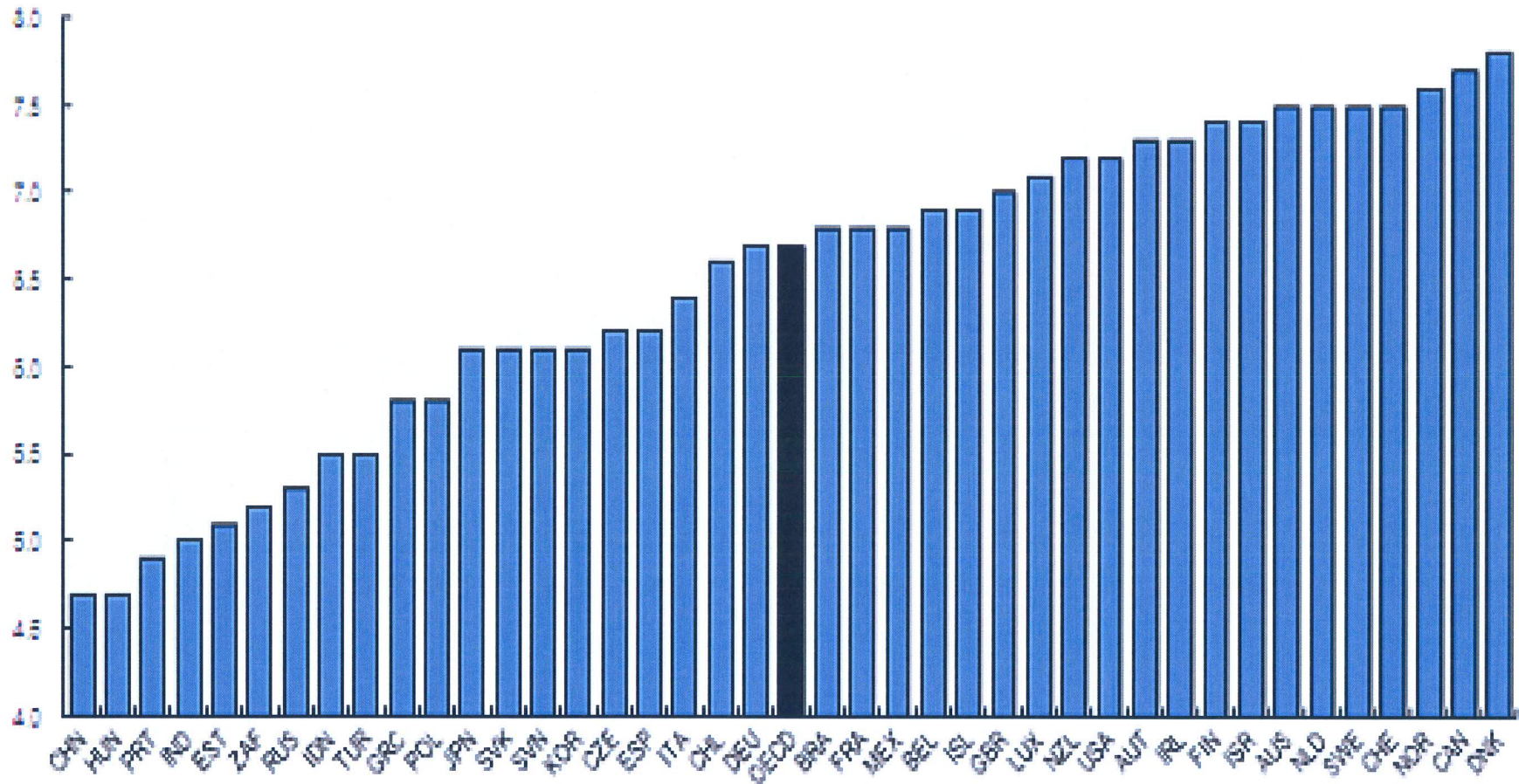# Hope Therapy Program for Promotion of Wellbeing

Dr Serena Ng

Task Group in Promotion of Wellbeing, HK/HA/OTCOC

2014

Life satisfaction
Cantril ladder, scale from 0 to 10, mean value in 2010

Source: Gallup World Poll , Organisation for Economic Cooperation and Development 2011

Seren Cheng (Dr.)
DMOT/KH
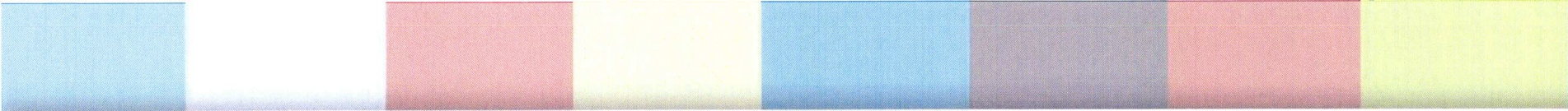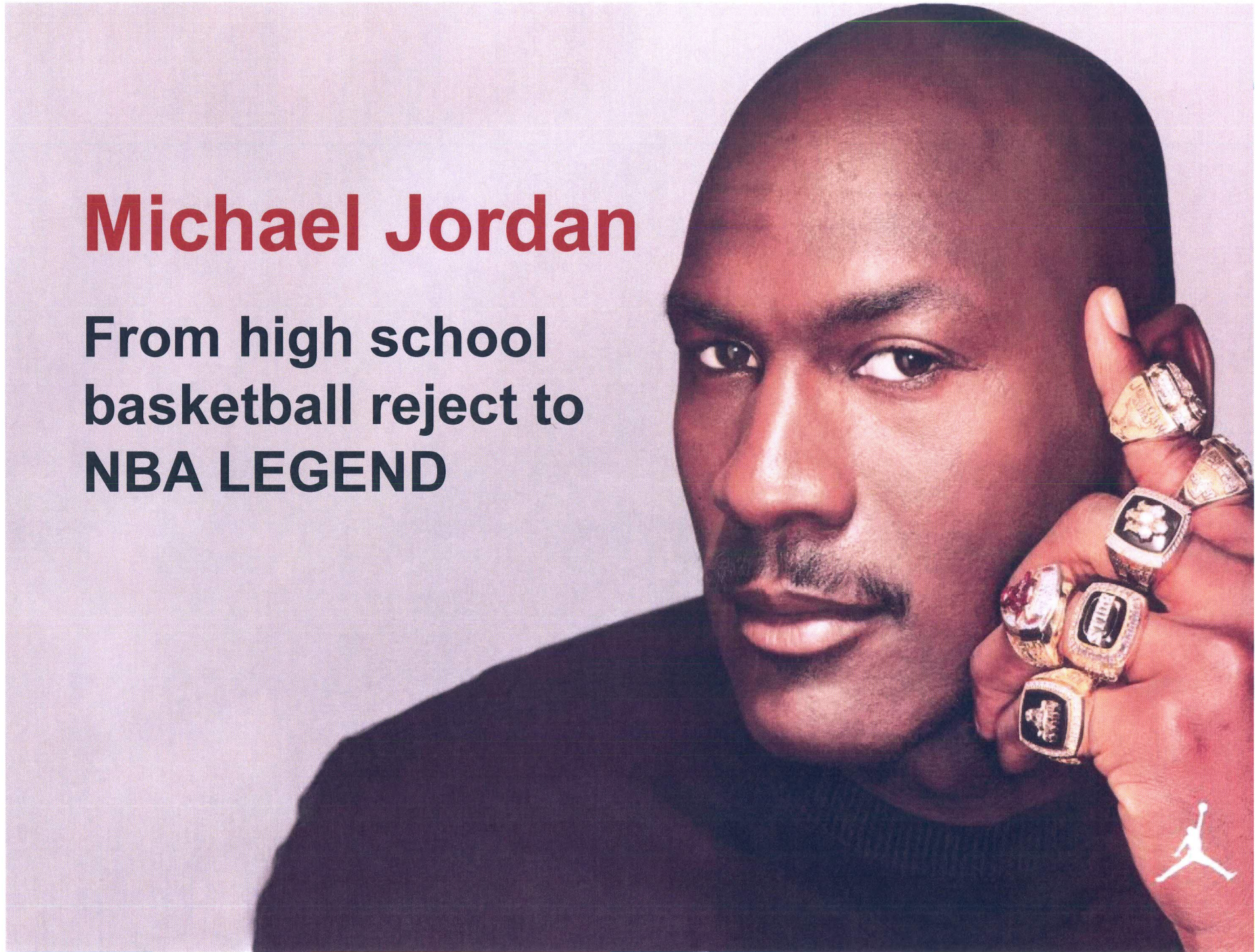
50 Reasons Not To Change

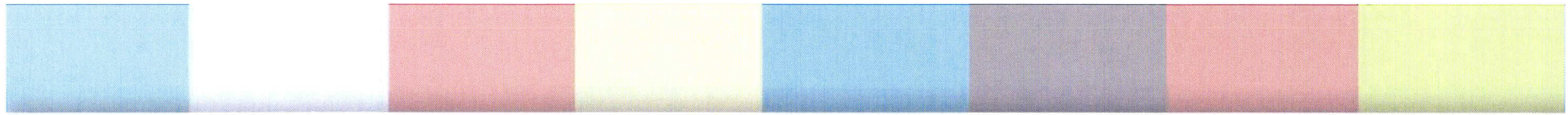How come most people seem to STRUGGLE for goal setting?

> 98%

Michael Jordan

From high school basketball reject to NBA LEGEND

How far you can go for **XYZ**?

