



HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF SOCIAL WORK

The Ordinary

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Master of Social Work (MSW) Programme at the HKSYU 香港樹仁大學 社會工作碩士課程

With our untiring efforts in all the preparation and planning work, the Master of Social Work (MSW) programme at the Hong Kong Shue Yan University (HKSYU) was eventually accredited by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) and the Social Workers Registration Board (SWRB). The programme starts its implementation in the 2024-25 academic year, accepting 32 students (full time) and 16 students (part-time) as the first cohort. It is designed to nurture forward-thinking social work professionals, equipping students with the advanced knowledge, practical skills, and strong ethical foundations needed to address the complex social challenges of today's rapidly changing society.

At the HKSYU, we blend traditional social work practice with cutting-edge technological advancements, empowering students to harness digital tools and engage in interdisciplinary collaboration. This innovative approach enhances service delivery and deepens community engagement, ensuring our graduates are well-prepared for the evolving landscape of social work.

The curriculum provides a comprehensive grounding in social work theories and framework, with a strong emphasis on multi-level intervention strategies, ethical practice, relevant legislation, and cultural competence when working with diverse populations. Through a dynamic mix of lectures, small-group teaching, research projects, integrated workshops, pre-placement exposure, field placements, and close supervision, students gain invaluable hands-on experiences. This holistic training fosters a deep understanding of human behaviour, social systems, and the dynamics of power and privilege.

經過我們數年努力不懈的籌備和策劃工作，香港樹仁大學社會工作碩士課程最終獲得香港學術及職業資歷評審局和社會工作者註冊局的認證。該課程自 2024-25 學年開始，首屆招收了 32 名全日制學生和 16 名兼讀制學生。課程旨在培養具有前瞻性思維的社會工作專業人士，使學生具備應對當今快速發展的社會複雜挑戰所需的先進知識、實踐技能和堅實的職業道德基礎。

在香港樹仁大學，我們將傳統的社會工作實踐與尖端科技相結合，使學生能夠運用數碼工具並參與跨專業協作。這種創新方法提升了服務質量，加深了社區參與，確保我們的畢業生為應對不斷變化的社會工作格局做好充分準備。

本課程提供全面的社會工作理論和框架基礎，重點關注多層次介入手法、倫理實踐、相關法規以及面向多元化人群的文化能力。透過課堂授課、小組教學、研究計劃、綜合工作坊、實習前體驗、實地考察和密切督導等多種形式的學習方式，學生將獲得寶貴的實務經驗。這種全方位的訓練有助於學生深入了解人類行為、社會系統以及權力與特權的動態。



Social Innovation Training Workshop with Dr. Au Kit Ying, Anita on 18.12.2024
歐潔盈博士於 2024 年 12 月 18 日主講社會創新培訓工作坊



One group's student project, 'Real Hotpot': Enhancing independent living skills and psychological preparedness by assisting the client in organizing a hotpot activity
 其中一組的計劃「真。打邊爐」：透過協助案主籌備打邊爐活動提升獨立生活技能及心理預備

Graduates of the MSW programme are eligible to apply for Registered Social Worker (RSW) status with the SWRB, positioning them as leaders dedicated to building a more just and inclusive society. The programme is specifically designed for individuals who do not hold a first degree in social work, equipping them with the professional expertise and digital practice skills necessary to navigate the increasingly complex socio-economic landscape, while instilling a strong sense of social responsibility and integrity.

For the 2025-26 academic year, we offer a total of 64 places: 32 for full-time and 32 for part-time students. The programme requires completion of 58 credits, including 36 credits from 12 core courses and 6 credits from 2 electives. Full-time students can complete the programme in 2 years, while part-time students can finish in 3 years. All students undertake two service-oriented fieldwork placements, with full-time students eligible to apply for an overseas placement.

We are committed to supporting our students' academic and professional growth. Scholarships such as the Hong Kong Future Talents Scholarship Scheme (FTSS) for Advanced Studies in Self-financing Universities and the Continuing Education Fund (CEF) are available to recognize and reward students who demonstrate outstanding academic performance, exemplary conduct, and a strong work ethic.

Join us at HKSYU as we bridge traditional methods with technological innovation, transforming the field of social work and making a lasting impact on individuals, families, and communities.

If you are interested in joining our MSW programme, please visit our [MSW website](#). To hear directly from our current students, please explore the [Students' Voices](#) section.

MSW 課程的畢業生可向社會工作者註冊局 (SWRB) 申請註冊社工 (RSW) 的專業資格，從而成為致力於建立更公正、更包容的社會領導者。該課程專為非社會工作學士學位人士設計，旨在培養他們應對日益複雜的社會經濟環境所需的專業知識和數碼化實踐技能，同時培養強烈的社會責任感和正直品格。

在 2025-26 學年，我們共提供 64 個學位：全日制 32 個，兼讀制 32 個。該課程要求修讀 58 個學分，其中包括 12 門必修科目中的 36 個學分和 2 門選修科目的 6 個學分。全日制學生可在兩年內完成課程，兼讀制學生可在三年內完成課程。所有學生均需完成兩次以服務導向的實地實習，全日制學生可申請海外實習。

我們致力於支持學生的學業和專業發展，並設立了「香港未來人才獎學金計劃」(FTSS，供自資大學生進修) 和「持續進修基金」(CEF) 等獎學金，以表彰和獎勵學業成績優異、品行端正、敬業精神強的學生。

加入香港樹仁大學，我們將傳統方法與技術創新相結合，拓展社會工作領域，並對個人、家庭和社區產生持久影響。

如果您有興趣報讀我們的 MSW 課程，歡迎瀏覽 [MSW 網站](#)。若您想直接聆聽在學學生的心聲，請瀏覽「學生心聲」部份。

Master of Social Work (MSW) Programme Pre-Placement Exposure (PPE) Series

In accordance with the requirements of the Social Workers Registration Board, social work students are required to complete some designated hours of pre-placement exposure before formally starting fieldwork placements. When designing the PPE content, our department places special emphasis on “social innovation, interdisciplinary collaboration, and service exposure”. These three elements are integrated throughout the entire PPE series.

In the first semester, students learn about the elements of social innovation as well as assessment and analytical skills for addressing social needs. In the second semester, they form groups and are assigned to 7 different innovative and/or interdisciplinary collaborative agencies. Under the guidance of social innovation pioneers, they are engaged in related services exposure. On the one hand, they can gain a deeper understanding of service users from a practical perspective. On the other hand, they can apply the elements of social innovation into practice. These valuable experiences aim to better equip students to meet the challenges brought by the upcoming fieldwork placements.

社會工作碩士 (MSW) 課程 實習前體驗 (PPE) 系列

根據社會工作者註冊局的要求，社工系學生在正式進行社會工作實習前，必需完成所指定時數的實習前體驗。

本學系在設計實習前體驗內容時，特別著重 “社會創新、跨界別協作，以及服務體驗” 元素，並把這三個元素融入於整個 PPE 系列當中。

在第一個學期，學生會學習有關社會創新的元素、應對社會需要的評估及分析技巧。於第二個學期，學生會分組及安排到七個不同的創新及 / 或具有跨專業協作元素的機構。透過社會創新先導者的指導，進行相關服務的體驗。一方面可從實務中深入認識服務對象，另一方面亦讓學生應用社會創新要素於服務當中。這些珍貴的經驗能讓學生更好地裝備自己，迎接未來實習時所帶來的挑戰。



Students pitching about their project idea during SI practice workshop at 5.2.2025
學生於 2025 年 2 月 5 日之社會創新實務工作坊中推銷他們的計劃意念

Introducing New Elective Courses (2024/25)

推出全新選修課程 (2024/25)

In the past academic year, we introduced three new elective courses designed to enrich our students' learning experience. Two of these courses explore therapeutic approaches, offering knowledge and skills that support emotional and psychological well-being. The third course focuses on sustainability, equipping students with knowledge and tools to engage with environmental challenges, from a social work perspective. Below is a brief overview of these exciting additions.

在過去的學年，我們推出了三門全新選修課程，旨在豐富學生的學習體驗。其中兩門課程是學習有助改進情緒和心理健康的治療取向，而另一門課程則著重於以社會工作角度探討可持續發展的議題，為學生提供應對環境挑戰的知識和工具。以下是這些令人興奮的新增內容之簡要概述。

SW 323 Cognitive Behavioural Therapy in Social Work Practice

社會工作實務中的認知行為治療

Since last year, the Department of Social Work has been offering a new elective course that has quickly become one of the favourites among students looking to strengthen their practical skills. The course, centered on Cognitive Behavioral Therapy (CBT), is designed to provide students with both theoretical grounding and hands-on skills for applying CBT in diverse social work settings.

The elective aims to enable future social workers to assess clients and craft effective interventions for a wide range of emotional and psychological challenges. What sets this course apart is its dual emphasis: while students gain a solid foundation in Western CBT models, they also explore culturally responsive adaptations, including applications in the local Chinese context.

