



老友三缺一計劃

BEST FRIENDS THREE PLUS ONE

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BACKGROUND

o疾病影響

背景

Limited social support network affected by mental illnesses

o 服務使用者有強烈無助感,社交支援 薄弱

A sense of loneliness and helplessness

o 2014年開展計劃至今

On-going program since 2014







社會性比較

SOCIAL COMPARISON THEORY (FESTINGER, 1954)

o相同特徵, e.g.同是康復者→正常化

Sharing common characteristics with themselves, such as a psychiatric illness, in order to establish a sense of normalcy

o 增強樂觀感,推動康復者進步 「三人行,必有我師焉」

By interacting with others who are perceived to be better than them, peers are given a sense of optimism and something to strive toward.



服務對象 Marget Users

o 社交支援薄弱

Has narrow social support network

o有興趣和動力認識新朋友

Has a wish to make friends, expand and consolidate social support network

o 低動機的需要個案工作員較多投入

Case workers are encouraged to motivate and accompany the users to attend the activities if the users has low motivation





o 舉辦節數:152;參加者人次:726

No. of sessions in 2015 to 2016 was 152. No. of heads in 2015 to 2016 was 726.





第一階段:志趣相投 STAGE 1: "CONNECTION WITH SAME INTERESTS" •旨在聯繫有相同興趣的康復者,協助他們能認識志 同道合的朋友

They are motivated to know each other and get connection. Those programs aim at helping them to develop friendships.

> 舉辦不同類型的小組及活動 > 2015-2016年曾舉辦羽毛球、乒乓球、毛巾操、行山、健康舞及女性社交為主的聚會

Members with similar interests were invited to participate in groups held by staff, six programs had provided in 2015 to 2016.

o 舉辦節數:130;參加者人次:593

No. of sessions in 2015 to 2016 was 130.

No. of heads in 2015 to 2016 was 593.





羽毛球組



修身至Fit組





參加志趣相投後的感想

Sharing Time of Participating in "Connection with Same Interests"





第二階段:亦師亦友 STAGE 2: "PEER INSTRUCTOR"

旨在鼓勵會員成為導師,正所謂三人行必有我師 把自己擅長的才藝教授予其他會員

According to Recovery model, people have strengths and talents even who are diagnosed with mental illnesses. Therefore, we provide them opportunities to strengthen their talents in order to enhance their self-confidence. The programs of "Peer Instructor", members are supported to be an instructor to share their unique knowledge and skills with other members.

除了提升導師們的自信心,還希望凝聚他們,找到 有相同興趣的朋友。

On the other hand, both instructors and other members would be offered a platform to meet more friends so as to expand social support network.

(3)

o 舉辦節數:22;參加者人次:133

No. of sessions in 2015 to 2016 was 22.

No. of heads in 2015 to 2016 was 133.

亦師亦友 PHOTOS SHARING



手語歌



畫面譜



畫面譜



婦女組

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參加亦師亦友後的感想

Sharing Time of Being a "Peer Instructor"



第三階段:快樂同行

STAGE 3 : "HAPPY TOGETHER" SUBSIDY SCHEME

在「快樂同行」計劃中,我們亦鼓勵各位已參與老 友三缺一計劃的會員繼續自組令自己開心愉快的活動,每位會員每月可申請\$20的津貼。

Regarding "Happy Together" Subsidy Scheme, members are eligible to be subsidized with HK\$20 monthly to enjoy a lunch or an afternoon tea with other members. The activities would be arranged by themselves and the group size is limited to 3 to 5 members.

o 2015-2016年度總參加人次:163

Total heads in 2015 to 2016 : 163







Sharing Time of Joining "Happy Together" Subsidy Scheme



成效 EFFECTIVENESS



限制 LIMITATIONS

o人手投入度高

Manpower input was high

o短期成效不明顯

Short-term effectiveness was not obvious

o 成效需視乎參加者動力

Level of effectiveness would be depended on service users' motivation



未來發展方向

FUTURE PLANS

● 第四個階段 (Stage 4)● "Happy Gathering"(開心歡聚)

We will have two programs of "Happy Gathering", the Chinese name of the program is called開心歡聚. It will provide new members orientation session in order to let them know our service. Apart from that, it aims to recruit new members, know their interests and provide them a platform to meet new friends. Having an understanding of new members' interests can help us to design programs that they are interested.

"Self-initiated Activities" (自組活動)

Experienced members from (志趣相投, e.g.靚姐廚房、速龍小隊、 Sweet cook1cook及羽毛球組) are encouraged to organize an activity by themselves.

• 增加參加者投入度

It aims to increase their participation and involvement, gain selfconfidence and sense of control. The ultimate goal is to develop their leadership. The activity will be financially supported by the Centre. Members are expected to in-charge the program; they can seek staff opinion and assistance.

• 友誼維繫

Long-term bonding development



職員

協助

Staff

參加者

投入度高

主動性高 Participants

More involvement More initiative Assistant role





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THE END

Q & A