Music

Sport

Work

Study

DREAMS

Children

Running

Friendship

Parents

Art

Family

Interest

To reconstruct A Daily Routine of Wellbeing

Figure 6: Tentative Model of Two Different Patterns of Occupation Connected to Different Experiences of Well-Being

High significance for well-being

Engaging
Relaxing
Irregular

Social
Regular
Basic

Get enough time

Low significance for well-being

Time-killing

Irregular

Basic

Kill too much time
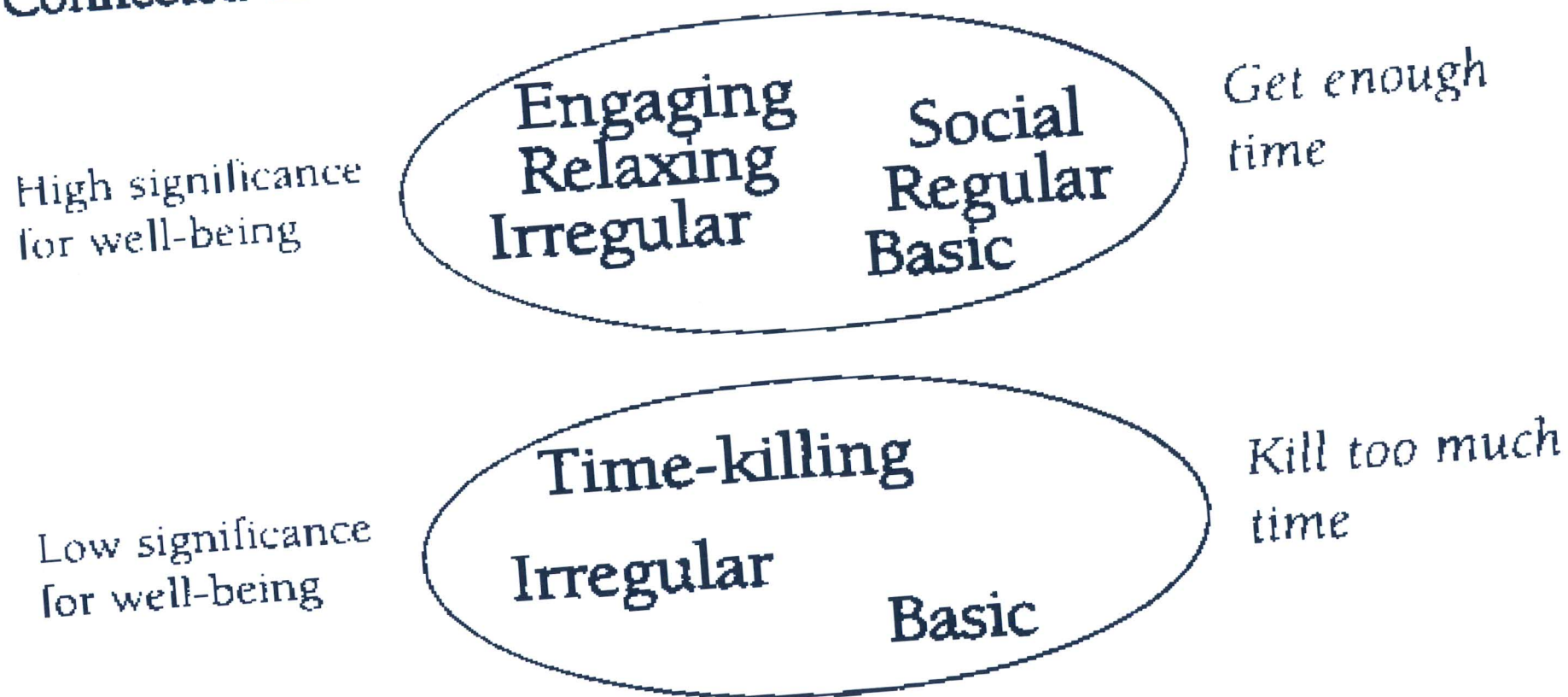
An occupational pattern significant for well-being

Jonson, 2008

Seren Cheng (Dr.)

Five ways
to wellbeing

"Five Ways to Wellbeing" www.neweconomics.org & www.foresight.gov.uk

Foresight's Mental Capital and Wellbeing Project has drawn on state-of-the-art research from across the world to consider how to improve everyone's mental capital and mental wellbeing through life.
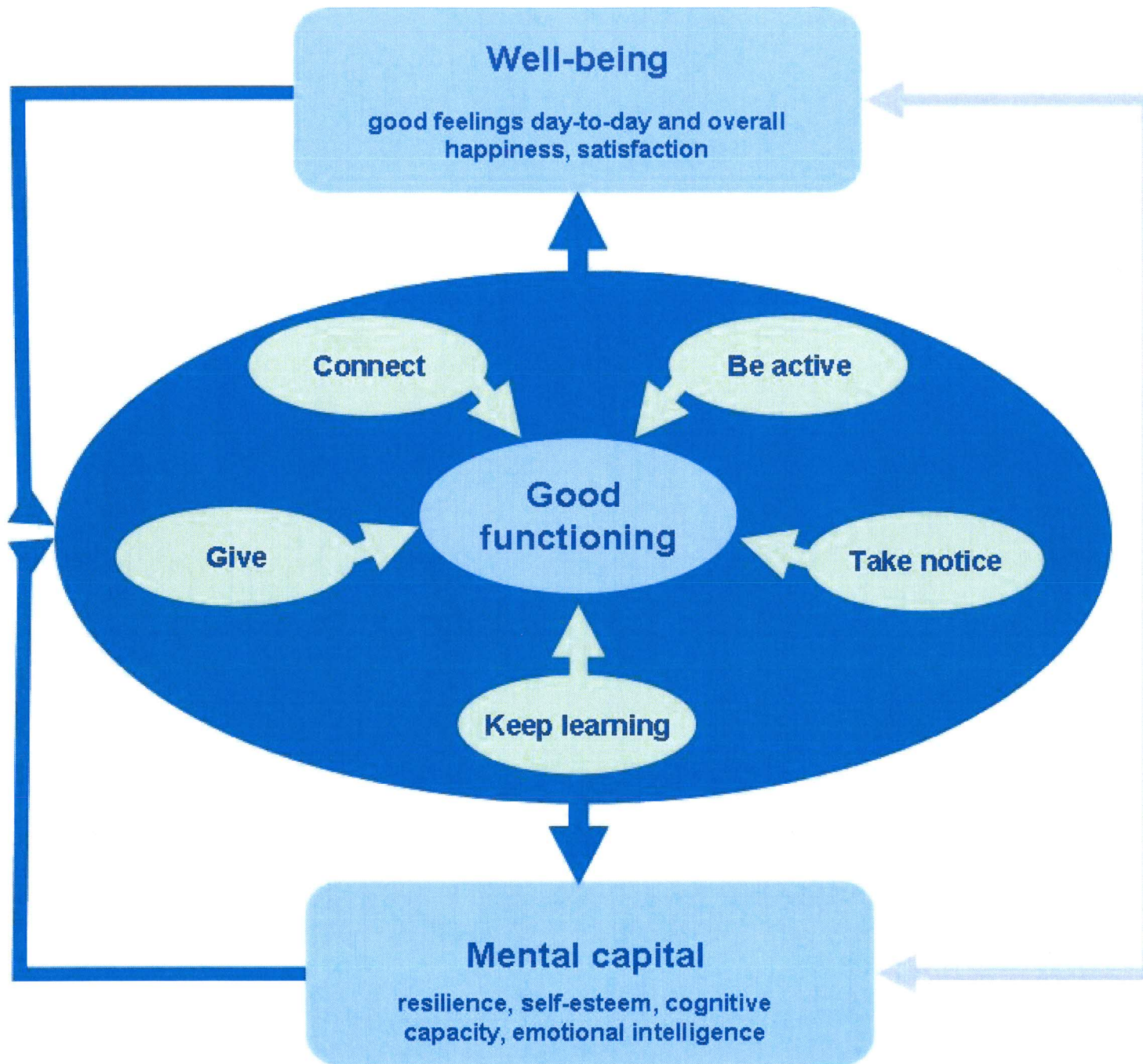
Evidence suggests that a small improvement in wellbeing can help to decrease some mental health problems and also help people to flourish.

The Project commissioned the centre for well-being at **nef** (the new economics foundation) to develop 'five ways to wellbeing': a set of evidence-based actions to improve personal wellbeing.

