to apply a psychotherapy that originated from the West to families in the East has been one of the most important questions confronting both practitioners and trainers working on this side of the world. Using live-case demonstration and videotaped sessions covering a variety of trans-generational issues from children to elderly, this course will concentrate on the therapeutic encounter between therapists and families from different Asian regions, including Hong Kong, Singapore, Taiwan, and Mainland China. The objective is to break down abstract clinical and cultural concepts into concrete movement and interactions as observed in each family session. Empirical data on the therapeutic process with Chinese families will be analyzed and explored.

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**MSFT6003. Working with welfare families and the larger system**

The Hong Kong society is undergoing a lot of demographic, social, economic and political changes. While a majority of families manages to cope with these adequately, other families, most of which come from the lower-economic strata, are unable to cope well with these changes and manifest problems of malfunctioning and disharmony. These call for professional intervention and present challenges to service providers and human service practitioners. In working with these families, it is important to address issues related to these families and to see how much they are affected by the larger system. Social service policies and related philosophy as well as roles of the various sector in implementing these services will be examined. Innovative modalities and approaches in service delivery will also be introduced.

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**MSFT6004. Children and adolescents in the family**

This course focuses on a family-oriented approach in working with children and adolescents who have behavioral and emotional problems. The course is divided into two parts: the first part will focus on theories of child development and its normal and abnormal manifestations, and the second part will concentrate on the clinical applications of these concepts in working systemically with children and adolescents and their families. The course aims to equip the practitioners with an understanding of various theories, including child development, attachment theory, object relations theory, and techniques to deal with a variety of problems that afflict children and adolescents.

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**MSFT6005. Marriage and sexuality**

The field of marriage counselling is developing rapidly due to changes in the life cycle such as increasing pressures of daily life, electronic communication, transformation of gender roles, and the increasing number of divorce rates, cross-cultural relationships, and same-sex couples. This course will examine historical developments to marital therapy and new approaches in couple work. Issues such as love, marriage, intimacy, growing old together, sex, and sexual dysfunction will be discussed. Biological, cognitive, social, emotional, and cultural influences on human sexuality will also be addressed within the context of couple relationships.

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**MSFT6006. Family therapy with psychosomatic families**

This course will specifically focus on families coping with psychosomatic illness as they relate to the Chinese culture as well as other cultures. Clinically relevant issues related to the conceptualization, assessment and treatment of psychosomatic conditions are introduced and critically examined in the context of family. The transactional patterns of families whose members suffer from eating disorders, anxiety attacks, school phobias, psychologically induced asthma, rheumatism or other psychosomatic complaints will be addressed. The treatment philosophy will be to make families members the healers for the patients by a process of family empowerment.

**MSFT6007. Practice research in human services**

In order to build indigenous practice knowledge appropriate to the local setting, this course will offer students a range of qualitative and quantitative research methodologies. Approaches to intervention research, social research and development, clinical research with couples and families, single-subject design, case study, qualitative approaches, use of narratives, and process studies will be explored. The objective will be to equip the student with an understanding of research in general as well as research on marriage and family therapy.

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**MSFT6008. Ethics for marriage and family therapists**

This course will examine in depth the issues involved in confidentiality, legal responsibilities and liabilities, and professional ethics in the practice of marriage and family therapy. The role and functions of the professional organization, licensure or certification legislation will be covered. Issues involving independent practice and the importance of inter-professional collaboration will also be addressed.

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*Elective Courses (Select FOUR only)*

\* **Not all elective courses will necessarily be offered in a given year.**

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**MSFT6015. Family therapy with trans-generational families**

As demographics shift toward an aging population, more families are facing later life issues making it a major challenge for human service practitioners. This course will highlight the issues involved in the contemporary family life cycle including multi-generational care and conflict, effects on couple relationships, the desire to break away and the need to hold on, the struggle, the pain, the feeling of being trapped, the sense of loyalty, and the victory of preserving family legacies.

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**MSFT6016. Families with mental illness and addiction**

This is often the most neglected area of concern for mental health professionals. As mentally ill patients in Hong Kong are typically treated as individuals rather than within the context of their families, this course will focus on how to empower families to better cope with the many challenges involved in living with a mentally ill member.

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**MSFT6017. Adjustment issues in post-divorce families**

With divorce rates currently on the rise, the need to effectively work with post-divorce families is also on the rise. This course will examine the many dynamics involved for families who have been through a divorce including child and parent adjustment problems, social isolation, and financial crises. Up-to-date research findings and clinical implications will be discussed throughout the course.

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**MSFT6018. Domestic violence**

Violence and abuse in the family has become a growing concern in contemporary society. This course will compare studies in China as well as abroad that address issues relating to domestic violence and its effects on marriage and family dynamics. The course will also highlight counselling techniques for perpetrators and victims of domestic violence both in group and family sessions.