The course covers a wide array of topics, including the Cognitive Model, Assessment and Case Formulation, CBT Treatment Planning, Cognitive Restructuring, Behavioral Activation, and specialized applications for children, families, older adults, individuals with addiction or trauma, and more. Students also explore Exposure Therapy, Mindfulness-Based CBT, and creative approaches like using stories and metaphors with youth.

With its dynamic and experiential approach, this elective offers students a valuable opportunity to integrate CBT into their social work practice with both cultural sensitivity and clinical effectiveness. This new addition to the curriculum is part of our ongoing effort to cultivate a new generation of highly capable and compassionate social work professionals.



自去年起，社會工作學系開設了一門新的選修課程，很快就成為希望加強實務技能的學生之其一熱選。這門課程以認知行為治療（CBT）為核心，旨在為學生提供堅實的理論基礎和實務技能，使其能夠在多元化的社會工作環境中有效應用 CBT。

該選修課程旨在促使未來的社工人員，能夠評估個案，並為各種情緒和心理困擾製定有效的介入方案。課程的一大特色在於強調的雙焦點：學生不僅會掌握西方 CBT 模式的堅實基礎，還將探索具有文化回應性的在地化華人脈絡中的實踐方式。

課程內容涵蓋廣泛，包括認知模型、評估與個案概念化、CBT 治療計劃、認知重建、行為激活，以及針對兒童、家庭、長者、成癮者和創傷個案的專業應用。此外，學生還將學習暴露療法、正念式 CBT，以及運用故事和隱喻與青少年進行治療的創新方法。

這門選修課採用動態且體驗式的教學方式，為學生提供了一個寶貴的機會，將 CBT 整合進其社會工作實踐中，兼顧文化敏感度與臨床實效性。它是我們持續的課程改革中的新一員，希望藉此培養出新一代高能力、兼具同理心的社工專業人才。

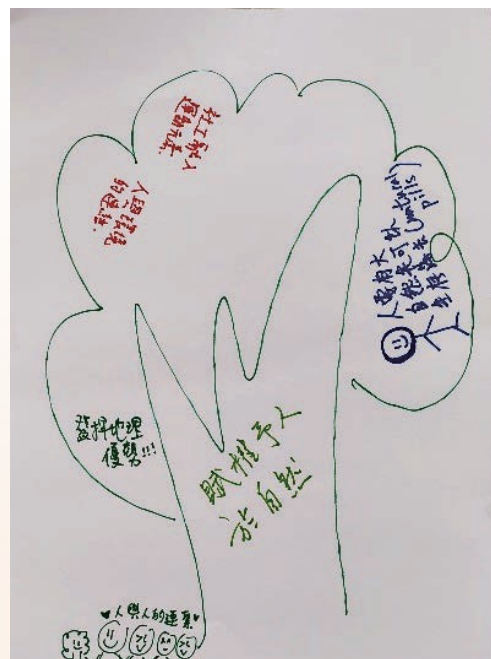
SW 324 Theory and Practice of Social Work on Sustainability 社會工作與可持續發展的理論與實踐

This elective course introduces students to the intersection of sustainability and social work, providing both theoretical foundations and practical tools to integrate Environmental, Social, and Governance (ESG) principles into social work practice.

Through an interdisciplinary lens, students explore how key sustainability concepts -- such as environmental justice, biodiversity, intergenerational equity, and the human-nature relationships -- are relevant to social work. Key theories of macro practice and systemic thinking guide the analysis of real-world cases and social work strategies that promote sustainable development.

Students engage in a variety of learning activities, including lectures, class discussions, and case studies. A special feature of this course is its emphasis on hands-on learning. Students participate in community-based projects, undertake field trips to NGOs or corporate initiatives focused on sustainability, and work in groups to design a social work project for a simulated funding pitch.

Through these hands-on experiences and reflective assignments, students learn to apply sustainability concepts at the macro level, synthesize ideas from different perspectives, and enhance their practical skills for real-world impact.



Sharing after a field visit 1

實地考察 1 後的分享



Group photo of field visit 2

實地考察 2 的合影

本選修課程旨在探討社會工作與可持續發展之間的關聯，透過理論講解與實踐訓練，幫助學生將環境、社會與管治（ESG）原則應用於社會工作實務中。

透過跨學科的視角，學生將探討可持續發展的核心概念，如環境正義、生物多樣性、世代公平以人與自然的關係，並結合宏觀實踐與系統思維，深入分析真實個案及推動可持續發展的社會工作策略。

學生將透過多元化的活動學習，包括專題講座、課堂討論和個案研究。課程的一大特色是強調實踐學習，學生將參與以社區為本的項目、實地考察推行可持續發展的非政府組織或企業，並以小組形式設計一個社工項目，進行模擬募投演練。

通過這些體驗與個人反思作業，學生能學會於宏觀層面應用可持續發展概念，整合不同視角觀點，並提升實務技巧以應對真實世界的挑戰。

SW 325 Satir Model in Social Work Practice 沙維雅模式在社會工作實務中的應用

This elective course provides undergraduate students with comprehensive training in the Satir Model and its applications in the field of social work. The course begins by guiding students through the foundational theories of the model, followed by immersive, experiential learning that strengthens both conceptual understanding and hands-on skills.

Key components of the curriculum include mastering essential tools of the Satir Model, such as the iceberg metaphor and family mapping. These tools help students identify the deeper needs of clients across a variety of practice settings. Through interactive exercises and case studies, students develop strong analytical skills and learn how to facilitate meaningful transformation.

The course also highlights the vital role of self-awareness in effective social work. Reflective practices are integrated throughout, encouraging students to examine their own influence on client outcomes. Upon completing the course, students are expected to translate theoretical knowledge into practical competence and apply the principles of the Satir Model effectively in real-world social work settings.

In doing so, students move toward realising Virginia Satir's holistic vision for healing and growth: **“Peace within, peace between, peace among.”**

本選修課程為學生提供全面的沙維雅模式（Satir Model）訓練，及探討其在社會工作領域中的實際應用。課程首先讓學生探索有關的基礎理論，隨後透過體驗式學習，深化概念理解和實務技能。

課程重點強調掌握沙維雅模式的核心工具，包括冰山隱喻（iceberg metaphor）與家庭圖的應用（family mapping），讓學生能夠在不同實務情境中洞察案主的深層需求。透過互動式練習和個案研討，學生將培養敏銳的分析能力，並學習如何促進有效的轉化歷程。

本課程亦強調自我覺察作為有效介入的重要元素，融入反思性實踐，協助學生了解自身對案主工作的影響。完成課程後，我們期望學生能夠將理論知識轉化為實務能力，並在真實的社會工作情境中靈活運用沙維雅模式的原則。

如此，透過這樣的學習歷程，學生將朝著沙維雅女士（Virginia Satir）所提倡的整全療癒與成長願景邁進：**「內在和平、人際和平、群體和平。」**

New Administrative Staff 新行政職員



Mr. Fever WAN Ka Lok
溫嘉諾先生

Hey guys! I am Fever. Thank you for welcoming me into the big family of Social Work. I am taking over Don's duties in the Department and the Registry as a new member of the administrative team. While I have big shoes to fill, I am incredibly grateful for the support and guidance from each of you, which has helped me adapt to SYU instantly.

I am looking forward to working with colleagues, teachers and students alike, so that we can grow together, contribute to the Department of Social Work, and become better versions of ourselves.

大家好，我是 Fever。多謝各位歡迎我加入樹仁社工系這個大家庭，短短的時間內我已經充分地感受到大家的溫暖。雖然接手 Don 的職責十分有挑戰性，但我非常感激社工系和註冊處同事的幫助與鼓勵，讓我可以快速上手。未來的日子，我希望可以盡我最大的能力，為社工系作出貢獻，確保運作順暢，並與同事、老師、同學一起成長。

New Academic Staff 新教學職員

Prof. Petrus NG Yat-nam 吳日嵐教授

I joined the Department of Social Work at Hong Kong Shue Yan University as a Distinguished Professor in September 2024. As a scholar deeply committed to mental health and counselling, my areas of expertise include psychiatric rehabilitation, Cognitive Behavioural Therapy (CBT), crisis and trauma intervention, and integrated social work practice. My research is focused on developing holistic, evidence-based approaches to recovery and well-being, particularly within Chinese cultural contexts. Over the years, I have published extensively on topics such as mental health recovery models, stigma reduction in depression, strength-based interventions for individuals with schizophrenia, and cognitive stimulation therapy for dementia. In the last several years, I have co-edited three influential Chinese-language books, including Cognitive Behavioural Therapy – Theory and Case Studies (2016), Community Mental Health Services and Counselling (2019), and Children and Youth Mental Health – Counselling and Community Services (2022). These works promote culturally sensitive practices for local professionals.