Seren Cheng (Dr.)
DMOT/KH

e 1: A model describing how the set of actions operates to enhance wellbeing.
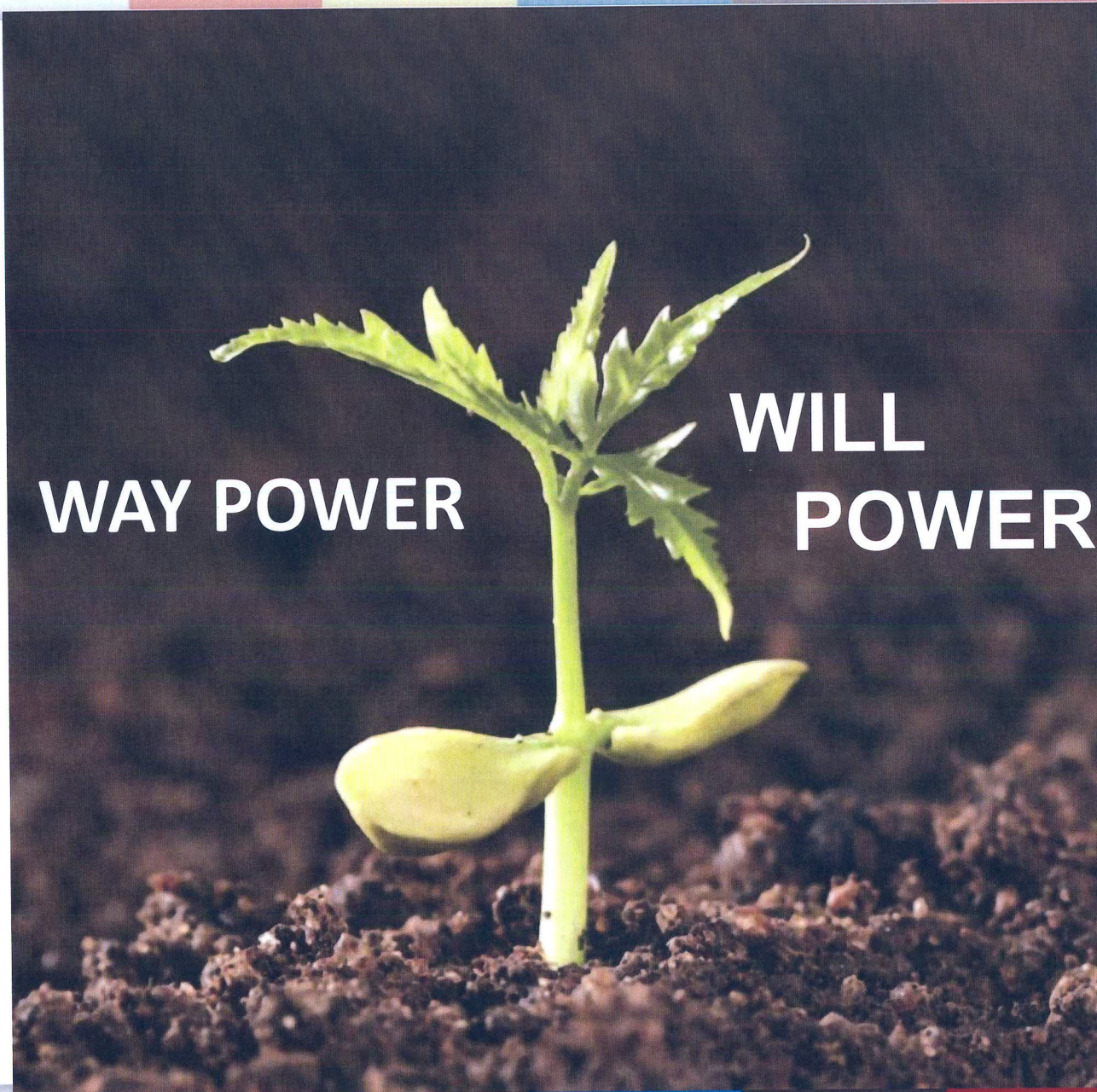
樂天生活五常法

- **常連繫**：常連繫身邊的人；包括於家中、學校、工作間、社區裡的家人、朋友、同事和鄰居。他們將成為您生命中的基石，請投放時間和他們建立一些聯繫，這將支援及豐富您的每一天。

- **常參與**：請到户外走走看看，嘗試一些令您感覺良好的活動，踏單車、遊戲、園藝、舞蹈或運動。重點是發掘一些合適自己能力及享受的活動。

- **常細味**：請保持好奇心，捕捉每段美好光景，留意不平凡的經歷，感覺天氣變化，細味生命每一刻；於步行中，於飲食中，與朋友共聚暢談。留心世界的發展及自己的感受。時刻對自己的經驗作出檢視，令自己懂得欣賞事物。

- **常學習**：嘗試新事物；重新發展一些久違了的興趣，並參與當中；接受不同的工作崗位；修理損毀的物件。學習樂器或嘗試烹調喜歡的食物。自願面對合適的挑戰，不斷學習新事物令您更自信，更快樂。

- **常施與**：對親人及外人寬容一點。常感恩，常微笑。抽空參與義務工作或社區組織。常抽離及自省。將社會脈搏連結個人生活及喜樂，您會感覺富足並增進與他人的聯繫。

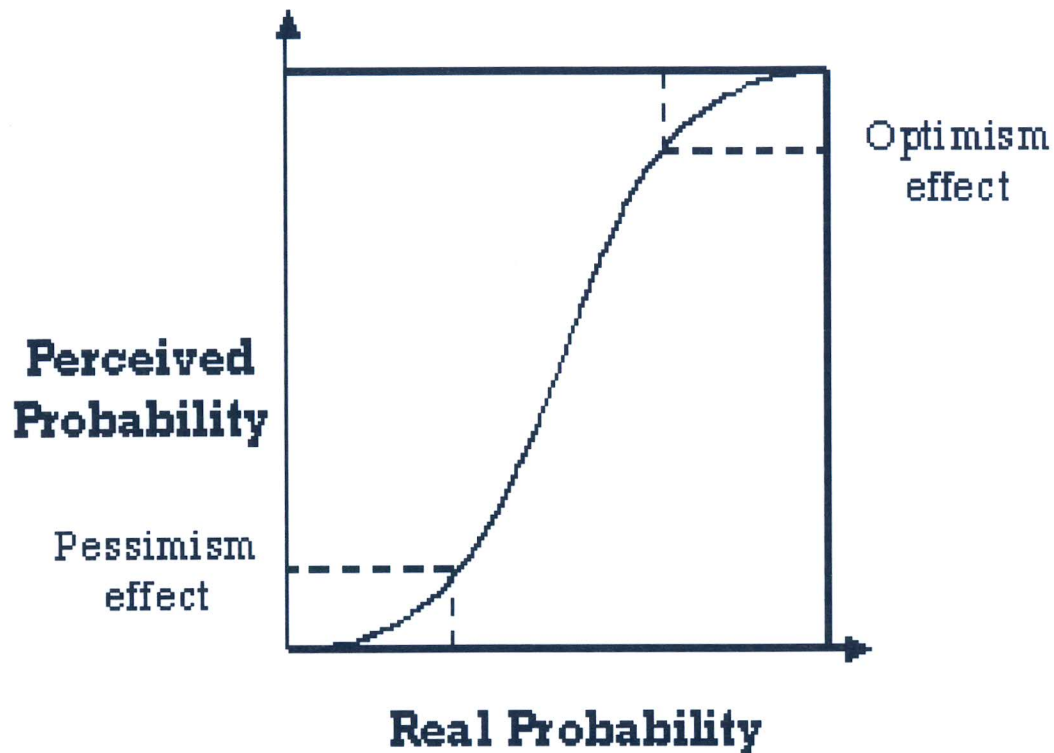*Abridged from "Five Ways to Wellbeing" www.neweconomics.org &*
www.foresight.gov.uk
Translated : Davis Lak, Serena Cheng, Danny Poon

Seren Cheng (Dr.)
DMOT/KH

WAY POWER

WILL POWER

The Hope Curve

Perceived Probability (vertical axis)

Real Probability (horizontal axis)

Optimism effect

Pessimism effect

Hope Components

1. Willpower (Wants)
2. Waypower (Ways)

Higher Hope =

Less psychological problem
•More positive outlook
•More self directed
•Better achievement
•More goals for life
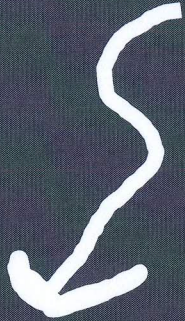•Greater confidence to solve life problems
•More problem solving skills

Hope is a generic deposition that may be a more powerful determiner of Motivation, Behaviour, and Persistence than the narrowly defined Self Efficacy or situational Beliefs.
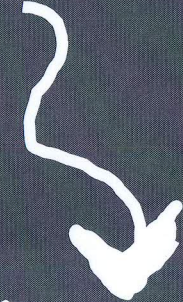**(Synder CR, 2002)**

