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Being a researcher-practitioner-teacher is a fruitful experience.

I enjoy professional practice in promoting mental health of individuals in the community. I have expanded my role from a practitioner to a researcher-practitioner-teacher when I assume my academic career. To me, effective clinical practice teaching involves the integration of three inseparable components: research, direct practice and teaching. As a researcher-practitioner, I am committed to the principle that all practices must be grounded in research. In addition, I prefer to be actively participating in the practice process myself. In almost all my clinical practice research projects, I have participated in the provision of counselling services in order to acquire a good grasp of how the counselling processes unfold and how certain concepts and skills can be meaningfully played out in the lives of the clients. Through this process, I make use of the clinical data and clinical practice wisdom generated from the practice to facilitate my publication and clinical teaching. The first-hand practice experiences have become practice wisdom that I can readily share with my students in class. This is particularly welcomed by many students who yearn for ways of integrating theories and practice in social work and counselling. On the other hand, the materials and data we developed through various practice research projects have been turned into journal articles, books and professional and client manuals. These materials can help students and professionals to readily understand and use the materials for their practices. Indeed, we have named this process the ‘SET’ model. While ‘S’ denotes services for our clients, ‘E’ stands for evaluation / research and ‘T’ means teaching / training for students and professionals. This is an interactive process whereby clinical practice teaching can feedback onto research and services and *vice versa*. To end this, I really enjoy the role of a researcher-practitioner-teacher and am thrilled to see how students have benefitted from our clinical practice teaching. Clinical practice teaching is an integral part of a counselling professional training and clinical practice teachers are valuable and indispensable in the process.”



WORDS OF APPRECIATION

"I first met Professor Daniel Wong in 1999 while he was my BSW course coordinator. After 16 years, I came back to HKU to study for my master's degree and I was fortunate to be his student again.

As postgraduate students in social work, we looked for advanced theories and skills in practice. In Daniel's class, you never felt bored as he could well illustrate the social work theories and models with updated local and overseas examples. In particular, I was impressed by his knowledge and clinical skills in Cognitive-Behavioral Therapy (CBT) which he demonstrated well in class through live demonstrations, role plays and coaching. Under his guidance, I could gradually build up my confidence in practising CBT in my practical work with my clients. Moreover, I appreciated his passion in improving the mental health counselling practice in Hong Kong. He has developed CBT practice manuals and tools for working with Chinese clients and provides training for frontline social workers and mental health workers.

Besides, Daniel shows concerns for his students outside the classroom. His sincere advice and support not only facilitated me to finish my dissertation, but also encouraged me to face the new challenge in my career. I would like to take this opportunity to express my gratitude to Professor Wong for his teaching and coaching."

MUI Kwan Wai
BSW 2000, MSocSc 2017

WORDS OF APPRECIATION

“First of all, I need to express my sincere gratitude and congratulations to Daniel.

Professor Daniel Wong is a professional, knowledgeable, kind-hearted and passionate teacher. His classes were always my favourite one. His clinical experiences and ways of teaching always make the classes fruitful and enjoyable. He gives lectures in a humorous way which enhances students’ learning. I still remember when I volunteered to demonstrate the CBT [Cognitive-Behavioral Therapy] skills with him in the first lesson. It’s not only a demonstration, but indeed a healing process that I was touched, cried and released. Other classmates were also impressed and texted me that night to thank for my sincere sharing and excellent demonstration. In fact, Daniel makes it all. He lets us step out of our comfort zone to try out the therapy in a humanised way.

Other than his teaching technique and knowledge, he has been a great teacher as he shows his care and passion. In this master’s degree, many of the classmates come from relevant background like social work or psychology, however, I am not. But he is able to lessen my worries and even gives me confidence. He is approachable that we are able to seek for his advice anytime and he will give us invaluable advice and insights that help our personal growth. At last, his devotion to teaching inspires me a lot. Teaching is not a job for him, but a vocation. From his passion shown in each class, you can see he truly loves what he is doing. He makes our learning insightful and meaningful. I wish his enthusiasm and expertise can influence more students’ lives in the future.

All in all, a great teacher makes difference. Daniel did make an impact on my life, which will last long and deep. I am very grateful to have Daniel to be my teacher, mentor and life coach.”

Sara LEUNG
MSocSc, current student