我於 2024 年 9 月加入香港樹仁大學社會工作學系，擔任卓越教授。作為一位致力於精神健康與輔導領域的學者，我的研究範疇涵蓋精神康復、認知行為治療（CBT）、危機與創傷介入，以及整合式社會工作實務。我的研究重點在於發展全人、實證為本的康復與福祉實踐模式，尤其側重中國人文化情境下的應用。多年來，我在多個主題上發表了大量研究，包括精神健康復元模式、抑鬱症和污名化消滅、針對思覺失調症的優勢為本介入療法，以及認知刺激治療在認知障礙症中的應用等。在過去幾年中，我合編了三本具有影響力的中文專書，包括：《認知行為治療：理論與案例析論》（2016）、《社區精神健康服務與輔導》（2019）及《兒童及青少年精神健康：輔導與社區服務》（2022），這些著作致力推動符合本土化的專業實踐。

Mr. Ivan WONG Yun-tat 黃潤達老師

Hi everyone, I'm Ivan. I'm an introvert (an 'I' person), not an extrovert ('E' person).

I joined the HKSU Social Work Department in September 2024. I teach Year 1 and Year 4 BSW students. I also serve as an Assistant Fieldwork Coordinator and as one of the student advisors for Year 1 students. I love long-distance running, hiking, and photography. I'll organize some related student activities, and I encourage you to join us in activities such as hiking or the Social Work Day Long Run!



大家好，我是 Ivan，「我係 I 人，唔係 E 人」。我係 2024 年 9 月來到這裡，參與樹仁社工系的大家庭，主要教授 BSW Year 1 及 Year 4 的同學，亦是 Assistant Fieldwork Coordinator 及 Year 1 的班主任之一。我喜歡長跑、行山及攝影，亦會舉辦一些相關的學生活動，歡迎大家一齊參與行山、社工日長跑等活動！

Dr. Michael LAI Ka-wai 黎家偉博士

I joined Shue Yan University in September 2024. I am responsible for teaching social policy courses. I have worked in several tertiary institutions in Hong Kong and Macao, teaching social work over the past 10 years. The focus of my work includes social development, programme planning, social innovation, community development and social impact assessment. At the same time, I have served as an advisor to several social enterprises in Hong Kong and collaborated with various community programmes and social enterprises to foster social change. I am excited to join the Department. Let's keep in touch and have more interaction.



我於 2024 年 9 月加入樹仁大學，主要教授社會政策相關的課程。在加入這裡之前，我曾在香港及澳門的多所專上學院教授社工課程。我十分關注社會發展、項目計劃、社會創新、社區發展及社會影響評估等方面。同時，我作為一些社企的顧問，與不同的社企及社區項目合作，共同開展項目及推動社會改變。十分高興能在這裡與大家相聚，希望之後能有更多機會和大家交流。

Memorable Events 難忘時刻

Our "Memorable Events" pages, presented in the form of News Tidbits, invite you to revisit the vibrant moments of our department through a series of photos and brief captions. Whether it's an intellectual event or a warm gathering, each photo captures precious memories of our shared efforts and mutual support. We hope these snapshots bring back fond memories and inspire us to continue moving forward together.

我們的「難忘時刻」專欄，以新聞花絮形式，透過一系列照片及簡短說明，帶大家重溫本學系充滿活力的點滴時刻。無論是知性活動還是溫馨聚會，每一張照片都記錄了我們共同努力、互相支持的珍貴回憶。願這些花絮喚起大家的美好回憶，並激勵我們繼續攜手前行。

Social Work Spring Dinner 2025 社工學系蛇年春茗 (27/02/2025)



Athletic Meet 陸運會 (12/03/2025)



Leadership Coaching Activity 2025 《領導才能想想通》活動 (10/04/2025)

The Leadership Coaching Activity was organized by Dr. Lina Chow and Mr. Gordon Chick on April 10, 2025. As in previous years, its aim was to develop the leadership potential and enhance the English proficiency of social work students. Throughout the activity, all participants enjoyed the process and responded to the interesting yet challenging questions thoughtfully. Furthermore, this activity provided a great opportunity for students from different cohorts to become better acquainted with one another.

在 2025 年 4 月 10 日，周潔玲博士和戚居偉老師籌辦了一場《領導才能想想通》活動。一如過往，其目的是提升社工系學生的領導潛質和英語能力。當日所有參加者都十分享受整項活動的過程，並積極地回答既有趣且具挑戰性的問題。另外，此活動提供了一個寶貴機會予不同級別的同學有更密切的交流。



Social Work Day 「2025 社工日：同途有您」 (08/03/2025) & Social Workers Long Run 2025 同行共跑 — 2025 社工長跑 (13/04/2025)



Year Advisors' Extracurricular Activities 「班主任」課外活動



Night scenic steps: Hiking at Braemar Hill
夜景之旅：寶馬山遠足 (09/10/2024)



Nature Escape: Hiking in Tai Tam
親親大自然：大潭遠足 (03/01/2025)



A Tour Through Ethnic Minority Communities
走進少數族裔社群 (04/06/2025)

Elder Academy 長者學苑 (29/05/2025)

Congratulations to All Senior Graduates!

On May 29, 2025, the HKSYU Elder Academy held a Graduation Ceremony for its audit students. Happy to see! Family members, relatives, friends as well as the Senior Management and faculty teaching staff from various departments attended this occasion to offer their congratulations and share in the joy with all the senior graduates. Under the guidance of the Programme Director of the Elder Academy (Dr. Lina Chow), six social work students assisted as receptionists and MC. Thank God, the event went smoothly, and luckily, the Amber rainstorm signal was only issued after the Graduation Ceremony had concluded!

恭喜所有長者畢業生！

在 2025 年 5 月 29 日，樹仁大學長者學苑為旁聽生舉行了畢業禮。當日有不少親友、校方高層管理人員及不同學系的教職員出席祝賀，共享歡樂。在長者學苑統籌（周潔玲博士）的指導下，六位社工系學生協助擔任接待和司儀工作。整個過程順利，幸好黃色暴雨警告在典禮完成後才發出！



Mentorship Programme 社工系師友計劃 Orientation Day 迎新日 (13/09/ 2024) Reunion Day 重聚日 (16/05/2025)



大家手持的浮油花瓶，代表將樹仁社工精神傳承下去

The floating oil vases held by everyone symbolize the passing on of the Shue Yan Social Work spirit.

去年計劃剛開始時有 11 對師友參加，今年第二屆數目已增至 20 對師友，並在 2024 年 9 月 13 日舉行了迎新日，會上亦頒發紀念狀給第一屆師友計劃的參加者。師友重聚日在 2025 年 5 月 16 日晚舉行，參加者熱烈地分享他們交流的樂趣。以下節錄當晚，「相聚說不停之 樹仁社工三代情」供讀者回味。

樹仁社工三代情 傳承使命話當年

即使相隔超過十年光陰，90 年代畢業的韓姑娘（Joan）、2015 年畢業的鄭先生（Polo），與仍在就讀社工系三年級的阿 Joe，當談起樹仁大學與社工系的點滴時，依然熱絡不已，彷彿歲月從未阻隔這份共同的情懷。

嚴師啟蒙 數據中見社會脈動

韓姑娘特別感念當年歐紀勇教授的教導，尤其難忘他在統計學課堂上的嚴謹要求。「歐教授讓我明白，數據不僅是數字，更是反映社會服務需求與趨勢的鏡子。」她深刻體會到數據分析的重要性，面對新世代的社工學子，她寄語道：「既要守住助人初心，也要敢於創新——唯有不斷擴闊視野，才能為服務注入新能量。」

春茗盛宴 凝聚跨世代情誼

提起社工系年度春茗，Polo 眼中立刻閃現光彩。「最感動的是，每年也會有很多畢業多年的『老鬼』特地回來參加！」他回憶道，各年級同學總會精心籌備表演，自己 Year 4 那一年更與同學一起用紙皮自製獅頭上演醒獅表現，「每一年全班一起排舞練習，那份熱鬧與歸屬感，一輩子都忘不了。」在他看來，樹仁校園雖小，卻因這份濃厚的情誼而顯得無比遼闊。

系會傳承 薪火相照的溫度

仍在學的阿 Joe 則從系會活動中感受到獨特的傳承文化。「師兄姐總主動回校分享經驗，學校更搭建許多交流平台。」他形容這種跨屆連結如同隱形紐帶，「無論是求職建議或服務心得，前輩們的無私分享，讓我們看得更遠。」

三代社工人的故事，見證了樹仁「以生命影響生命」的精神如何在時光中熠熠生輝。



三代樹仁社工（左起）：鄭寶龍、韓玉琮、姚峻軒
From Left: Polo Cheng, Joan Miss, Joe Yiu



Mentorship Programme - Orientation Day (2024.09.16)
系主任方富輝博士（左）頒發紀念狀給第一屆師友計劃的參加者

Departmental Seminar 2025

學系研討會 2025

Exploring innovative strategies for the inclusion of mental health service users 探索精神健康服務使用者融入社會的創新策略



(From Left) Dr. Winnie Yuen; Mr. Tse Lai Kwong; Prof. Petrus Ng; Mr. Mike Cheung; Ms. Petsy Chow; Ms. Katie Pang; Dr. Steve Fong,
左起：袁穎忻博士、謝禮光先生、吳日嵐教授、張牧恩先生、周倩儀女士、彭倩盈女士、方富輝博士

On March 19, 2025, the Department organized a seminar titled “Exploring innovative strategies for the inclusion of mental health service users.” The event attracted approximately 200 participants who joined both online and on-site at the University.