Seren Cheng (Dr.)
DMOT/KH

5-Ways + Goal-setting

Occupational Engagement → Mental Well-being
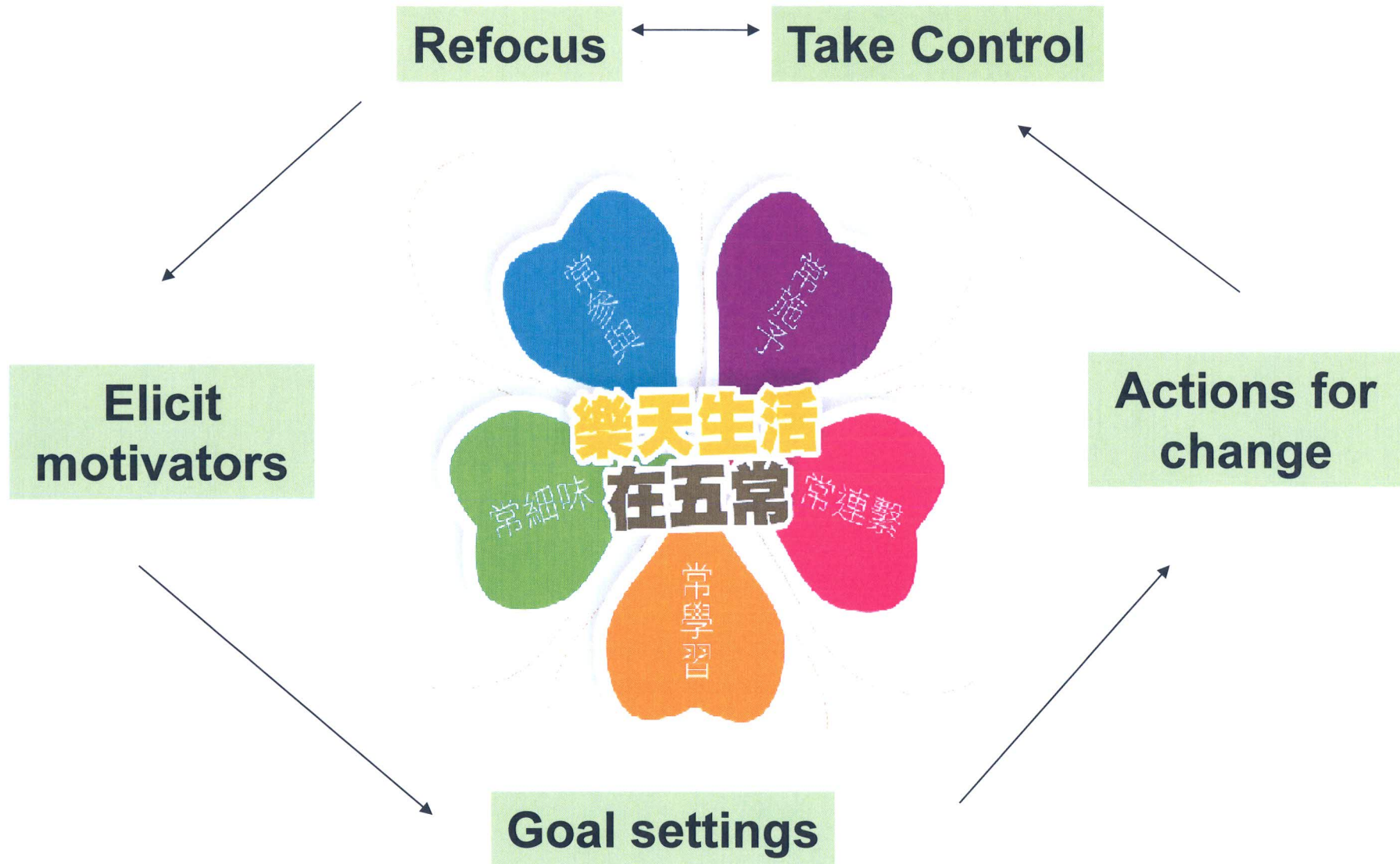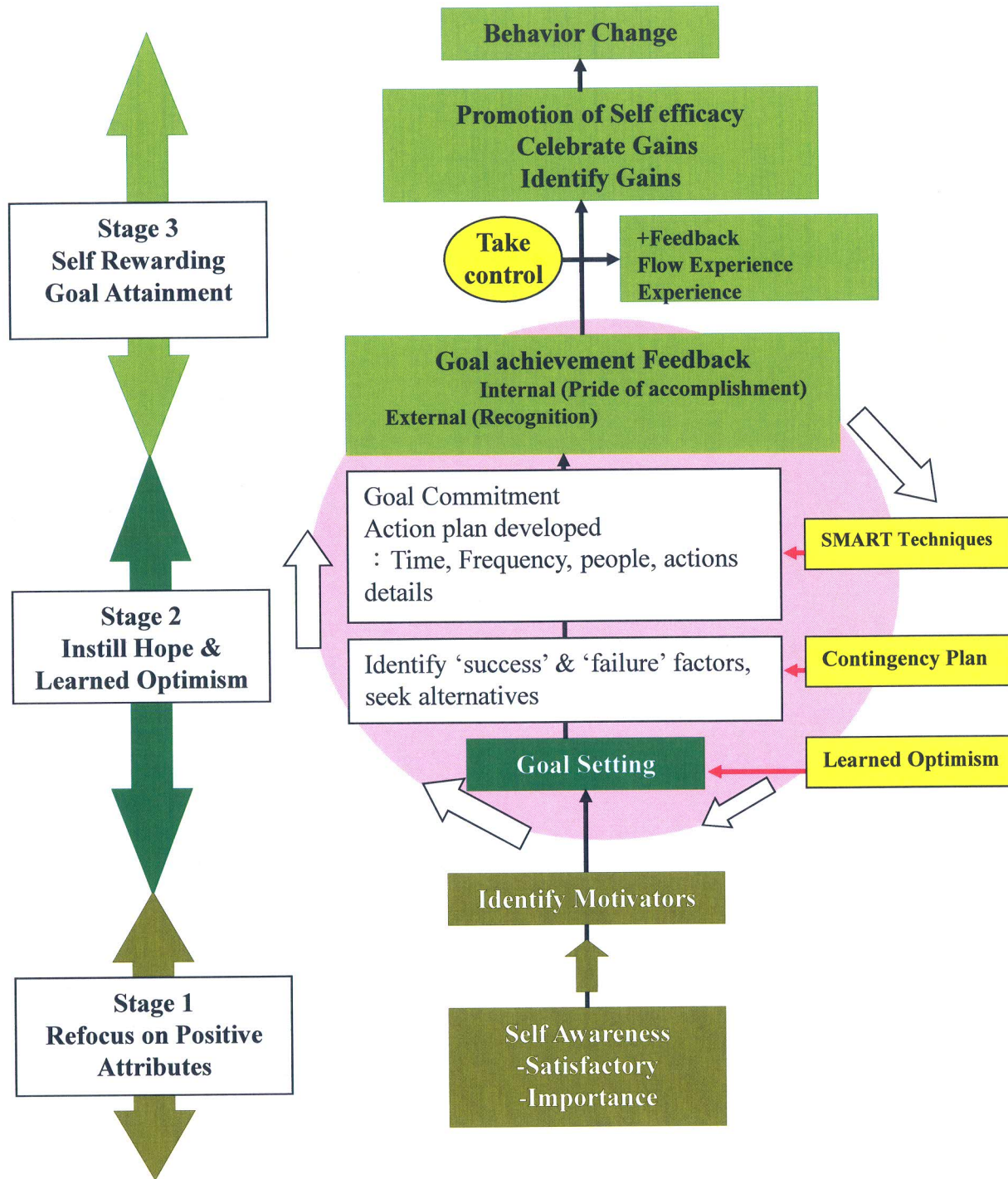
Hope
Optimism → Mental Well-being

Hope Therapy Program

Refocus ↔ **Take Control**

Elicit motivators

Actions for change

Goal settings

樂天生活
在五常

常欣賞
常留意
常細味
常連繫
常學習

Seren Cheng (Dr.)
DMOT/KH

Behavior Change

Promotion of Self efficacy
Celebrate Gains
Identify Gains

Stage 3
Self Rewarding
Goal Attainment

Take control

+Feedback
Flow Experience
Experience

Goal achievement Feedback
Internal (Pride of accomplishment)
External (Recognition)

Goal Commitment
Action plan developed
 : Time, Frequency, people, actions
details

SMART Techniques

Stage 2
Instill Hope &
Learned Optimism

Identify 'success' & 'failure' factors,
seek alternatives

Contingency Plan

Goal Setting

Learned Optimism

Identify Motivators

Stage 1
Refocus on Positive
Attributes

Self Awareness
-Satisfactory
-Importance

Stage 1.
Refocus on Positive Attributes

WILL POWER IS A MUSCLE. THE MORE YOU USE IT, THE STRONGER IT GETS.

Review the Goal Setting Model

Identify Motivators

Stage 1
Refocus on Positive
Attributes

Self Awareness
- Satisfactory
- Importance

Motivation

"to move"

Motivation

- We are goal-directed creatures
- We achieve goals to fulfill our needs in life

Needs → Values → Goals → Action

Values → Emotions → Action
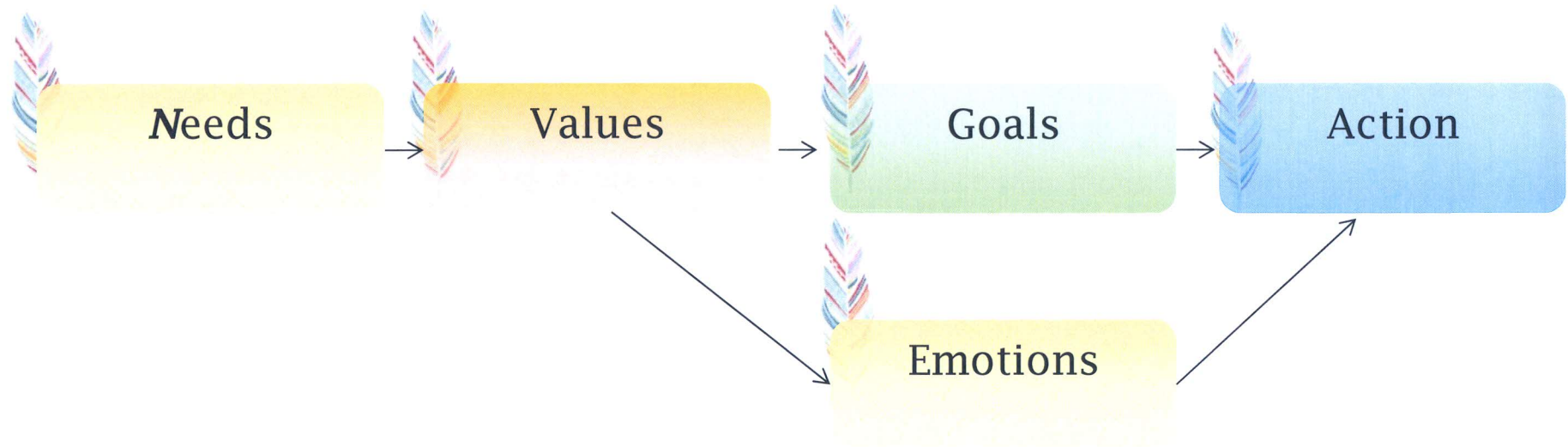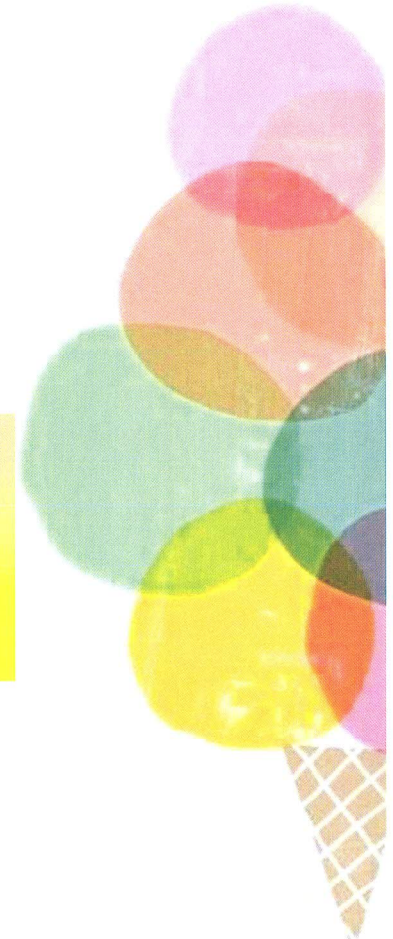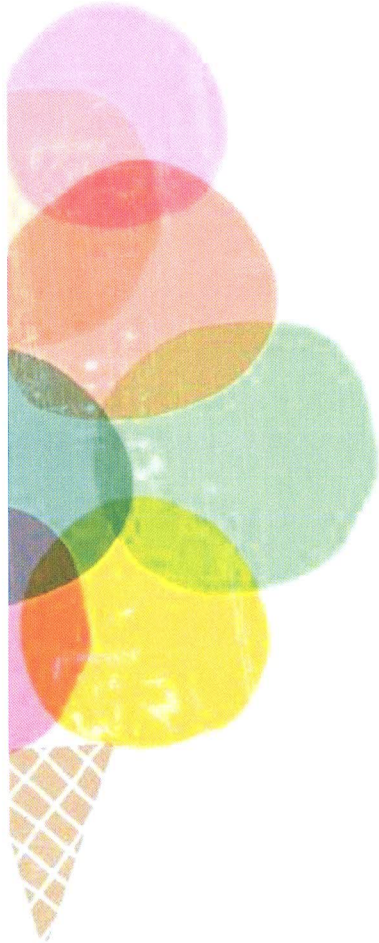
Motivation