**MSFT6019. Chinese philosophy and psychotherapy**

The study of human relationships cannot be separated from cultural beliefs that have a long standing. Therefore, the practice of psychotherapy with the Chinese population cannot be complete without an understanding of its deeply-rooted values. This course will focus on the philosophy of Chuang-tzu, whose teachings on following nature's path and integrating it with one's environment has impacted on the psyche of Chinese society.

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**MSFT6020. Child and adolescent depression in the context of family**

This course will focus on how depression often leads to suicide and although suicide is multi-determined, research has identified family relationships as a key factor in teen depression. It will highlight work done at the HKU Family Institute's Depression Project, which is part of collaboration with Ms. Peggy Papp, Director of the Depression Project at the Ackerman Institute and Director of Family Therapy at the Department of Psychiatry, North General Hospital in New York. Techniques will be demonstrated on how to respond to a child's cry for help.

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**MSFT6021. Working with couples**

This course will introduce the basic process of couples therapy in the context of several major couples therapy model. It will further examine the interpersonal variables related to marriage and divorce, followed by an exploration of theories and current research on couple therapy, marital relationships and related interventions for dealing with a variety of marital and divorce issues.

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**MSFT6022. Group psychotherapy**

This course aims at enhancing the practical skills and sensitivity in conducting group psychotherapy with different clientele in a variety of service settings. It will introduce the effects of group psychotherapy, insight-oriented group treatment and behavioural techniques involving the learning of communication and problem-solving skills in effectively conducting group psychotherapy.

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**MSFT6023. Family mediation**

This course is designed to cover the similar topics as in the Basic Family Mediation Course accredited by the Hong Kong International Arbitration Centre which conforms to the international standards of USA, Canada and Australia. The Family Mediation Process was evaluated with close to 80% success rate in handling disputes between divorcing couples in the Pilot Scheme of the Family Court of Hong Kong in 2003. The students will learn the skills of Family Mediation in the facilitative model which integrates skills in communication and negotiation to be applied to the initial assessment, intake, joint and separate meetings and drafting of the Mediation Agreement. The course will be taught by lecture, demonstration and role plays.

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**MSFT6024. Working with family secrets in family therapy**

Family secrets are built on a complex web of shifting motives and emotions and have far-reaching implications for families. The course will discuss the varied dimensions of secrets and their implications for families, and techniques for ushering families through the process of identifying, understanding, resolving secrets and the various stages of helping families to:

- uncover and examine key events in their family history
- understand how these patterns may affect family functioning
- decide whether, when, and how to reveal a secret
- promote fuller integration of the family history and events of the past

**MSFT6025. Psychotherapy with individuals**

This course focuses on the common principles, elements and skills of individual psychotherapy, with a special emphasis on psychodynamics principles including psychoanalysis, Jungian, existential and other related schools of thinking in this field. Cultural issues and Asian approaches to psychotherapy will be discussed. In addition, new developments and current research in psychotherapy will be included.

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**Clinical Internship**

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**MSFT6009. Clinical internship: applying theory to practice**

The clinical internship will be a continuous experience of three years and will be organized in a combination of work at HKU Marriage and Family Therapy Clinic and in an agency setting. Students will have to complete a minimum of **500 hours** of supervised direct client contact. Direct client contact is defined as face-to-face (therapist and client) therapy with individuals, couples, families, and/or groups. Work with individual and groups cannot exceed 250 hours.

In addition to 500 clinical practice hours, students will receive **100 hours** of supervision (both individual/dyadic and group) provided by experienced supervisors, with AAMFT approved status or supervisor candidates. In order to fulfill this requirement, students must receive at least one hour of supervision for every five hours of direct client contact. They will receive individual supervision, group supervision, and supervision based on direct observation, videotape, or audiotape. Apart from working with designated supervisors, students will participate in one of the specialized projects such as psychosomatic disorders, depression, mental handicap, eating disorders, behavioral and school related problems, domestic violence, suicide, substance abuse etc.

The Master of Social Sciences in Marriage and Family Therapy Program has links with overseas placement agencies such as the Minuchin Center for the Family in New York, College of William and Mary in Virginia, and the Marlborough Family Service in London. Arrangements for overseas clinical placement can be made with these agencies at the student's own expense. This will give students the exposure and opportunity to gain practical training from renowned training institutes under the supervision of well-known international trainers. The clinical training and supervision hours that students receive overseas can be counted toward the program requirement if they are properly validated by the abroad agencies and recognized by the HKU Family Institute. However, students will still need to complete the necessary coursework required by the program and will therefore have to adjust overseas training accordingly.