The seminar featured six distinguished speakers: Prof. Petrus NG Yat-nam (Distinguished Professor, Department of Social Work, HKSYU), Mr. Mike CHEUNG Muk-yan (Service Head, Multicultural, Rehabilitation & Community Service, Hong Kong Christian Service), Ms. Petsy CHOW Sin-yee (Programme Director, Mental Health Services, Christian Family Service Centre), Ms. Katie PANG Sin-ying (Registered Expressive Art Therapist, Christian Family Service Centre), Dr. Winnie Yuen Wing-yan (Associate Professor, Department of Counselling and Psychology, HKSYU), and Mr. Tse Lai Kwong (Peer supporter).

Prof. NG Yat-nam’s presentation was titled “The Effect of the Expanded Coming Out Proud Group”, a randomized study aimed at reducing self-stigma among people with schizophrenia in Hong Kong. He shared research findings on how group-based intervention can help lessen self-stigmatization among mental health service users. To enrich the discussion,

本學系於 2025 年 3 月 19 日舉辦了一場名為「探索精神健康服務使用者融入社會的創新策略」的研討會，參與人數約 200 人，當中包括了線上和親臨大學校園現場的參與者。



Mr. Tse Lai Kwong 謝禮光先生

he also invited Mr. Tse Lai-kwong, a peer supporter, to share his personal recovery journey.

The study found that integrating the “Coming Out Proud Group” with localized Cognitive Behavioral Therapy can effectively help reduce self-stigma and depressive symptoms among individuals with schizophrenia in Hong Kong. Mr. Tse’s heartfelt sharing highlighted the vital role of peer supporters in mental health work, offering participants deeper insight into the lived experiences of those in recovery and the challenges they face throughout the process. The presentation underscored the empowering impact of the Coming Out Proud Group in helping individuals overcome self-stigma.



Mr. Mike Cheung 張牧恩先生

Mr. Mike Cheung Muk-yan’s presentation was titled “From the Unknown to the Known: Mental Wellness Services to Support Multicultural Women.” He emphasized that multicultural women face multiple challenges that can exacerbate mental health issues. Cultural and language barriers often prevent them from accessing timely support.

Mr. Cheung shared how a holistic Body-Mind-Spirit approach can be applied through a three-tier intervention model. This model includes prevention, early identification, and intensive intervention. By building mutual support networks through these methods, multicultural women can strengthen their resilience and improve their mental well-being.

In their presentation titled “Sharing Project Experience: Enhancing Mental Health in Children and Adolescents through Expressive Arts and Acceptance and Commitment Therapy,” Ms. Petsy Chow Sin-yee and Ms. Katie Pang Sin-ying highlighted the limitations of existing services—such as ICCMW—in meeting the needs of primary and junior secondary school students experiencing moderate to severe anxiety.

They shared an intervention approach that combines expressive arts with Acceptance and Commitment Therapy, tailored to students with varying levels of need. Through artistic expression, participants were guided to become more aware of their physical, emotional, and spiritual states, and were encouraged to share and express their difficulties and emotions. This process aims to foster psychological flexibility and acceptance of challenges. They reported that many cases showed improvement in mental health, demonstrating the positive impact and effectiveness of the project.

Dr. Winnie Yuen Wing-yan’s presentation was titled “Transformative and Resilient Youth (TRY) Gym: A School-based Co-creative Mental Health

研討會邀請了六位傑出的演講嘉賓，分別為吳日嵐教授（香港樹仁大學社會工作系卓越教授）、張牧恩先生（香港基督教服務處多元文化、復康及社區服務服務總監）、周倩儀小姐（基督教家庭服務中心精神健康服務服務總監）、彭倩盈小姐（基督教家庭服務中心註冊表達藝術治療師）、袁穎忻博士（香港樹仁大學輔導及心理學系副教授）及謝禮光先生（朋輩支援員）。



Prof. Petrus Ng 吳日嵐教授

吳日嵐教授的演講題目為「站出來」，一項針對改善復元人士自我標籤的隨機研究。吳教授分享了有關透過小組介入來減少復元人士自我污名化的研究結果，並邀請了一位朋輩支援員謝先生，親身分享他的復元經歷。

研究指出，將「站出來」小組介入結合本土化的認知行為治療，能有效減少香港精神分裂症患者的自我污名與抑鬱症狀。謝先生的分享展現了朋輩支援員在精神健康工作中的重要角色，讓參與者更深入了解復元人士的經歷，以及他們如何面對復元過程中的各種困難。

張牧恩先生的演講題目為「從未知到已知－支援多元文化婦女心理健康服務」。張先生強調多元文化女性面對著多重挑戰，令其精神健康問題變得嚴重，同時亦因為文化及語言障礙令其無法得到及時的支援。

張先生分享如何透過各種以身心靈為本的角度，以三層介入的方式，由預防、及早識別、以及集中介入，建立互助的網絡，從而使她們提升抗逆力，並改善精神健康。

在周倩儀小姐及彭倩盈小姐的演講題目「計劃經驗分享：透過表達藝術及接納與承諾治療提升兒童及青少年精神健康」中，她們指出小學及初中生在面對中度至嚴重的焦慮時，現行的服務（如精神健康綜合社區中心）並未能切合他們的需要。

Training Programme” . She described the project as a transformative process aimed at cultivating resilience through learning, while emphasizing the principle of student-led co-creation.

As a preventive initiative, the project involved training Form 4 and Form 5 students to become TRY Gym Trainees, enabling them to design and lead various activities within their schools. These activities were intended to strengthen cognitive, self-awareness, social, emotional, motivational competencies, reduce stigma, and improve students’ mental health. Dr. Yuen shared the outcomes of the project, noting significant improvements in participants’ social, emotional, and cognitive abilities, as well as enhanced resilience and overall mental well-being. She affirmed the effectiveness of the intervention and highlighted the crucial role of co-creation in its success. Looking ahead, she expressed hope to extend the initiative into the wider community.

Throughout the seminar, the speakers shared their valuable experiences, offering in-depth insights from both research and practice into the importance of using innovative intervention approaches to support the social inclusion of mental health service users. Following the presentations, Dr. Steve Fong Fu-fai facilitated a Q & A session, where participants raised various questions and engaged in further dialogue with the speakers. This event is seen as just the beginning, with hopes for more opportunities for exchange and collaboration in the future.



Ms. Katie Pang 彭倩盈女士



Dr. Winnie Yuen 袁穎忻博士



Ms. Patsy Chow 周倩儀女士

她們分享了一種結合表達藝術及接納與承諾治療的介入手法，針對不同程度的學生而設。透過藝術方式，讓參與者覺察其身心靈的狀態，使他們願意分享及表達其困難及情緒。這個過程旨在提升心理彈性，接納及與困難共處。她們指出，絕大部份的個案的心理健康狀況均有改善，顯示項目有正面的影響及成效。

袁穎忻博士的演講題目為「青少年共創精神健康培訓：從學校開始的心靈健身室」。她形容這是一個重視學生主導共創原則，藉此希望透過學習培養抗逆力，能產生變革過程的項目。作為一個預防的計劃，透過培訓中四五生作為心靈練習生，並讓他們主導在學校設計並推動各種活動，以建立認知、自我、社交、情緒及動機能力，以去除污名化及改善學生心理健康。袁博士並分享計劃的成效，顯示參與學生在整個過程中，於社交、情緒及認知能力都有顯著提升，同時，學生的抗逆力及心理健康同樣有顯著改進。她認為，這個項目是一個有效的介入，並提出共創在當中有重要的角色。她希望未來能將活動帶動到社區中。

整個研討會中，演講嘉賓都分享了他們的寶貴經驗，不論從研究或實務分享中，仔細地探討社會服務中利用各種創新的介入手法對精神健康服務使用者融入社會的重要性。演講後，由方富輝博士主持了問答環節，與會者提出了不同的問題，與演講者作出進一步的交流。是次活動相信只是一個開始，日後能作出更多的交流及合作機會。

Faculty Research Spotlight 教研焦點

At the Social Work Department, our professors are not only dedicated educators but also passionate researchers. Beyond their teaching responsibilities, they devote substantial time and energy to investigating social issues, advancing knowledge, and improving practice through rigorous inquiry. This feature introduces the recent research work of several faculty members, showcasing their commitment to both academic excellence and social impact. The following entries are presented in alphabetical order by surname.

我們社會工作學系的教授不僅是敬業的教育者，更是充滿熱忱的研究者。除了教學工作外，他們投入大量時間和心力，深入探討社會議題，推動知識發展，並透過嚴謹的研究促進實務改進。本期專題將為大家介紹幾位教授近年的研究成果，展現他們在學術與社會貢獻上的雙重承擔。以下內容將按照教授姓氏的英文字母順序排列。

Dr. Raymond CHUI Chi-fai 崔志暉博士

Dr Raymond Chui, Associate Professor in the Department of Social Work, is a committed academic whose research interests encompass positive psychology, cyberpsychology, youth well-being, and issues related to immigrants. To date, Dr. Chui has secured 15 external research grants totalling HKD 21.3 million, serving as Principal Investigator, Co-Principal Investigator, and Co-Investigator. In addition, he has led five student learning and development projects, as Project Leader, receiving a total of HKD 10.9 million in funding.