Two Big Characteristics

Activation

"activate" to do something

"direct" ourselves in a certain way for specific outcome

Direction

Motivation

- Different ways, or pathways, to lead to a similar outcome

- Consider by the pros and cons, feasibility, past experiences and other factors before making the decision.
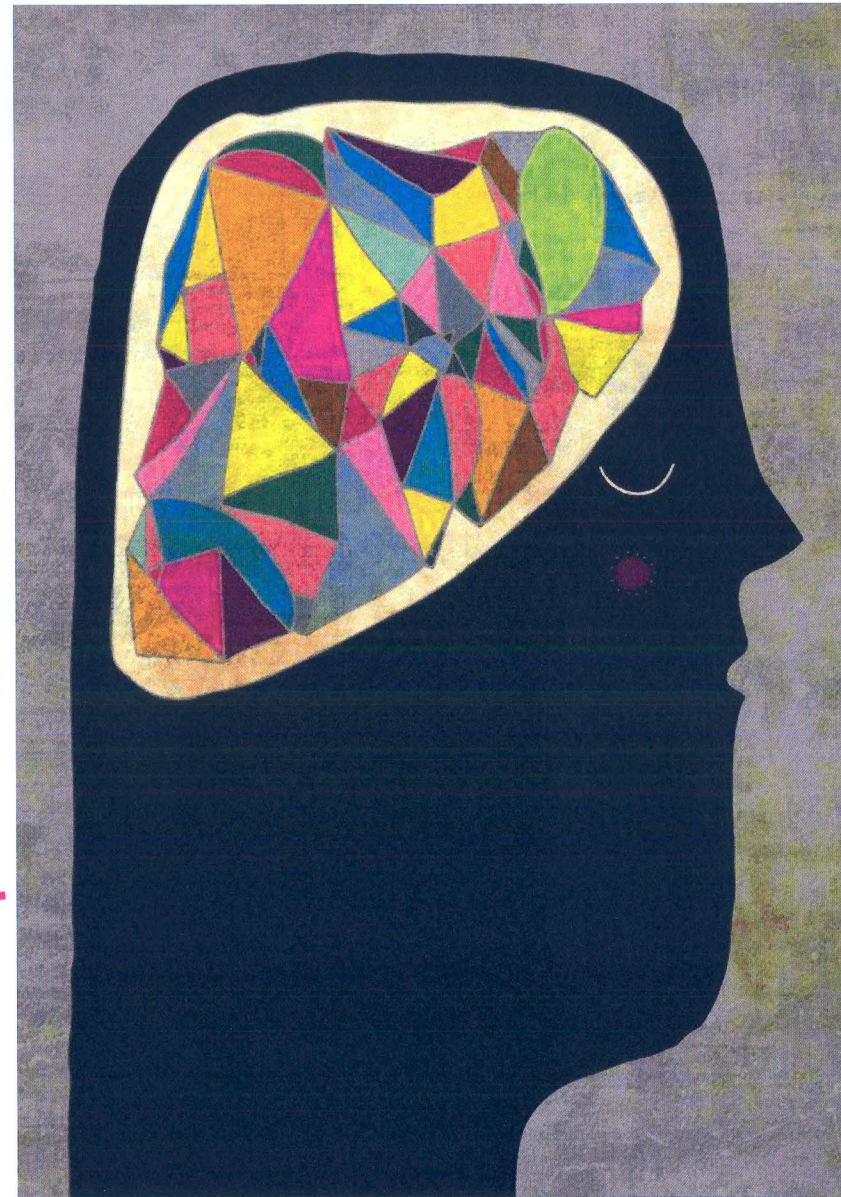
Values System
is changeable!!

- Similar Needs but *different Values*

- You will change your value from time to time...
  - life goal
- *Guided by different systems, e.g.*
  - Moral values (good or right codes)
  - Rational values (short/long-term pleasures)

brings along with the *emotions*

- To explore or even make change on the value system
- To experience a rewarding and positive taste in life
- By incorporating knowledge, skills and enhancing hope

Worksheet

- Understand and prioritize one's perception of VALUES
- Prepare the next step to identify GOAL and set up & execute the ACTION

了解自己生活各方面的需要及滿足

生活上有不同的層面、不同的需要我們要去顧及。有些範疇對我們來說非常重要，有些範疇我們可能覺得不太滿足，且有所追求及想作出改變！

以下為8個生活上不同的範疇，試試為各個的重要性、滿足度及（能夫作出改變的）信心度作出評分（5分最高）。

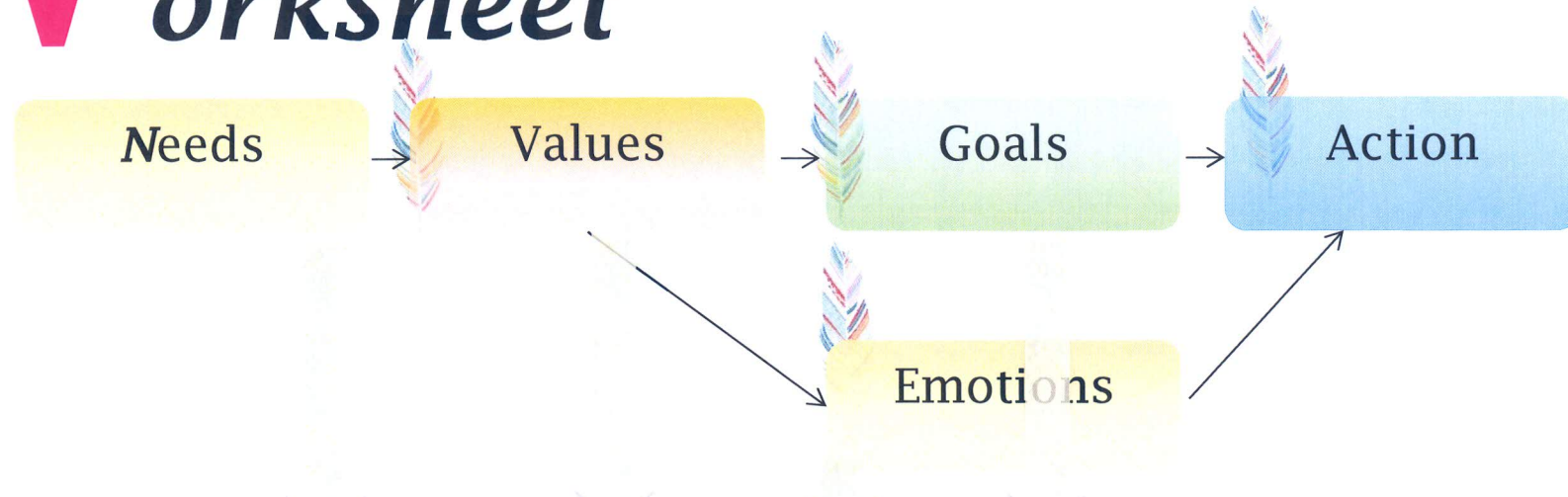|	生活範疇	重要性	滿足度	信心度
		最重要	最滿足	最有信心
1	身心健康	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2	生活起居 (自我照顧/獨立生活)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3	社交人際	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4	興趣 嗜好	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5	工作	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6	家庭關係	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7	求學進修	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8	靈性生活	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

以上的8個範疇，有哪3個你最想作出改變？
(1) _____ (2) _____ (3) _____
當中你最想改變的是....

_____
你對自己的信心有多大? (10分最高)
1 2 3 4 5 6 7 8 9 10
你有甚麼的推動力促使你去行動? (E.g. 家人/滿足感)
_____

Worksheet

Needs → Values → Goals → Action

Values → Emotions → Action

	生活範疇	重要性	滿足度	信心度
		最重要	最滿足	最有信心
1	身心健康	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2	生活起居 (自我照顧/獨立生活)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3	社交人際	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4	興趣 嗜好	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5	工作	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6	家庭關係	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7	求學進修	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8	靈性生活	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

- ◆ Confidence level to make changes
- ◆ To set and carry out the Goal for self

Worksheet

- ◆ Review on positive attributes and desires
- ◆ !!! Values & Motivators !!!
- ◆ Domains with ideas to increase satisfaction

以上的8個範疇，有哪3個你最想作出改變？
（1）_____ （2）_____ （3）_____
當中你最想改變的是....

