



## 政改示威事件：心理支援服務實務經驗分享會 內容撮要

日期： 2014年10月4日（星期六）  
時間： 下午2:00-下午3:30  
主辦機構： 香港社會服務聯會  
主講者： 香港心理學會臨床心理學組危急事故小組  
陳潔冰女士 胡潔瑩博士  
主要對象： 服務兒童及青少年之專業同工

### Summary of main principles in Psychological Support

#### Reference:

- General Psychology on Stress and Coping
- Psychological First Aid

Brymer M., Taylor M., Escudero P., Jacobs A., Kronenberg M., Macy R., Mock L., Payne L., Pynoos R., & Vogel J. *Psychological first aid for schools: Field operations guide, 2nd Edition*. (2012). Los Angeles: National Child Traumatic Stress Network. (available at [www.nctsn.org](http://www.nctsn.org))

#### Rationale

Psychological distress, if not appropriately handled, can carry long-term implication on overall well-being

#### Aims & Intentions

- To reduce distress arising from the present incident
- To foster short- and long-term adaptive functioning and coping

#### Helpful attitude

- Avoid presumptions
- Nurture psychological safety
- Take a developmental perspective
- Aim at clarifying rather than converting the clients

#### Components in Service Delivery

- Prepare for the service
  - Gather information on the degree and mode of involvement of clients in the present mass movement
  - Identify the vulnerable groups (those with history of mental health problems, with developmental problems, with little social support etc)
  - Identify the collaborators
  - Work out the strategies (when to do what by whom and how)
  - Be mindful of the aim and intention in psychological support
- Psychoeducation on the psychological impact of critical incident to raise **awareness** (see Table A)

- Psychoeducation and guidance on maintenance /restoration of **balance** through
  - Helpful coping (see Table B)
  - Gradual restoration of routines
  - Adjustment of problematic thinking (see Table C) through expanding perspectives
- Support and facilitate **connection**
  - Strengthen existing social network
  - Connect with necessary professional service
- Take care of oneself while helping others

Table A : Psychological impact of critical incident

	Negative Responses	Positive Responses
Physical	Fatigue, Sleep problem, Loss of appetite, Headache, Muscle tension, Other sensations / aftermath arising from the particular context of the incident	Alertness, increased energy
Emotional	Guilt, sadness, disappointment, anger, worry, fear, helpless, shame, irritated	Pride, confidence, involved & connected
Cognitive	Difficulty in concentration, Confused, Intrusive thoughts / images	Determined & resolved, sharper perception, courage, optimism, faith
Behavioural	Withdrawal, Reduced tolerance, prone to argument	Socially connected, altruistic helping behaviours

Table B: Coping

Helpful Coping	Unhelpful Coping
Rest (Physical & Mental), Physical exercise, Healthy diet, Regular schedule, Relaxation, Positive activities, Get support	At-risk behaviours, Extreme withdrawal, Extreme avoidance, Picking fights, Abandon self-care, Negative self-talks

Table C: Some examples of problematic thinking underlying distress in present incident

Problematic Thinking	Examples
All or None	<ul style="list-style-type: none"> <li>• 撐估中就係朋友／敵人，反估中就係敵人／朋友</li> <li>• 無意見就係騎牆</li> </ul>
Catastrophizing	<ul style="list-style-type: none"> <li>• 示威繼續，繼續停課，老師實教唔晒書，我 DSE 成績一定會差.....</li> <li>• 示威繼續，香港會好亂.....</li> </ul>
Emotional reasoning	<ul style="list-style-type: none"> <li>• 我無去靜坐（見到去靜坐啲同學勞碌，感到內疚），等於我係自私</li> </ul>
Blaming	<ul style="list-style-type: none"> <li>• 香港變成咁，完全係佢地做成</li> </ul>
Mind reading	<ul style="list-style-type: none"> <li>• 阿媽見到我就黑面，佢一定認為我攞事，唔生性</li> </ul>

Prepared by

Critical Incident Team, Division of Clinical Psychology, Hong Kong Psychological Society