Currently, Dr Chui is leading a practice-research project titled Transformative and Resilient Youth (TRY) Gym: A School-based Co-creative Mental Health Training Programme.

This youth-led mental health promotion initiative is conducted in collaboration with four social service agencies and 24 secondary schools across Hong Kong. It aims to train upper-form students to become mentors who design, organise and promote mental health activities within their schools and communities. To date, 296 students have participated in the programme, collectively organising 140 activities, including group sessions and workshops. Preliminary evaluations indicate that the programme has successfully enhanced participants' social, emotional, and cognitive skills, as well as their self-efficacy, resilience, and self-compassion. It has also helped raise awareness of personal strengths and reduce stigma toward individuals experiencing mental health challenges. Furthermore, four community-based mental health promotion teams have been established to support and sustain these positive efforts.



In the TRY Gym Mental Health Training, participants explored and identified their personal strengths through creative art activities.

在 TRY Gym 精神健康培訓小組中，參加者透過活動發掘並認識個人優勢，創作勵志字句為自己加油打氣。



社會工作學系副教授崔志暉博士是一位致力於學術研究的學者，其研究範疇涵蓋正向心理學、網絡心理學、青少年福祉，以及移民相關議題。迄今為止，崔博士以首席研究員、共同首席研究員及合作者身份，成功獲得 15 項外部研究資助，總金額達 2,130 萬港元。此外，他亦以項目負責人身份領導了五項學生學習與發展計劃，獲得合共 1,090 萬港元的資助。

目前，崔博士正開展一項名為「心靈健身室：青年共創精神健康培訓計劃」的實踐研究項目。這項以青少年為主導的心理健康促進計劃，與本港四間社會服務機構及 24 所中學合作，旨在培訓高年級學生成為導師，讓他們在校園和社區設計、組織及推廣心理健康活動。至今，已有 296 名學生參與該項目，並精心籌辦了 140 項活動，包小組和工作坊。初步評估結果顯示，該計劃有效提升了參與學生的社交、情感和認知技能，以及自我效能感、心理韌性和自我關懷。同時，計劃亦促進了學生對個人優勢的認識，並減少對心理健康困擾人士的歧視。此外，社區內亦成立了四個心理健康促進團隊，以進一步支持這些正面工作。

Dr. Kitty MO Yuen Han 武婉嫻博士



Dr. Kitty Mo, Associate Professor, is currently conducting research on the integration of technology into social work practice. She is involving in one funded project and two non-funded studies that explore innovative digital practices for the social service sector.

The funded project, supported by the Hong Kong Productivity Council (HKPC), is titled “Phase Two of IT Consultancy Support Programme for NPOs.” This study evaluates the effectiveness of IT consultancy services provided by HKPC to local social service agencies and aims to develop a digital maturity model tailored specifically to Hong Kong’s social service landscape.

In parallel, Dr. Mo is conducting two non-funded exploratory studies. The first investigates the use of AI chatbots to enhance counselling skills among social work students. The second explores the application of immersive CoSpaces animated stories to promote emotion regulation awareness and skills in children with attention deficit hyperactivity disorder (ADHD).

Beyond technology integration, Dr. Mo also engages in research in rehabilitation and special education. A recently completed study, funded by the University Grants Committee (UGC), is titled “Quality Transition Strategies Facilitating the Transition from Adolescence to Adulthood for Persons with Intellectual Disabilities and Their Family Carers.” This project identified the needs of young people with intellectual disabilities and their parents during the transition from school to employment, and proposed effective support strategies. A dissemination seminar held in November 2024 attracted around 100 participants from rehabilitation services and special schools.

Looking ahead, Dr. Mo plans to expand her research to explore additional support mechanisms for caregivers, continuing her commitment to advancing inclusive and technology-enhanced social work practices.

社會工作學系副教授武婉嫻博士目前的研究重點是科技在社會工作實踐中的應用。她現正主持一項獲資助的研究項目及兩項非資助研究，致力探索創新的數碼應用方式以促進社會服務的發展。

獲香港生產力促進局資助的研究項目名為《非牟利機構資訊科技顧問支援計劃第二階段》。此項目旨在評估香港生產力促進局向本地社會服務機構提供的資訊科技顧問服務的成效，並制定一個切合本地社福界需要的「數碼成熟度模型」。

同時，武博士亦展開兩項非資助研究。第一項研究探討如何利用人工智能聊天機器人（AI Chatbots）提升社工學生的輔導技巧；第二項則研究運用沉浸式 CoSpaces 動畫故事，提升患有注意力不足過動症（ADHD）兒童的情緒調節意識及技能。

除了科技應用方面的研究，武博士亦積極參與復康及特殊教育領域的研究。她最近完成一項由大學教育資助委員會（UGC）資助的研究，名為《促進智障人士及其家庭照顧者由青少年過渡至成年階段的優質過渡策略》。此項目深入了解智障青少年及其家長在由學校過渡至就業階段的需要，並提出有效的支援策略。研究成果已於 2024 年 11 月舉行的分享會中發佈，吸引約 100 位來自復康服務及特殊學校的參加者。

展望未來，武博士將進一步研究如何為照顧者提供更多支援，持續推動融合科技與包容性的社會工作實踐。

Dr. Wallace TSANG Wai-hung 曾偉洪博士

Dr. Wallace Tsang Wai-hung is an Assistant Professor in the Department of Social Work. In this spotlight, we feature two of his recent studies, which offer practical insights into family relationships and community development.

1. Psychological Factors in Parent-Child Relationship Adjustment Among Divorced Parents

With funding from the Family Council, Dr. Tsang conducted a study titled “Psychological Factors of Parent-Child Relationship Adjustment in Divorced Parents in Hong Kong.” The research explored how self-care, resilience, mental distress, and co-parenting influence the adjustment of parent-child relationships among separated and divorced parents.

Data was collected through an online survey between December 2023 and April 2024, yielding 357 valid responses. The results showed that respondents with higher levels of self-care also demonstrated greater resilience, lower levels of mental distress, more effective co-parenting practices, and better parent-child relationships. These four factors were statistically significant predictors of parent-child relationship adjustment.

The study recommends strengthening public education on co-parenting, improving services for single-parent families, and promoting the importance of self-care among single parents. Following the publication of the findings, Dr. Tsang was invited by RTHK’s Hong Kong Connection in March 2025 to produce a special feature on single parenting issues.



2. Impact Study of the Time Bank Project

Dr. Tsang was commissioned by the Baptist Oi Kwan Social Service Jubilee Centre to conduct an evaluation of the Time Bank Project, which ran from 2021 to 2024 and was funded by the Community Investment and Inclusion Fund.

The study involved 188 participants who collectively accumulated 180,514 points in the program, contributing approximately 3,000 hours of service. Using a quasi-experimental design, the research assessed the extent to which participation in the Time Bank enhanced individuals’ self-efficacy, resilience, self-esteem, compassion for others, community connection, and community engagement.

The findings indicated significant improvements in self-efficacy, resilience, compassion for others, and social participation. Based on these results, the study recommends that time bank initiatives focus on three key areas: i) Identification - recognizing community needs and local talents, ii) Motivation- encouraging participation through community contribution and expanded social networks; iii) Support - providing necessary training and resources for participants.

曾博士是社會工作系的助理教授。本期教研焦點介紹他近期的兩項研究，看如何為家庭關係及社區發展提供了實用的見解。

一、離異父母中親子關係調適的心理因素

獲家庭議會資助，曾博士進行了名為《香港離異父母中親子關係調適的心理因素》研究，探討自我照顧、抗逆力、精神困擾及共享親職關係等因素，如何影響分居和離婚父母調整親子關係。

研究於 2023 年 12 月至 2024 年 4 月期間透過網上問卷收集資料，共獲得 357 份有效回應。結果顯示，自我照顧水平越高的受訪者，其抗逆力也越高、精神困擾程度越低、越能實踐共享親職、親子關係越好。這四項因素在統計上均為親子關係調適的重要預測指標。

研究建議加強共享親職的公眾教育、改善單親家庭的支援服務，以及向單親人士推廣自我照顧的重要性。研究成果發佈後，曾博士於 2025 年 3 月受香港電台鏗鏘集邀請製作一項有關單親問題之特輯。

二、時間銀行計劃的影響研究

曾博士獲浸信宣道會恩禧中心所託，於 2021 至 2024 年期間進行一項「恩惠有里時間銀行計劃」成效評估的研究。此計劃為社區投資共享基金資助項目。

研究涵蓋 188 位參加者，他們在計劃中累積了 180,514 時分，即提供了約 3,000 小時的服務。研究採用準實驗設計來量度和分析「恩惠有里時間銀行計劃」的參與者在多大程度上增強了個人的自我效能感、復原力、自尊感、對別人關注憐憫、社區聯繫和社區參與。

結果顯示，參加者在自我效能、復原力、對別人關注憐憫及社會參與方面均有顯著提升。研究建議時間銀行計劃可從三方面加強推動：一是識別社區區民需要及人才；二是激發居民參與動機，如貢獻社群及擴大社交網絡；三是提供必要的支援與培訓。

Pages of Progress: Celebrating our Efforts and Achievements

進步之頁：慶祝我們的努力與成果

We're proud to celebrate the recent achievements of our students, graduates and faculty. This issue highlights scholarships, honours, awards, fellowships, publications, and public recognition across teaching, research, and service. Their accomplishments not only demonstrate individual excellence but also fully embody the vibrant spirit of our social work family.