_____

你對自己的信心有多大? (10分最高)
　　　1　2　3　4　5　6　7　8　9　10
你有甚麼的推動力促使你去行動? (E.g. 家人/滿足感)

_____

- ◆ **Three potential areas**
  - ◆ narrow down to one with the most desire
  - ◆ confidence level (>70%)
  - ◆ motivator to sustain the action plan

Worksheet

- Search for "STRONG MOTIVATOR" rather than solely increasing the awareness

  Needs → Personal → Strong & Concrete motivator

- Therapist's goal to explore the real motivator (towards the goal) behind
- Easy to mix up the motivator behind a goal
- 減肥...結婚...變靚...

以上的8個範疇，有哪3個你最想作出改變？

(1) _____ (2) _____ (3) _____

當中你最想改變的是....

_____

你對自己的信心有多大？ (10分最高)

1　2　3　4　5　6　7　8　9　10

你有甚麼的推動力促使你去行動？ (E.g. 家人/滿足感)

_____

Summary

Activation

Direction

Motivator

Needs → Values → Goals → Action
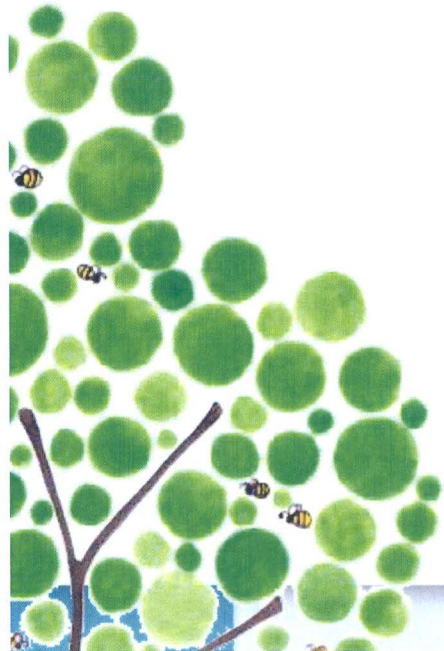
Values → Emotions → Action
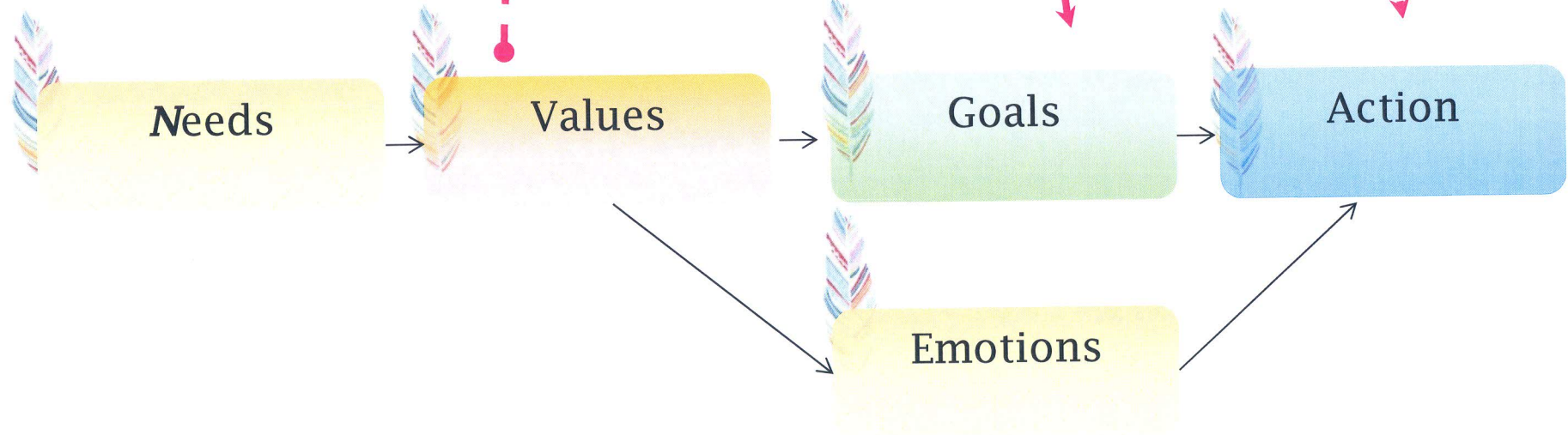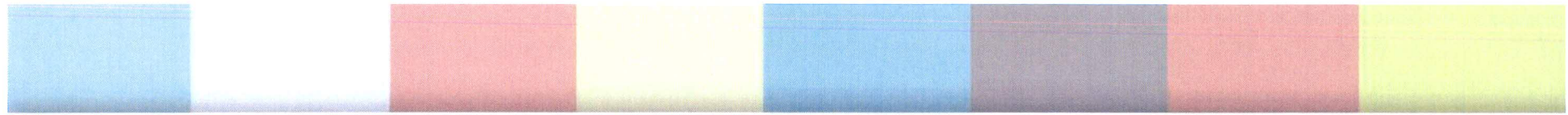
Instill Hope & Optimism throughout the Goal Setting Process

STAGE 2

Review the Goal Setting Model

Stage 2
Instill Hope &
Learned Optimism

Goal Commitment
Action plan developed
：Time, Frequency, people, actions
details

SMART Techniques

Identify 'success' & 'failure' factors,
seek alternatives

Contingency Plan

Goal Setting

Learned Optimism

Identify Motivators

Goal Setting

Therapist's effort

Client's effort

Behavioral Change

SMART *Goals*

GOALS

S pecific

M easurable

A ttainable

R ealistic

T ime based
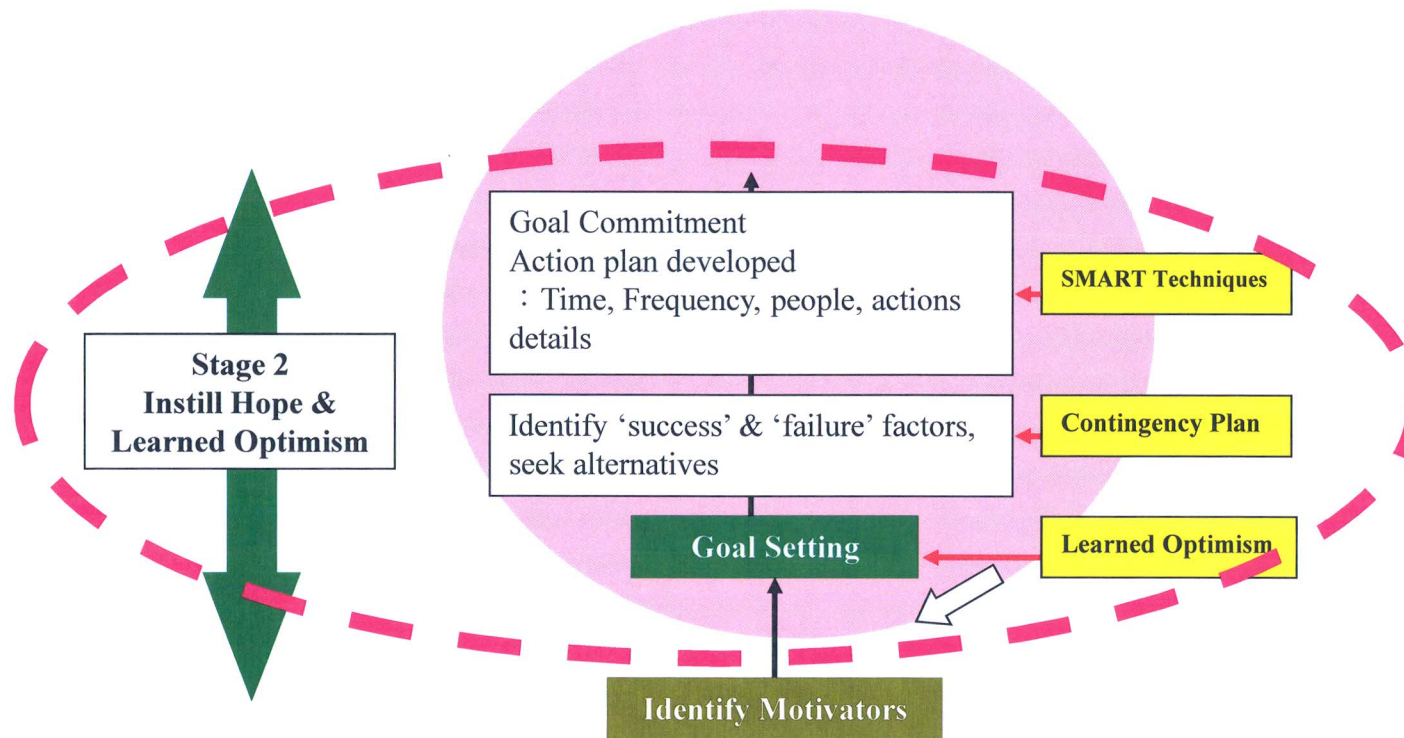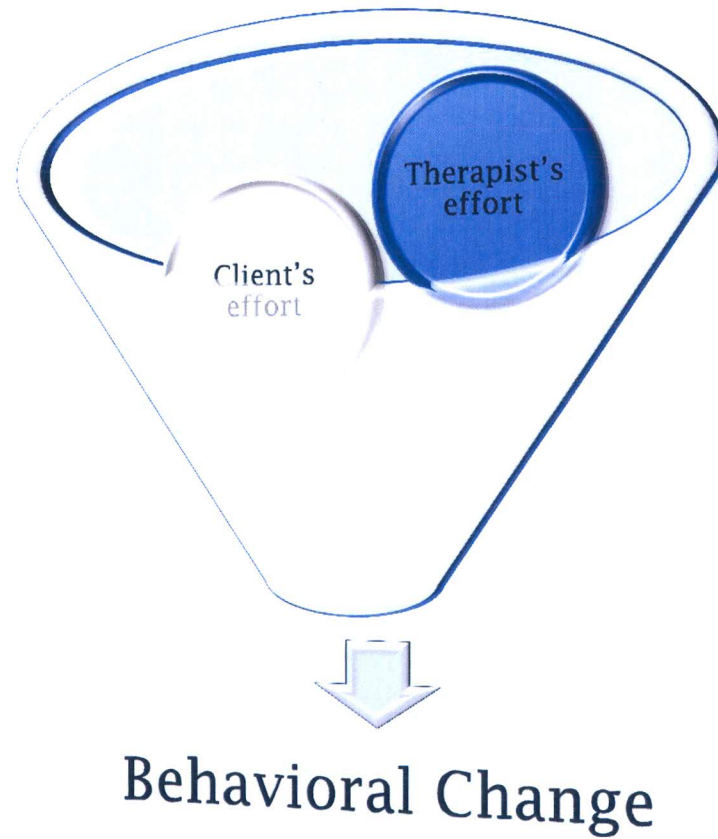
我的目標訂立計劃 GOAL