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**Clinical Paper**

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**MSFT9001. Clinical Paper**

The Family Institute has accumulated a large volume of clinical data on Chinese families in Asia, making it possible for evidence-based study of the clinical practice. All students are required to submit a clinical paper in 8,000 to 10,000 words on marriage and family-therapy related issues by 30 June of the final year.

The clinical paper should focus on clinical observations or findings related to the students' particular experience or on one of the projects they are involved in the Institute. The clinical paper should aim at being of publishable quality in either journals or chapters in books discussing clinical and cultural issues in working with families. In the process of working on the clinical paper, students are expected to have close interaction with their respective advisors, teaching faculty, and the Institute, including the selection of subject and sharing of data and involvement in projects.

## **MENTAL HEALTH**

The Department of Social Work and Social Administration offers a postgraduate curriculum leading to the degree of Master of Social Sciences in the field of Mental Health for social workers, nurses, occupational therapists, physiotherapists and other health related workers who are interested in mental health issues and practices. The curriculum shall extend over two to five academic years and the intervening vacation for part-time study.

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### **PREREQUISITES AND REQUIREMENTS**

To be eligible for admission, a candidate shall hold either a first degree with honours in a related field, or such other qualifications as may be accepted as its equivalent. He or she may also be required to pass a qualifying examination relevant to the curriculum. A candidate who does not hold a Bachelor's degree with honours or another qualification of equivalent standard may in exceptional circumstances be permitted to register if he or she satisfies the examiners in a qualifying examination. A candidate will normally be required to have had a minimum of two years of post qualification practice in the relevant fields.

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### **STRUCTURE AND EXAMINATIONS**

In order to obtain the Master of Social Sciences (Mental Health) degree, a candidate must satisfy the examiners in the examination of the prescribed courses in the curriculum and a dissertation or clinical practice seminars and a clinical practice thesis. Examinations of the courses may be assessed either through presentations required by course assignments or written examination or a combination of both methods.

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### **CURRICULUM**

Candidates are required to complete a total of 11 modules: 3 core modules, 4 specialized modules, 2 elective modules and 2 modules in dissertation or clinical practice seminars & thesis. In order to fulfill the requirements of the degree of Master of Social Sciences, a candidate must either conduct an independent research and write a dissertation under the supervision of an academic staff, or must take the weekly clinical practice seminars and carry out clinical work at the designated location. A student must also write an evaluation of the clinical work that has been carried out.

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### **COURSES DESCRIPTIONS**

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#### **Core Courses**

**Candidates are required to complete 3 core modules.**

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#### **SOWK6139. Theoretical foundation of human service practices (1 module)**

The knowledge base of human service practices comes from a wide spectrum of social science disciplines including psychology, sociology and political science. This course will provide the philosophical and conceptual basis for analyzing social problems and issues and translating these theoretical constructs into human service practices.



**SOWK6141. Human service/practice research and evaluation I & II (2 modules)**

The objective is to enable students to acquire knowledge and skills in conducting a piece of social sciences research: formulating research questions, applying different research methodologies, acquiring basic skills in data analysis and etc. It is hoped that students come to understand the methodological and practical issues that arise while implementing a research and using research results.

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**Specialized Courses**

**Candidates are required to complete 4 specialized modules.**

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**SOWK6119. Medical aspects of abnormal behaviors and mental health (1 module)**

This course covers the various bio-medical models on the causes and treatments of different types of mental illnesses and mental health problems. It will also critically examine the strengths and limitations of the bio-medical models in accounting for the causes and treatments of persons with mental illnesses and mental health problems.

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**SOWK6120. Psychosocial aspects of abnormal behaviors and mental health (1 module)**

Contrary to the bio-medical models, social scientists have identified an array of psychosocial factors that contribute to the causes and treatments of different types of mental illnesses and mental health problems. This course will examine these various models critically. It will also investigate the social construction of mental health and mental illnesses, making particular reference to the socio-cultural context of Hong Kong.

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**SOWK6186. Community mental health: policies and practices (1 module)**

Community care is a widely accepted principle and practice of care for persons with mental illnesses and mental health problems. This course will critically examine the theoretical, practice and policy issues relating to mental health care. Concepts and issues such as psychiatric rehabilitation, prevention in mental health and empowerment will be explored. The course will also review the strengths and limitations of some of the major community mental health services in Hong Kong.

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**SOWK6199. Assessment and interventions in mental health: A clinical case management approach (1module)**

Students will be given the opportunity to examine various clinical issues regarding the assessment and interventions on persons with mental health problems such as Depression, Anxiety Disorders, Schizophrenia and Personality Disorders. Students are expected to actively participate in role plays and case discussions. A clinical case management approach will be adopted for this course.