我們誠摯地慶祝本系師生近期的卓越成就。本期內容將呈現校友和學生獲得的獎項與獎學金，以及教師在教學、研究與服務方面所獲得的榮譽、出版成果與公眾認可。他們的傑出成就不僅展現了個人卓越，也充分體現了我們社會工作大家庭蓬勃進取的精神。

Graduate and Student Awards and Achievements

畢業生及學生的獎項與成就

The Hong Kong Council of Social Service - Champions for Good Awards 2025 - Excellence in Health and Mental Health Service Award (Platinum Award)
香港社會服務聯會 - 至善獎 2025 - 卓越健康及精神健康服務獎（白金獎）

Poon Hing Tai, Tyson (Graduate 2014)
潘慶泰 (2014 畢業生)

"I am grateful to my alma mater for grounding me in both professional rigor and human-centered values. This award affirms our team's innovation in advancing youth mental health.

Chill Lab combines technology and real-life stories to make mental health education more relatable and heartfelt. I believe social work is about sparking empathy and solidarity in communities. I hope more passionate social workers will join this journey alongside our youth."

“感謝母校為我打下專業與人本並重的基礎。這次獲獎是對我們團隊在青少年精神健康創新工作的肯定。Chill Lab 融合科技與真實故事，讓精神健康教育更貼地、有溫度。我相信社工的力量，就是在群體中點亮理解與同行的火光。期待有更多熱誠的社工投入精神健康工作，與青年一起同行。”



Mr. Tyson Poon (Third Right)
潘慶泰先生 (右三)

The Heartwarming Social Workers Award, Hong Kong Social Workers Association 香港社會工作人員協會 -- 「最動人社工及社工課程學生」優異獎

Yau King Hei 丘璟熹

“大家好！我是 2160 的丘璟熹，十分榮幸獲得香港社會工作人員協會頒發的「最動人社工及社工課程學生」優異獎。衷心感謝方富輝博士、莫惠潔博士和張洛明小姐的支持，這份殊榮不僅是對我努力的肯定，更加深了我對社工使命的承擔。我深信社工的力量能夠生命影響生命，因此未來我將繼續精進專業知識，掌握更多介入技巧，懷著同理心與熱誠服務弱勢社群，推動社會共融。我期望成為一名專業且具影響力的社工，讓愛與關懷在社會傳承！謝謝！”



10km Race Champion, Social Work Day Long Run, Hong Kong Social Workers Association 社工長跑 十公里賽冠軍 -- 香港社會工作人員協會 同行共跑 2025

Chan Ho (Gemo), 陳灝

“好高興可以喺呢次比賽中獲獎。當然嘅天氣都幾適合比賽，所以我即使唔係最好嘅狀態都有不錯嘅發揮。我覺得今次社工長跑嘅氣氛都非常好，好多唔同嘅人都喺賽道附近為我地打氣，特別係 4x1 公里接力賽，完全可以感受到香港其他長跑賽嘅氣氛。下年我會開始實習，即使壓力會大同時間會少左，我都會繼續抽時間每日訓練，希望下年無咗啲社工長跑定係其他賽事中獲得更好嘅成績。”

AIA Scholarships 友邦獎學金

In the 2024/25 academic year, our department has a total of 12 students who received the AIA Scholarship. Among them, eight are renewal recipients, while four are first-year students receiving it for the first time. Below is a sharing from alumna Miss Melody Wu, one of the recipients who had been awarded the AIA Scholarship for four consecutive years.

2024/25 學年，本系共有 12 位同學獲得友邦獎學金，當中八位是續發，而四位一年級學生是首次獲得。以下是校友胡兆璧小姐，其中一位連續四屆獲發友邦獎學金得主的獲獎感言。

Wu Siu Pik, Melody (graduate, 2024)

胡兆璧 (2024 畢業生)

“With deepest gratitude, I extend my heartfelt thanks to AIA Scholarships for their generous support, which has illuminated my academic path and empowered me to seize enriching experiences that shape my future. This scholarship is not just financial assistance—it is a beacon of opportunity, inspiring me to strive for excellence and give back to the world.”



Outstanding Performance Scholarship (OPS) 卓越表現獎學金 (2024/25)

Chung Kai Yan, Happy 鍾佳殷

“This recognition is a testament not only to my hard work and dedication in my studies, but also to my sincerity and enthusiasm for being a professional social worker. I sincerely believe that education is essential in equipping myself to be more competitive. With the support of the SPSS, I am inspired to take meaningful steps forward. I intend to utilize this scholarship to further equip myself and delve deeper into child-based settings by enrolling in courses related to social work, such as those focused on Special Needs Children and Expressive Art. My pursuit is to create positive change, no matter how small, particularly for children. I hold dear the idea that “a small step for man is a giant leap for mankind.” Even the tiniest spark of light can shine brightly in the darkest night, reminding us of the profound impact we can have on the lives of others.”



Talent Development Scholarship (TDS) 才藝發展獎學金 (2024/25)

WAN Fai yueng, Eric 尹暉楊

“在過去兩年裡，除了積極投身學業和校內活動外，我亦十分感恩能夠兼顧非學術方面的發展，包括足球、氣槍實用射擊及音樂等。在全港公開賽中與來自不同背景的对手切磋，讓我有機會在多個舞台上發揮所長，亦有幸獲得多個獎項。今年再次獲頒「才能發展獎學金」，我深感榮幸，這份肯定不僅認可了我在非學術領域的努力，更鼓勵我繼續積極培養和發展個人興趣。”



Link University Scholarship 領展大學生獎學金 (2024/25)

Tsai Tsz Ching 蔡子澄

“我非常榮幸和感激能夠獲得這個領展大學生獎學金。這個獎項不僅是對我努力的肯定，更是對我未來的激勵。我深深感激身邊許多的老師和朋友，他們在我學習的過程中給予了我寶貴的建議和無私的支持。正是因為有他們的鼓勵，我才能在面對挑戰時保持堅持，並不斷成長。獲得這個獎學金後，我會更加虛心學習，保持謙虛的心態，努力朝向更高的目標邁進。我希望能夠將所學的知識和技能運用於社會工作中，為更多需要幫助的人提供支持和關懷。未來，我會持續努力，力求成為一名出色的社工，回饋社會，實現自己的價值。這份榮譽不僅是我個人的成就，更是我對未來責任的承諾。”



Miss Tsai Tsz Ching (second right); 蔡子澄同學 (右二)

The achievements by faculty members 教師們所取得的成就

Prof. Esther CHOW Oi-wah 周愛華教授

Prof. Esther Chow has made outstanding contributions to both teaching and research. This academic year, she successfully launched the MSW programme at SYU and published a pioneering book on narrative therapy. She was also awarded a Fellowship by the Hong Kong Academy of Social Workers, recognizing her leadership and innovation in the profession.

周愛華教授在教學與研究方面均有卓越貢獻。這學年她成功地在樹仁啟動了社會工作碩士課程，並出版專書探討敘事治療。同時，她獲香港社會工作專科院頒授院士榮銜，表彰其在專業領域的領導與創新。

1. As the first author of this co-authored book, Prof. Chow published *Narrative Therapy with Older Adults: Stories, Wisdom, and Resilience*, with Columbia University Press, highlighting innovative approaches in narrative therapy for older adults. The other two authors are Lauren Taylor, and Ada Mui.

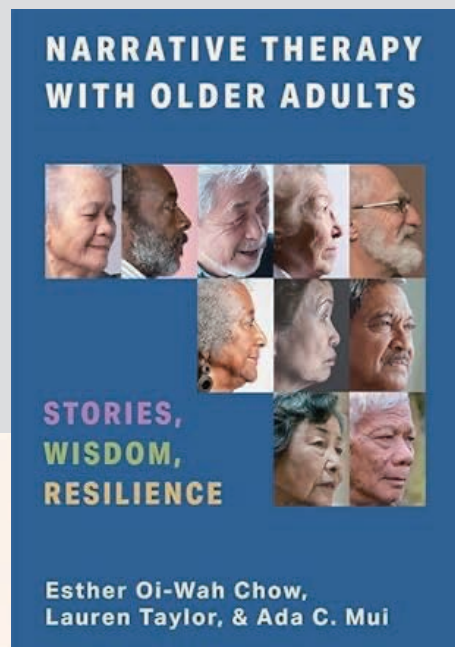
2. Reflection on Being Awarded as a Fellow by the Hong Kong Academy of Social Workers

Receiving the designation of a Fellow from the Hong Kong Academy of Social Workers (HKASW) is an incredible honour for which I am both humbled and grateful. This recognition serves not only as a personal achievement but also as an affirmation of my commitment to the social work profession and the positive impact it can have on individuals and communities.