分析了你對生活上不同層面的需要及滿足度之後，你有想到了甚麼了嗎？

試想一想，現在，你最想改變或達到的目標是甚麼？

_____ celtic-boarder-hi.png _____

現在，不妨花一些時間，想像一下你達到這個目標時，會帶來甚麼的感覺？

"當成功完成時，我會感到_____"

"要達到這個大目標的話，我認為要經過下列幾個細小而又可行的步驟："

	預計完成時間
第一步：	
可能會遇上的困難之處：	
第二步：	
可能會遇上的困難之處：	
第三步：	
可能會遇上的困難之處：	

訂立目標小貼士

S pecific 明確具體

M easurable 可量度數得到

A ttainable 可做到

R ealistic 符合現實

T imely 有實行時間

想一想...

我有多少信心去完成這目標？
1 2 3 4 5 6 7 8 9 10
*(10分最高)

誰可以在我身旁支持我，鼓勵我？

再想像一下，當你完成了目標後的感覺…

Contingency Plan

- Assist clients to identify possible barriers in the goal setting process
- Finding alternatives, remove barriers
- Emphasize "Happy Process"
- Optimize demand
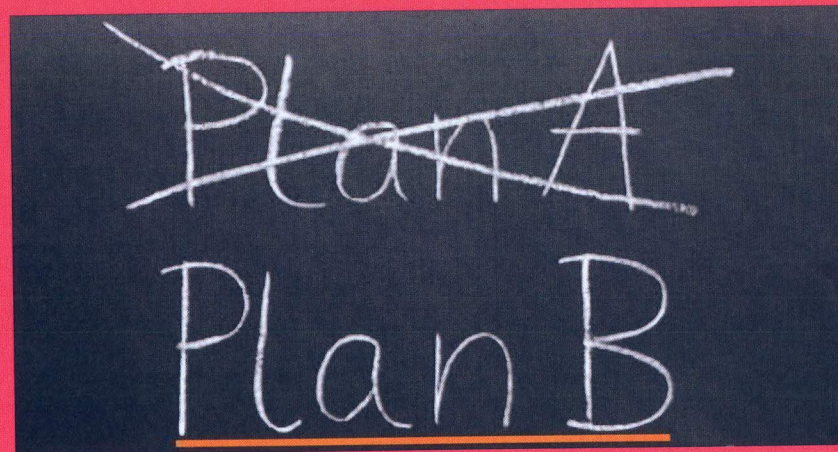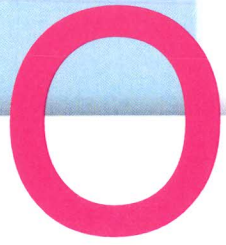
Optimism

Important factor determining the success of

Goal Achievement

Learned Optimism

Anyone can learn optimism
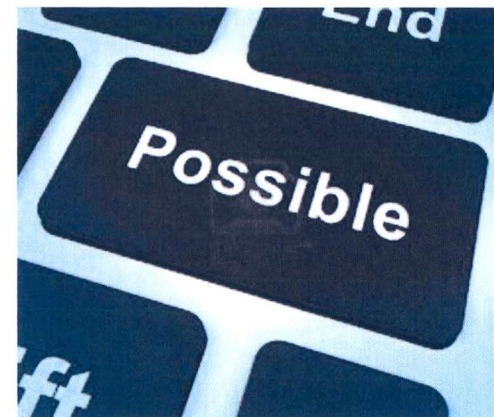
Changing Pessimism to Optimism

to Optimism

Training oneself a new way to view and respond to adversities
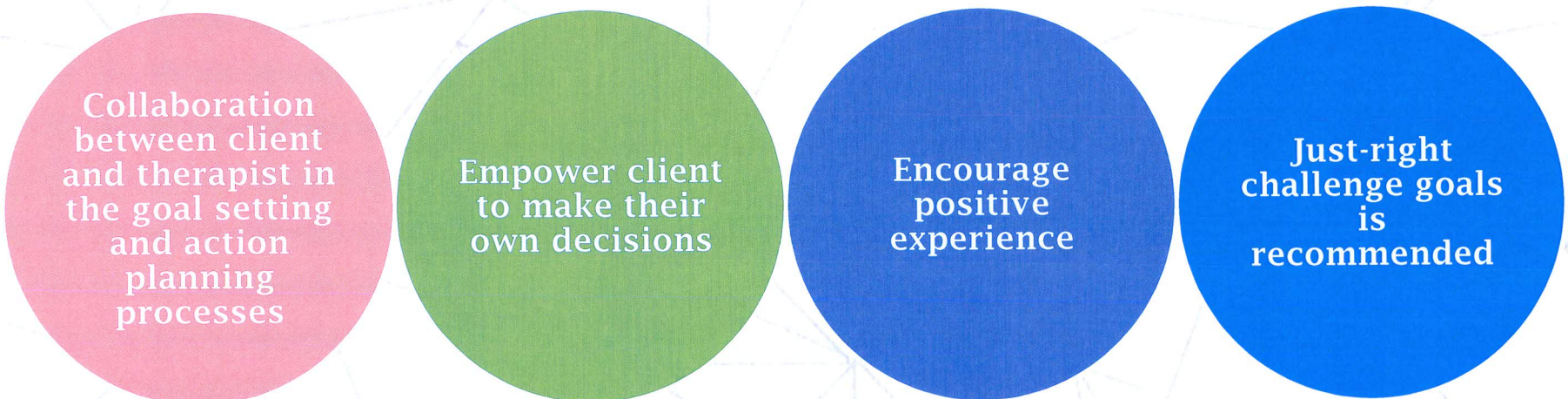
A   Adversities

B   Beliefs

C   Consequences

D   Disputation

E   Energizing

THINK Positive

Summary

- Collaboration between client and therapist in the goal setting and action planning processes