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**Elective Courses**

**Candidates are required to complete 2 elective modules.**

**Candidates can take elective modules from both the core and elective modules in other field of study under the Master of Social Sciences (Gerontology/ Mental Health, Social Service Management/ Social Work) programme.**

**SOWK6022. Emotion-focused interventions: theory and practice (1 module)**

Social work practice recognizes the importance of the role of emotions in therapeutic change. This course will begin with a review of current theories and research on emotion-focused interventions before focusing on the application of these theories in the local setting. This is followed by an examination of the awareness, the arousal, and reorganization of the emotions in counselling and psychotherapy. Commonly encountered emotions in casework and groupwork practice like anger, fear, guilt, shame, sadness and grief will be examined. Moreover, the course aims to enhance students' self-awareness and competence in handling critical incidents in clinical practice.

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**SOWK6127. Cognitive-behavioral interventions (1 module)**

The course adopts a "case-study" format in which students are required to work with a client using cognitive-behavior interventions. Students will have to report in class the progress of their treatment sessions. Through seminars, students will learn the process and techniques of cognitive-behavior interventions.

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**SOWK6201. Mental health problems in old age (1 module)**

This course explores the types of mental illnesses among the elderly in Hong Kong. Attention will be put towards the understanding of the causes and treatments of mental illness in the elderly population. A critical review of medical, psychological and social services for the elderly with mental illness will be conducted.

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**SOWK6209. Practice issues in mental health care (1 module)**

Practitioners working with persons with mental health problems often face issues such as (1) finding ways of motivating persons with chronic mental health problems, (2) handling suicide, (3) dealing with emotional problems and disturbing behaviors of the persons, and (4) involving family members and other professionals in the helping process. This course will explore the theoretical and practical concerns revolving around these and other issues. Practical skills in handling the above issues will be role-played during classes.

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**SOWK6214. Children and youth mental health (1 module)**

This course focuses on an understanding of the mental health issues found among children and youth in Hong Kong. While it will introduce the developmental perspectives on child and adolescent development, it will also provide an overview of the prevalence and general features of different childhood and adolescent mental health problems. The course will also bear a practice focus and introduce to students the assessment, treatment and skills in engaging children and youth suffering from various mental health problems.

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**SOWK6126. Group treatment (1 module)**

This course will examine the use of small group to provide professional service to client populations manifesting various behavioral or relationship difficulties. Selected treatment approaches and their relevance will be examined in the context of students' work situations.

**Dissertation OR Clinical Practice Seminars and a Clinical Practice Thesis**

Candidates are required to complete either 2 modules of a dissertation or 2 modules of a clinical practice seminars and a clinical practice thesis.

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**SOWK9003. Dissertation (2 modules)**

Candidates enrolled for the dissertation who have satisfied the examiners in at least 4 taught modules are eligible to register for the dissertation modules. The title of the dissertation shall be submitted for approval not later than 6 months before the formal submission of the dissertation **or** not later than February 28 of the final academic year of study. The dissertation shall be presented by not later than **August 31** of the final academic year of study. The dissertation shall be a critical study that demonstrates the application of research methodology to the investigation of problems relevant to the field of study, and shall not exceed 20,000 words in length.

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**SOWK9007. Clinical practice seminars and a clinical practice thesis (2 modules)**

This course aims to help students polish their clinical counselling skills. While some classes will be devoted to discussions of clinical issues that are of interests to the students, other classes will focus on clinical supervisions of cases and/or groups that students are working on in their agencies. Alternatively, they may take cases or run groups at our various clinical practice centres/institutes. However, students are fully responsible for finding cases and groups for themselves. Students are also required to conduct an evaluation of their clinical works and present a clinical practice thesis of no more than 10,000 words by not later than **August 31** of the final year of study. This course extends over two semesters.

**\* Not all elective courses will necessarily be offered in a given year.**

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**SOCIAL SERVICE MANAGEMENT**

The Department of Social Work and Social Administration offers a postgraduate curriculum leading to the degree of Master of Social Sciences in the field of Social Service Management. The curriculum shall extend over two to five academic years and the intervening vacation for part-time study.

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**PREREQUISITES AND REQUIREMENTS**

To be eligible for admission, a candidate shall hold either a first degree with honours in related fields, or such other qualifications as may be accepted as its equivalent. He or she may also be required to pass a qualifying examination relevant to the curriculum. A candidate who does not hold a Bachelor's degree with honours or another qualification of equivalent standard may in exceptional circumstances be permitted to register if he or she satisfies the examiners in a qualifying examination. A candidate will normally be required to have had a minimum of two years of post qualification practice in the relevant fields.

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**STRUCTURE AND EXAMINATIONS**

In order to obtain a Master of Social Sciences (Social Service Management) degree, a candidate must satisfy the examiners in the examination of the prescribed courses in the curriculum and a dissertation. Examinations of the courses may be assessed either through presentations required by course assignments or written examination or a combination of both methods.