Reflecting on this journey, I am reminded of the challenging yet rewarding path that has led me here. Each experience, from working closely with vulnerable populations to advocating for social justice, has shaped my understanding of the complexities involved in social work. This fellowship acknowledges the dedication that social workers exhibit daily, and I feel privileged to stand alongside my esteemed colleagues who share a similar commitment.



Prof. Esther Chow (Middle)
周愛華教授 (正中)



作為這本合著書籍的第一作者，周教授與哥倫比亞大學出版社出版了《Narrative Therapy with Older Adults: Stories, Wisdom, and Resilience》，書中針對年長者的敘事治療創新方法，突顯了他們的生活故事，生命智慧及抗逆力。其他兩位作者是 Lauren Taylor 和 Ada Mui。

獲香港社會工作專科院頒授院士榮銜的反思

獲得香港社會工作專科院（HKASW）頒授院士榮銜，是一份令我深感榮幸與感激的殊榮。這項認可不僅是個人的成就，更是對我一直以來對社會工作專業承諾的肯定，以及其對個人與社群所能帶來正面影響的認同。

回顧這段旅程，我想起一路走來既具挑戰又充滿收穫的歷程。每一次經歷——無論是與弱勢群體的緊密合作，還是為社會公義發聲——都深化了我對社會工作複雜性的理解。這項院士榮銜肯定了我對社會工作每天所展現的專業精神，而我亦感到無比榮幸，能與一眾同樣堅守信念的同儕並肩而立。

這份認可激勵我更深入地投入專業實踐，並積極尋求創新的解決方案，以應對當前社會所面對的

This recognition inspires me to delve deeper into my professional practice and to seek innovative solutions to the issues facing our society. I am particularly motivated to enhance my efforts in areas such as mental health support, community empowerment, and policy advocacy. I believe the fellowship will provide me with valuable opportunities for collaboration, networking, and continuous learning, further enriching my contributions to the field.

Moreover, this milestone has reignited my passion for mentorship and education. I am eager to guide and support emerging social workers as they navigate their paths, ensuring that the principles of empathy, resilience, and ethical practice remain central to our profession. In conclusion, being awarded as a Fellow by the HKASW is not merely a title -- it is a call to action. It reminds me that the work we do is vital in fostering social change and promoting the well-being of individuals and communities. I am excited about the responsibilities that come with this recognition and look forward to what lies ahead in our shared mission to create a more equitable society.

Dr. Steve FONG Fu-fai 方富輝博士

Dr. Fong shares two milestones that highlight his dedication to advancing social work — his election to the Social Workers Registration Board and the sector-wide recognition of his work supporting carers. These reflections offer insight into his commitment to professional advocacy and impactful service delivery.

方博士分享了他在社會工作領域的兩項重要成就——成功當選社工註冊局成員，以及其支援照顧者工作的項目獲得業界嘉許。這兩篇感想展現了他在專業倡議與服務創新上的堅持與貢獻。

種種挑戰。我特別希望在精神健康支援、社區賦權及政策倡議等領域加強努力。我相信，這項榮譽將為我帶來寶貴的協作、交流與持續學習機會，進一步豐富我對專業的貢獻。

此外，這個重要的里程碑也重新點燃了我對指導與教育的熱情。我渴望在新一代社工的成長路上提供引導與支持，確保同理心、堅韌與倫理實踐等核心價值，能持續在我們的專業中發揚光大。

總結而言，獲頒 HKASW 院士榮銜不僅是一個頭銜，更是一份使命的召喚。它提醒我，我們的工作對推動社會變革與促進個人及社群福祉至關重要。我對這份榮譽所帶來的責任感到振奮，並期待在我們共同追求更公平社會的路上，繼續前行。



(From Left): Ms. LEE Shuk-ha, Carmen; Ms. LEE Yuk-chi; Mr. HUI Chung-shing, Herman; Mr. YUEN Hon-lam, Joseph; Mr. CHIU Han-man; Mr. FONG Cheung-fat; Dr. Fong Fu-fai

(左起): 李淑霞女士、李玉芝女士、許宗盛先生、袁漢林先生、趙漢文先生、方長發先生、方富輝博士

Elected as a Member of the Social Workers Registration Board

The past year has brought significant changes to the social welfare sector. One major shift was the government's reduction in funding to social welfare organizations, forcing many agencies to urgently seek cost-saving measures. As a social work educator, I've grown increasingly concerned about the career prospects of my students after graduation.

Meanwhile, in July 2024, the government passed an amendment to the Social Workers Registration Ordinance, expanding the number of board members from 15 to 27. Of these, only eight seats remained for elected members, to be chosen in the December election. After the restructuring, just one appointed member represented social work academic institutions. I firmly believe that the voices of social work educators must not be overlooked. With this conviction, I decided to run in the election to advocate for the quality of social work training.

I am deeply grateful for the support of my colleagues across the sector, which enabled me to become the sole elected member from academia. Since joining the board, I've participated in the Committee on Professional Conduct, Committee on Continuing Professional Development, and the Committee on Qualification Recognition, hoping to make meaningful contributions to various aspects of the profession.

當選社工註冊局民選成員

過去一年，社福界面臨重大轉變，其一是政府削減社福機構撥款，迫使各機構積極尋求節省開支對策。作為社工老師，我對學生畢業後的就業前景感到擔心。在另一方面，政府在 2024 年 7 月通過《社工註冊條例》修訂草案，將註冊局成員由 15 人增至 27 人，民選席位則僅剩 8 位，於 12 月選舉中選出。改組後，註冊局只有一名委任成員來自社工院校。我深信社工教育界的聲音不容忽視，為爭取重視社工培訓質素，我毅然參選民選成員。

衷心感謝業界同工的支持，使我有幸成為唯一一位來自院校的當選成員。入局後，我先後加入「專業操守委員會」、「持續專業進修委員會」及「學歷認可委員會」，期望在多個範疇為社工界帶來貢獻。

“Most Impactful on Livelihoods” Social Welfare Recognition Award

Another new challenge in my professional journey has been taking on the Social Welfare Department’s commissioned operation of the “Information Gateway for Carers.” In the past, serving several thousand beneficiaries was already considered a great achievement. I never imagined reaching a much broader scale.

Since the platform’s launch in November 2023, it has recorded over 3.7 million web traffic—an unprecedented milestone in my social work career. Even more encouragingly, the success of the Gateway has been recognized by the sector, earning the “Most Impactful on Livelihoods” award at the “Heart to Heart” Social Welfare Recognition event. I was honored to personally receive the award from Eric Chan Kwok-ki, Chief Secretary for Administration of Hong Kong and a fellow alumnus of Hong Kong Shue Yan University.

「最具民生影響力」社福好事大獎

工作上的另一新挑戰，是受社會福利署委託營運「照顧者資訊網」。以往做前線服務時，有數以千計的受惠人數已算是十分理想，未曾想過能達至更大規模。自 2023 年 11 月上線以來，「照顧者資訊網」的活動瀏覽量已突破 370 萬次，讓我在社工生涯中迎來前所未有的突破。更令人鼓舞的是，平台的成果獲業界認同，榮獲「心連心」主辦的「最具民生影響力」社福好事大獎，我亦十分榮幸能親身從樹仁校友——政務司司長陳國基先生手中接過獎座。



(From Left) Mr. Luo Jianjun, Director of the Social Work Department of the Liaison Office of the Central People's Government in the Hong Kong Special Administrative Region; Miss Zoe Li Siu Heung; Dr. Fong Fu Fai, Steve; Mr. Chan Kwok-ki, Chief Secretary for Administration; Mr Chris Sun, Secretary for Labour and Welfare

(左起) 中央人民政府駐香港特別行政區聯絡辦公室社會工作部部長羅建君先生、李小姐、方富輝博士、政務司司長陳國基、勞工及福利局局長孫玉菡

Dr. Kitty MO Yuen-han 武婉嫻博士

We are honoured to feature a reflection by Dr. Kitty Mo, recipient of the 2023/24 Teaching Excellence Award at Hong Kong Shue Yan University (HKSJU). This prestigious university-wide award celebrates educators who exemplify a deep commitment to teaching and has made a meaningful impact on their students' learning experiences.

Dr. Mo's reflection offers a compelling look into her dynamic teaching journey, where immersive technologies and a spirit of continual innovation converge to create meaningful, student-centered learning experiences.

我們很榮幸刊登武婉嫻博士的教學反思。她是香港樹仁大學 2023/24 年度卓越教學獎的得主。這個全校性的獎項旨在表揚那些對教學充滿熱誠，並在學生學習歷程中產生深遠影響的優秀教師。

武博士的反思為我們展現了一段充滿活力的教學旅程，當中融合了沉浸式科技與持續創新的精神，致力營造以學生為本、富有意義的學習體驗。

Moving beyond traditional teaching approaches

My teaching approach integrates innovative technologies that go beyond traditional methods. Gamification is a key aspect of my strategy, particularly during tutorial lessons. Students actively engage with various gaming platforms, metaverse platforms, and Matterport models, fostering active learning.

I use CoSpaces to develop interactive web-based game stories that simulate procedures such as client admissions and application processes. This promotes student engagement and comprehension through active participation and follow-up questioning. I also incorporate Matterport models of real-world environments, such as a senior's home, allowing students to navigate the Matterport 3D space, identify hazards, and develop safety plans.

Additionally, I employ Spatial.com to create metaverse environments—such as “David's messy home,” which is filled with rubbish—to facilitate exploration and understanding of the daily living challenges faced by the elderly. Students can access these virtual environments using iPads, mobile phones, or computers during tutorial sessions. Head-mounted displays are also provided to enhance the immersive experience of exploring these home environments.

This award holds great significance for me, as it motivates me to continually explore and develop diverse teaching methods. I am committed to moving beyond traditional approaches, recognizing that societal progress is rapid and students evolve each year. Techniques that worked well in the first year may become outdated by the third, so I make a conscious effort to innovate and adapt in order to keep my teaching practices current and effective.

Furthermore, I aim to meet the needs of diverse learners. My technology-integrated course supports self-exploration and visual learning, helping students understand concepts such as home safety through engaging, visually rich models in metaverse and Matterport environments.

Looking ahead, I plan to focus on two main areas: first, to further leverage the technologies I am already proficient in and find innovative ways to enhance their use; and second, to explore and learn new technologies, including investigating the potential of incorporating artificial intelligence into my teaching methods.

超越傳統教學模式

我的教學方法融合了創新科技，超過了傳統的教學方式。遊戲化是我教學策略中的一個重要元素，尤其在導修課中更為突出。學生積極參與各種遊戲平台、元宇宙平台及 Matterport 模型的操作，從而促進主動學習。

我使用 CoSpaces 開發互動式網頁遊戲故事，模擬如個案接收及申請流程等程序，透過學生的主動參與及後續提問，提升他們的投入感與理解能力。我亦引入 Matterport 的真實環境模型，例如長者之家，讓學生在 3D 空間中導航、辨識潛在危險，並制定安全計劃。

此外，我運用 Spatial.com 創建元宇宙環境，例如「David 的凌亂家居」，裡面堆滿垃圾，幫助學生探索並理解長者在日常生活中面對的挑戰。學生可透過 iPad、手機或電腦進入這些虛擬空間進行導修課學習，並提供頭戴式顯示器以提升沉浸式體驗。

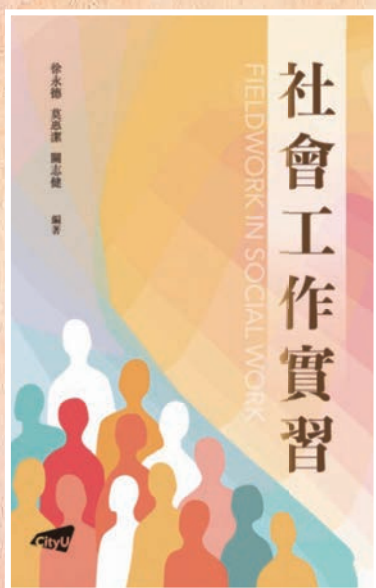
這個獎項對我意義重大，它激勵我不斷探索和發展多元的教學方法。我致力於超越傳統，因為我深知社會發展迅速，學生每年都在改變。第一年有效的教學技巧，到了第三年可能已不合時宜，因此我有意識地創新與調整，以確保教學方式持續有效並與時並進。

此外，我希望能照顧到不同學生的學習需要。我的科技融合課程支援自我探索及視覺學習，透過元宇宙與 Matterport 的豐富視覺模型，幫助學生理解如家居安全等抽象概念。

展望未來，我計劃聚焦兩個方向：第一，進一步善用我已掌握的科技，並尋求創新方式加以優化；第二，探索並學習新科技，包括研究將人工智能融入教學方法的可能性。



From Right: Dr. Kitty Mo, Dr. Steve Fong
右起：武婉嫻博士、方富輝博士



Dr. Linda MOK Wai-kit 莫惠潔博士

Dr. Mo participated as a co-editor and contributor of a new book titled "Social Work Practicum". In this book, several authors draw upon their many years of experience to articulate the unique features and implementation methods of social work practicums. One of the contributors is **Dr. Priscilla Chung Yuet-kiu** from our department. The other two co-editors are Dr. Tsui Wing-tak and Dr. Kwan Chi-kin. The book is published by City University of Hong Kong Press.

莫惠潔博士參與編著的新書名為《社會工作實習》，書中多位作者基於他們多年的經驗，總結成文闡述社工實習的特色和推行方法，其中一位作者是本系的**鍾月嬌博士**。另外兩位編者是徐永德博士及關志健博士，這書由香港城市大學出版社負責出版。



Mr. Toby YIP Chi-yan 葉智仁老師

The Courage to Play: Career and Life Development Services with Serious Leisure and casual Leisure Approaches is a new book on career and life Development, co-authored by chief editor Mr. Toby Yip and several social workers from the Hong Kong Children & Youth Services (HKCYS). Another co-editor, Dr. Kent Lam is a former part-time lecturer in our department. Two other contributors are also alumni of our department: Mr. Pui-lim Cheung and Mr. Kai-chit Ng. The book emphasizes the power of "play" as a starting point for life, advocates the values of diversity and inclusion, and promotes an environment conducive to youth career development.

《玩出勇氣—堅趣、輕趣兼備的生涯發展服務手法》是主編葉老師和多位香港青少年服務處的社工共同撰述的生涯學新書。另一位編著者林國強博士是本系前兼任講師，另有兩位作者亦是本系畢業生，分別是張沛廉先生及吳啟哲先生。書中強調「玩」的力量作為生活的起點，倡導多元包容的理念，促進有利於青年生涯發展的環境。

Alumni News and Voices

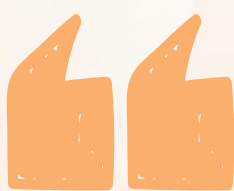
校友專頁

Welcome to the column Alumni News and Voices. Our editorial team warmly encourages all graduates to share their life and career stories with us.

歡迎來到「校友之聲」專欄。我們的編輯團隊熱切鼓勵所有畢業生與大家分享你的生涯與職涯故事。



Social Work Alumni Network
社會工作校友網絡 QR Code here



曾宏強 (2006 年畢業生) Can Tsang (2006 Graduate)

Hello, I am Can, a graduate from 2006. My four years at Shue Yan as a social work student feel like yesterday, and the bonds between teachers and students remain deeply rooted in my heart. Time flies, and next year will mark my 20th year in the social work profession!

Upon entering the field, I began my journey in substance abuse counseling. A few years later, I transitioned to my current organization, St. James' Settlement, where I have served in areas such as Intellectual Disabilities, Mental Health Recovery, Community Development, and Integrated Services for Street Sleepers. Currently, I dedicate my efforts to family services, focusing on the development of Child Protection Support Service. I am deeply grateful to the Lord for providing me with such diverse opportunities to accompany those in need across various roles. While I continually encounter challenges in learning and adaptation, I believe these experiences are shaping my future, enhancing my capacity to respond to the ever-evolving needs of society.

If you ask me what motivates me to embrace challenges, it undoubtedly comes from the love and unconditional support of my wife and daughter, as well as from my Shue Yan classmates who have grown with me, inspiring each other. Together, we share not only the joys and challenges of our work but also forge deep bonds as comrades on this life journey, supporting each other through both ups and downs.

To my mentors and friends, no matter the distance between us, you remain a vital source of strength in my heart, inspiring me to keep moving forward!



大家好，我是 2006 年的畢業生 Can。四年樹仁社工的校園生活恍如昨日，師生間的情誼至今仍深植心中。時光飛轉，明年將迎來我第 20 年的社工生涯！

初入行時，我曾在戒毒輔導服務工作，數年後轉到現職的機構—聖雅各福群會工作，由智障人士及精神復康服務、社區發展服務、露宿者綜合服務，直到如今專注於家庭服務，開展保護兒童支援服務的工作。感恩上主賜予我如此廣闊的機遇，讓我在不同崗位上與有需要的群體同行。雖然面對不斷學習與適應的挑戰，但相信這些經驗正為未來的我而打磨，更有力量去適應不斷變化的社會需要。

如果問我有何動力推動我迎接挑戰，不可或缺的，必然來自太太和女兒的愛護及無條件支持，還有與我一同成長，互相激勵，志同道合的樹仁同窗好友。我們不僅分享工作的喜悅與挑戰，更在這人生旅程中，成為彼此的戰友，共同走過高低起伏。

良師好友們，無論是否相隔千里，你們始終是我心中重要的力量，激勵著我持續前行！