## **CURRICULUM**

Candidates are required to complete a total of 11 modules: 3 core modules, 4 specialized modules, 2 elective modules and 2 modules in dissertation or clinical practice seminars & thesis. In order to fulfill the requirements of the degree of Master of Social Sciences, a candidate must conduct an independent research and write a dissertation under the supervision of an academic staff.

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### **COURSES DESCRIPTIONS**

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#### **Core Courses**

**Candidates are required to complete 3 core modules.**

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#### **SOWK6139. Theoretical foundation of human service practices (1 module)**

The knowledge base of human service practices comes from a wide spectrum of social science disciplines including psychology, sociology and political science. This course will provide the philosophical and conceptual basis for analyzing social problems and issues and translating these theoretical constructs into human service practices.

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#### **SOWK6141. Human service/practice research and evaluation I & II (2 modules)**

The objective is to enable students to acquire knowledge and skills in conducting a piece of social sciences research: formulating research questions, applying different research methodologies, acquiring basic skills in data analysis and etc. It is hoped that students come to understand the methodological and practical issues that arise while implementing a research and using research results.

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#### **Specialized Courses**

**Candidates are required to complete 4 specialized modules.**

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#### **SOWK6156. Financial planning and management for human service organizations (1 module)**

The course introduces and examines concepts and practices critical to good financial planning and management. The objective is to enable students to learn skills and strategies for budgeting. Emphasis will be given to the understanding of the financial activities and reports essential to management, as well as analysis and use of financial information in planning, budgeting and measuring results to promote the organization's mission and goals.

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#### **SOWK6217. Current social welfare policy issues (1 module)**

This course provides a framework of analyzing and formulating social policy in the current social, political and economic environment. Current social welfare policy issues including social welfare planning mechanisms, welfare blue print, strategic framework for social welfare, district planning, and other relevant issues will be examined.

**SOWK6213. Organizational analysis and strategic management in human service organizations (1 module)**

This course aims at helping managers of human service organizations to be equipped with the knowledge in strategic management to deal with the current challenges arising from the rapidly changing public and social service scene. Topics may include strategic planning, quality management, risk management, change management, business process re-engineering, etc.

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**SOWK6215. Human resource management in human service organizations (1 module)**

This course aims at helping managers to develop basic knowledge and skills in human resource management. Topics include motivation, job design, recruitment, staff development, performance appraisal, team building, and various human resource management practices.

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**Elective Courses**

**Candidates are required to complete 2 elective modules.**

**Candidates can take elective modules from both the core and elective modules in other field of study under the Master of Social Sciences (Gerontology/ Mental Health, Social Service Management/ Social Work) programme.**

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**SOWK6032. Legal issues and legislative processes (1 module)**

This course critically examines the legal system in various Chinese communities and some of the legislation that applies particularly to social work practice. The social worker's role and advocacy on behalf of clients' rights, legislative changes and their implications will also be addressed.

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**SOWK6048. Social welfare in China (1 module)**

This course facilitates students to understand the nature and seriousness of current social problems in China such as aging population, widening income disparities, floating population, persistent poverty, women status, family breakdown, and unemployment, in the context of rapid market-oriented economic reforms. The course also provides an analysis of the strengths and weaknesses of the existing social welfare system.

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**SOWK6132. Economics for social welfare (1 module)**

This course aims to help students examine the use of concepts and theories from the economics discipline in analyzing social policies. As working knowledge of economic concepts and theories is essential for most professional roles in social administration, this course seeks both to convey the framework and concepts with which economists approach issues and to increase the likelihood that students will incorporate these in their own thinking about policy. Topics discussed will include the relationship between economic growth and social development, the role of the public sector in human service, the financing of social services, and the economic effects of social spending. Current topics such as the economics of aging will also be examined.

**SOWK6150. Information and communication technology for human service organizations (1 module)**

Information and communication technology is becoming an indispensable machinery in any organization. This course examines the utilization of information technology and computers in social service agencies. Major areas of study include (1) a review of the trends in the human service agencies' use of computerized information; (2) an exploration of software frequently used in the human services; and (3) the ethics of using information technology and computers in the human services.

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**SOWK6154. Marketing social welfare programs and promoting community relations (1 module)**

As social welfare organizations increasingly adopt the business model of practice, they have to significantly promote their relationship and communication with their "customers" or service users through marketing their "products" and improving the community relations. This course provides students with some basic techniques in marketing and community relations with special emphasis on the social service sector.

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**SOWK6185. Qualitative research methods (1 module)**

This course is designed for students with an interest in understanding all aspects of social life and social relations especially those who will undertake a dissertation study. Starting with the question what is reality, the course begins with an introduction to different perspectives on approaching reality, followed by an assessment of the general strengths and weaknesses of qualitative research in comparison with other conventions such as quantitative surveys. The lectures will focus on introducing the general process of ethnographic research and the variety of methods for data collection and analysis including ethnography, grounded theory, observation, interviewing, focus groups and narrative analysis, etc. Various cases will be used to demonstrate how qualitative research helps make meaningful policy and social work practice. Seminars will be organized around practical methodological issues with the objective of helping students proceed with their own research projects. Hands-on experience of a range of research techniques will also be provided.

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**SOWK6218. Fund raising and proposal development**

Securing funds for social services have become more and more competitive. Reducing reliance on any single source of income, NGOs have attempted to diversify sources of funding. Raising funds and writing proposals have been regular activities of NGOs. This course covers topics such as the concepts of philanthropy, the understanding of giving behaviour (including annual giving and capital giving), cost-effectiveness of various fund raising activities, use of volunteers, building prospect relationships, stewardship (accountability and reporting), ethical issues of fund raising, making a business case for new initiatives, obtaining grant and project support, etc.

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**SOWK6221. Information technology and society**

This course examines the various issues related to the impact of the development of information and communication technology on modern society. Such issues range from family and interpersonal relationship, organizational changes, social organization, digital divide and politics. Relevant theories, researches, social interventions and social policy will be covered in this semester course.

**Dissertation**

**Candidates are required to complete 2 modules of a dissertation.**

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**SOWK9004. Dissertation**

Candidates enrolled for the dissertation who have satisfied the examiners in at least 4 taught modules are eligible to register for the dissertation modules. The title of the dissertation shall be submitted for approval not later than 6 months before the formal submission of the dissertation **or** not later than February 28 of the final academic year of study. The dissertation shall be presented by not later than **August 31** of the final academic year of study. The dissertation shall be a critical study that demonstrates the application of research methodology to the investigation of problems relevant to the field of study, and shall not exceed 20,000 words in length.

**\* Not all elective courses will necessarily be offered in a given year.**

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**SOCIAL WORK**

The Department of Social Work and Social Administration offers a postgraduate curriculum leading to the degree of Master of Social Sciences in the field of Social Work. The programme offers 2 specialist streams, namely: Family work; and Integrated practice with young people. Candidates shall take relevant specialized courses under the stream. The curriculum shall extend over two to five academic years and the intervening vacation for part-time study.

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**PREREQUISITES AND REQUIREMENTS**

To be eligible for admission, a candidate shall hold either a first degree with honours, or such other qualifications as may be accepted as its equivalent. He may also be required to pass a qualifying examination relevant to the curriculum. A candidate who does not hold a Bachelor's degree with honours or another qualification of equivalent standard may in exceptional circumstances be permitted to register if he satisfies the examiners in a qualifying examination. A candidate will normally be required to have had a minimum of two years of post qualification practice in the relevant fields.

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**STRUCTURE AND EXAMINATIONS**

In order to obtain a Master of Social Sciences (Social Work) degree, a candidate must satisfy the examiners in the examination of the prescribed courses in the curriculum and a dissertation or clinical practice seminars and a clinical practice thesis. Assessment of the courses may be either by course assignments, or written examination, or a combination of both methods.

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**CURRICULUM**

Candidates are required to complete a total of 11 modules: 3 core modules, 4 specialized modules, 2 elective modules and 2 modules in dissertation or clinical practice seminars & thesis. In order to fulfill the requirements of the degree of Master of Social Sciences, a candidate must either conduct an independent research and write a dissertation under the supervision of an academic staff, or must take the weekly clinical practice seminars and carry out clinical work at the designated location. A student must also write an evaluation of the clinical work that has been carried out.

## COURSES DESCRIPTIONS

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### Core Courses

**Candidates are required to complete 3 core modules.**

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#### **SOWK6139. Theoretical foundation of human service practices (1 module)**

The knowledge base of human service practices comes from a wide spectrum of social science disciplines including psychology, sociology and political science. This course will provide the philosophical and conceptual basis for analyzing social problems and issues and translating these theoretical constructs into human service practices.

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#### **SOWK6141. Human service/practice research and evaluation I & II (2 modules)**

The objective is to enable students to acquire knowledge and skills in conducting a piece of social sciences research: formulating research questions, applying different research methodologies, acquiring basic skills in data analysis and etc. It is hoped that students come to understand the methodological and practical issues that arise while implementing a research and using research results.

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### Specialized Courses

**Candidates are required to complete 4 specialized modules.**

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#### **Family stream**

#### **SOWK6138. Family systems and family therapy I & II (2 modules)**

The application and conceptual underpinnings of different family therapy approaches relevant to Hong Kong will be examined. Emphasis will be placed on interventions focusing on working with families with persons with mental health problems. Students who wish to work with families directly may refer families to the Department's Practice Centre, and participate in co-therapy and in life demonstration.

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#### **SOWK6216. Professional supervision in human service practices (1 module)**

This course offers to students the knowledge and skills for practicing supervision in human services to meet the need of the beginning professionals in developing their knowledge and skills. This course focuses on the supporting and training functions of supervision. Students are expected to participate actively in class using their own experience to integrate the knowledge and skills in class.

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#### **SOWK6219. Family policy and service planning (1 module)**

This course provides a framework of analyzing and formulating social policy in the current social, political and economic environment. Current issues of family policies and the planning of family services will be examined.



**Integrated practice with young people stream****SOWK6181. Models of working with young people (1 module)**

The practices of youth work are governed by different models with different beliefs and assumptions on young people. Examples of these models are deficit model, positive development model, resilient model and integrated model, etc. This course will examine the beliefs and value base of these different models. The practices of youth work under these models will be studied. A main focus of this course will be on investigating youth work practice under the integrated model which is a popular and favoured model in delivering youth services in contemporary Hong Kong. Strengths and limitations in adopting this model will be critically examined.

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**SOWK6182. Psychosocial intervention for adolescent development (1 module)**

Young people face many developmental challenges when they are getting mature into adulthood. Employing a psychosocial and developmental approach, this course will address issues such as body image, self-esteem, sexuality, illness, high-risk behaviour and mental health commonly encountered by young people. Some approaches of experiential intervention will be employed to enhance students' self-awareness and sensitivity. Exploration of a range of creative interventions, such as experiential games, meditation, psychodrama, encounter group and art therapy, in working with young people will be carried out.

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**SOWK6216. Professional supervision in human service practices (1 module)**

This course offers to students the knowledge and skills for practicing supervision in human services to meet the need of the beginning professionals in developing their knowledge and skills. This course focuses on the supporting and training functions of supervision. Students are expected to participate actively in class using their own experience to integrate the knowledge and skills in class.

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**SOWK6219. Youth policy and service planning (1 module)**

This course provides a framework of analyzing and formulating social policy in the current social, political and economic environment. Current issues of family policies and the planning of family services will be examined.

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**Elective Courses**

**Candidates are required to complete 2 elective modules.**

**Candidates can take elective modules from both the core and elective modules in other field of study under the Master of Social Sciences (Gerontology/ Mental Health, Social Service Management/ Social Work) programme.**

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**SOWK6022. Emotion-focused interventions: theory and practice (1 module)**

Social work practice recognizes the importance of the role of emotions in therapeutic change. This course will begin with a review of current theories and research on emotion-focused interventions before focusing on the application of these theories in the local setting. This is followed by an examination of the awareness, the arousal, and reorganization of the emotions in counselling and psychotherapy. Commonly encountered emotions in casework and groupwork practice like anger, fear, guilt, shame, sadness and grief will be examined. Moreover, the course aims to enhance students' self-awareness and competence in handling critical incidents in clinical practice.

**SOWK6078. Family as a resource: an intellectual and a personal examination (1 module)**

Socrates said “know thyself”, we say “know thy family”. Based on theories of family systems and social studies on family roles and gender politics, this course examines the powerful forces of family and society in shaping our personality, values orientations, life goals, expectations about interpersonal relationships, and aspirations about future families. Through intellectual understanding of these dynamics and personal reflections, students will reexamine the impact of their families on them, to shape and reshape their current and future family life to their greater satisfaction, and to unlock the treasure of this great resource, which has become the first and last emotional refuge in modern living.

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**SOWK6140. Social work with family violence (1 module)**

The issue of violence in intimate relationships is examined through multiple lenses. An introduction to the history of domestic violence, current theories and research on the causes of violence in intimate relationships, interventions and prevention models to addressing this worldwide problem will be discussed.

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**SOWK6145. Marital counseling (1 module)**

This course will examine the various issues brought up by couples as they work towards conciliation or reconciliation in their marriage. The psychodynamic, social learning and system approaches will provide the basic foundation concepts. These will be examined for their assessment and intervention focus and strategies, for their contribution in work with marriage difficulties whether they arise from personal vulnerabilities, reciprocal and intergenerational concerns and clashes, communication impasses or intimacy issues.

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**SOWK6175. Theory and practice of Adventure Counselling (1 module)**

Adventure Counselling (AC) is a popular contemporary approach employed to work with people, especially young people, in order to assist their building and/or promoting of a positive self-concept, improve their interpersonal relationship and enhance their problem-solving abilities. This course aims to introduce the theories and practices of AC. Besides introducing the theoretical base of the approach, how to design and run sessions of AC will also be taught. Some micro skills in conducting AC sessions will be introduced. The quality of an AC facilitator and the ethical considerations in employing AC to work with people will be discussed in the course. The format of the course includes lectures, seminars and workshops for students to participate and experience the process. This course is co-organized with the Hong Kong Institute of Adventure Counselling. (Student quota: 30)

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**SOWK6176. Issues and intervention in school context (1 module)**

It is believed that if the education function of schools is actualized, youth problems will be reduced and their well-being will be assured to a great extent. The overall objective of this course is to help students acquire knowledge on the issues and practice in youth work from the perspectives of various helping agents in the school context. The main emphasis is to examine current theories and practice in dealing with students' needs, such as study motivation, peer relationship, career guidance as well as whole person development.

**SOWK6177. Working with natural groups of high-risk youth (1 module)**

The forming of natural groups of peers is quite normal especially for young people for fulfilling their identification and sense-of-belonging needs. But this kind of groups among high-risk youth can subject the young people to commit delinquency. In this course, the nature of natural groups of high-risk youth will be introduced. Besides introducing theories accounting for the occurrence of this kind of groups, different intervention approaches that can be adopted to work with these groups of young people will be taught.

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**SOWK6178. Integrative practice with juvenile offenders (1 module)**

This course will focus on developing micro counselling and groupwork skills to challenge and confront juvenile offenders on their delinquent attitude and behaviours. Special attention will be placed on analysis of the problems and development of intervention techniques from an integrative perspective.

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**SOWK6179. Working with young people in a family context (1 module)**

This course will strengthen students' understanding and management of youth problems from a family perspective. Young people's relationship with family members will be examined in the context of family beliefs, communication patterns, problem-solving and conflict resolutions skills, as well as family structure. Intervention strategies ranging from family social work to different models of family therapy will be introduced and reviewed critically.

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**SOWK6180. Contemporary youth issues (1 module)**

There are several contemporary youth issues that have elicited heated debates. These include education, employment, rave parties, drug taking, night drifting, etc. This course will examine some chosen issues. Their causes, phenomena, impacts on young people, etc. will be investigated. Relevant guest speakers on different topics will be invited. Students will also form groups to conduct studies on different chosen issues and present in class for sharing with other classmates.

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**SOWK6222. Experiential family therapy – Satir Model (1 module)**

Experiential approach of family therapy emerged from the psychology of the 1960s that emphasized immediate, here-and-now experience. In experiential approach, the awareness of personal ongoing experience is both the criterion of psychological health and the focus of therapeutic intervention. This course, based on a marathon experiential training mode, aims to help students to achieve an understanding of their family. Virginia Satir's concepts of family rules, communication patterns, family mapping and self-esteem will be used to guide students through a process of self-discovery. Active participation will be essential.

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**SOWK6223. Postmodernism and the social constructionist family therapies (1 module)**

For the modernist, the world is objectively out there, available for "scientific" examination. However, postmodernists argue that what we call the "reality" is not an exact replica of what is out there, but an active socially construction by each individual person. In the 1980, the postmodern movement started to challenge family therapy's biases and blind spots, especially to first-order cybernetic type of systems thinking. This postmodern movement continues to gain momentum within family therapy as we enter the twenty-first century. Solution-oriented brief family therapy and narrative therapy are the two major family therapy approaches deprived from the postmodern shift. The assumptions, concepts and hallmark techniques of these social constructionist family therapies will be intensively examined and drilled so that students can skillfully apply the two approaches after taking this course.

**Dissertation OR Clinical Practice Seminars and a Clinical Practice Thesis**

Candidates are required to complete either 2 modules of a dissertation or 2 modules of a clinical practice seminars and a clinical practice thesis.

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**SOWK9001. Dissertation (2 modules)**

Candidates enrolled for the dissertation who have satisfied the examiners in at least 4 taught modules are eligible to register for the dissertation modules. The title of the dissertation shall be submitted for approval not later than 6 months before the formal submission of the dissertation **or** not later than February 28 of the final academic year of study. The dissertation shall be presented by not later than **August 31** of the final academic year of study. The dissertation shall be a critical study that demonstrates the application of research methodology to the investigation of problems relevant to the field of study, and shall not exceed 20,000 words in length.

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**SOWK9005. Clinical practice seminars and a clinical practice thesis (2 modules)**

This course aims to help students polish their clinical counselling skills. While some classes will be devoted to discussions of clinical issues that are of interests to the students, other classes will focus on clinical supervisions of cases and/or groups that students are working on in their agencies. Alternatively, they may take cases or run groups at our Practice Centre. However, students are fully responsible for finding cases and groups for themselves. Students are also required to conduct an evaluation of their clinical works and present a clinical practice thesis of no more than 10,000 words by not later than **August 31** of the final year of study. This course extends over two semesters.

\* **Not all elective courses will necessarily be offered in a given year.**