- Empower client to make their own decisions

- Encourage positive experience

- Just-right challenge goals is recommended

STAGE 3

Self Rewarding & Goal attainment

Review the Goal Setting Model

Behavior Change

Promotion of Self efficacy
Identify Gains
Celebrate Gains

Stage 3
Self Rewarding
Goal Attainment

Take control

+Feedback
Flow Experience

Goal achievement Feedback
Internal (Pride of accomplishment)
External (Recognition)
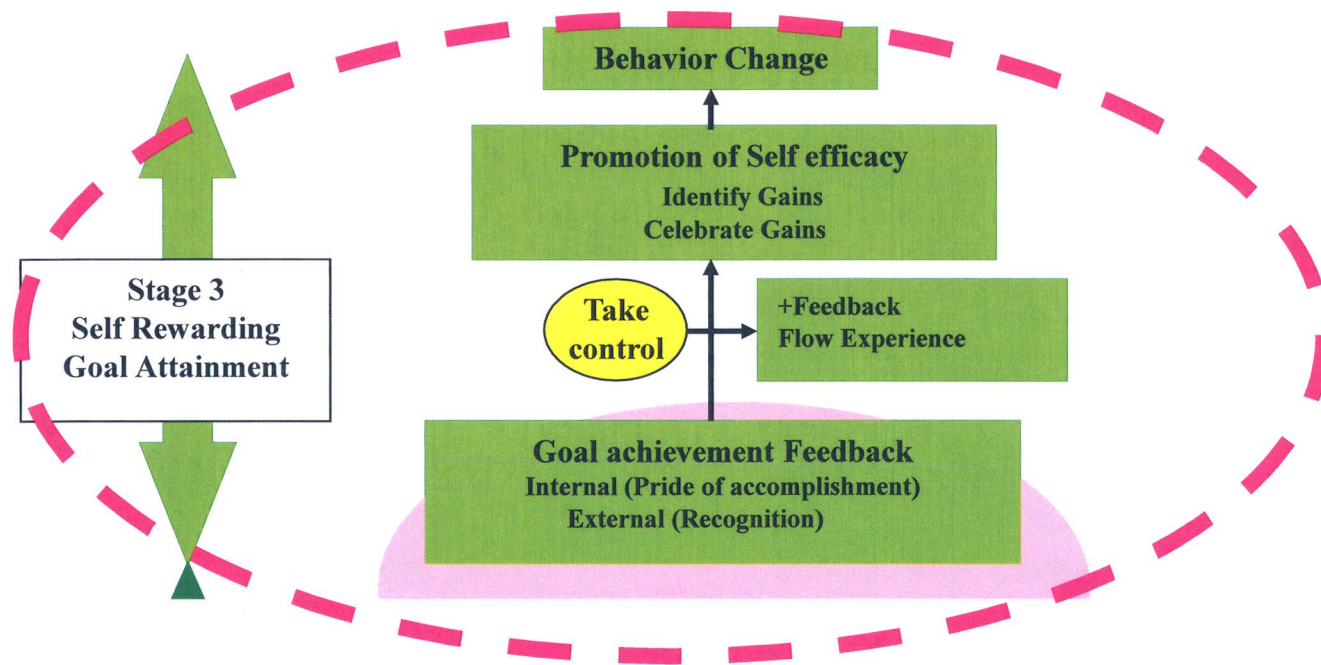
Flow - Csíkszentmihályi
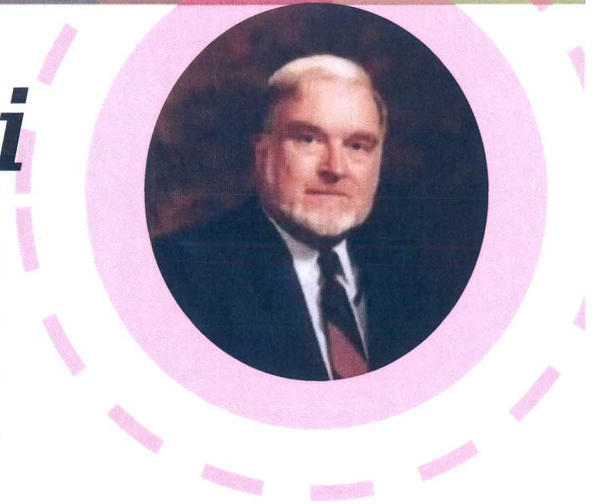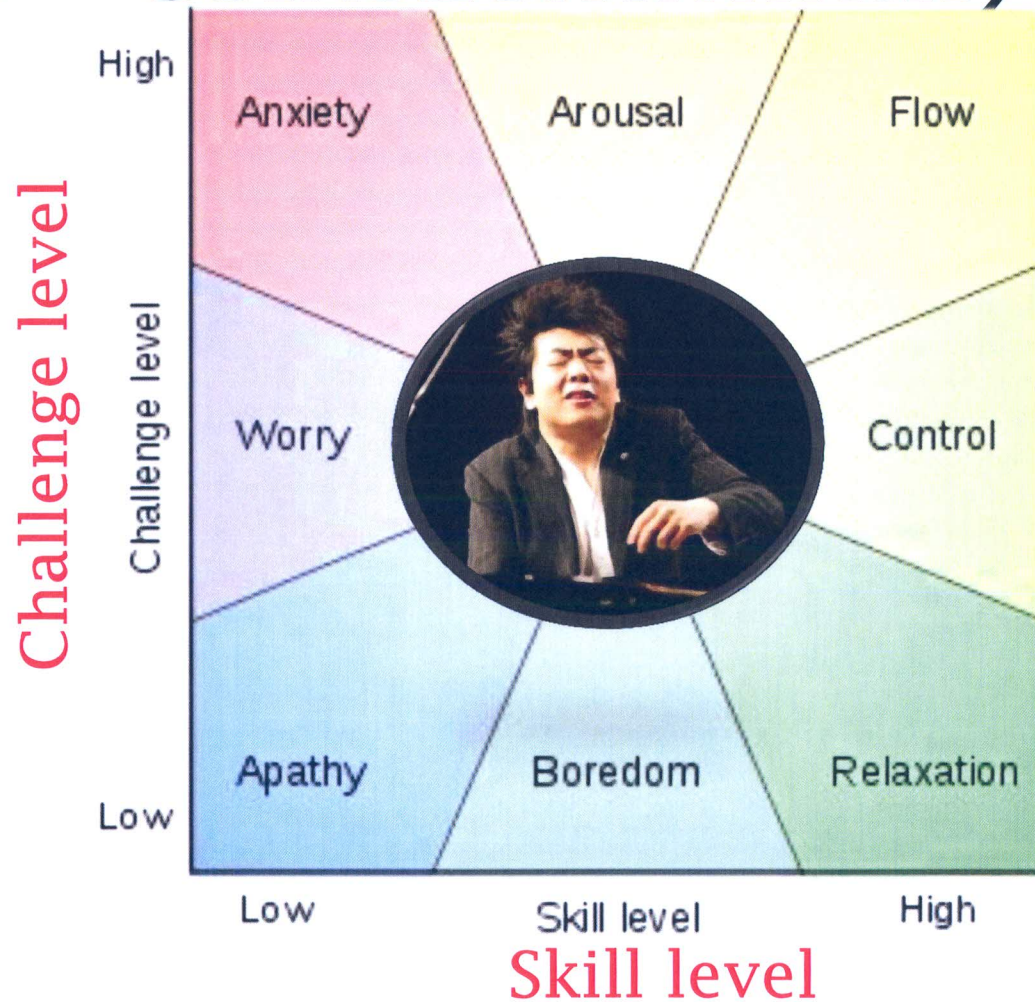
Mental state in terms of challenge level and skill level

FLOW EXPERIENCE
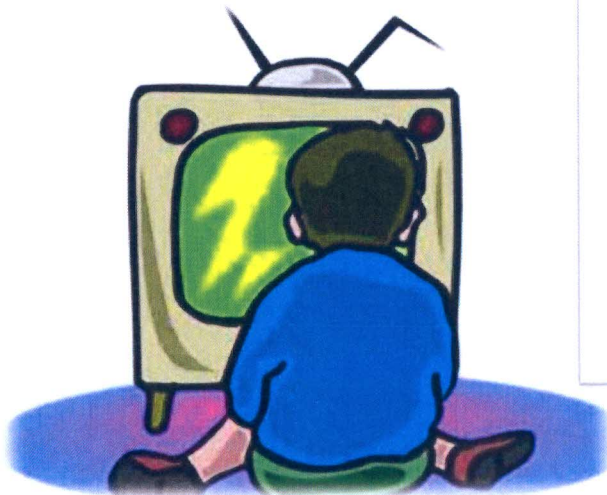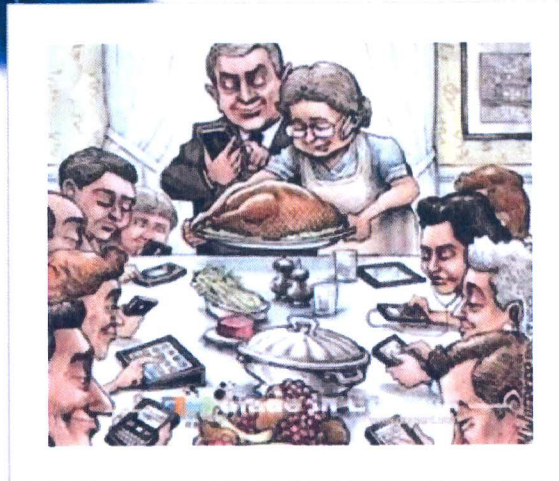
Conditions for flow

Be involved in an activity with a clear set of goals and progress

→ direction and structure to the task

The task at hand must have clear and immediate feedback

→ negotiate any changing demands

→ adjust performance to maintain the flow state

Good balance between the perceived challenges and own perceived skills

→ confident of being capable to do the task at hand

EXTREME CONFIDENCE

Self-efficacy

can't can't can't CAN'T can't can't can't **can** CAN'T can't can't

Take Control!!!

MOTIVATION

Who's Pulling the Strings?
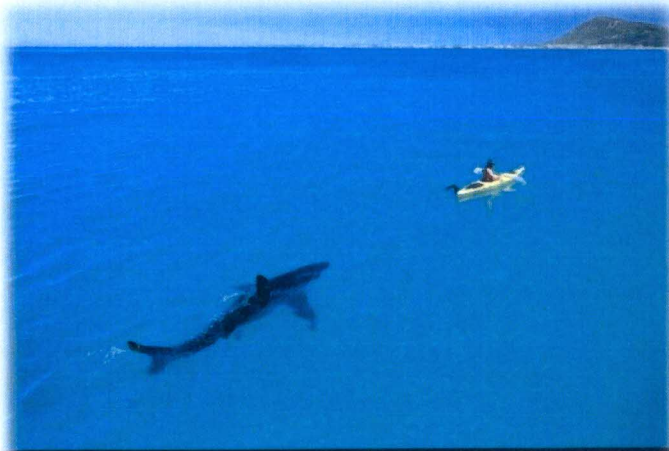
Self-efficacy (Albert Bandura)

- The belief in one's capabilities to organize and execute the courses of action required to manage prospective situations

- The belief own ability to succeed in a particular situation

believe in yourself!

YES!

You Can Do It!

*T*ake control

WHICH IS YOUR ⟶ LOCUS OF CONTROL?

"I make things happen."

"look what I can do!"

"I can determine my future."

Internal locus of control

You make things happen

"There is nothing I can do about my future."

"why bother?"

"why does everything to happen me?"

External locus of control

Things happen to you.
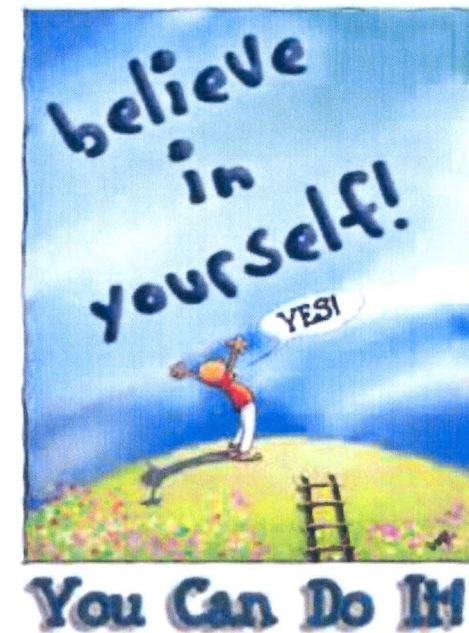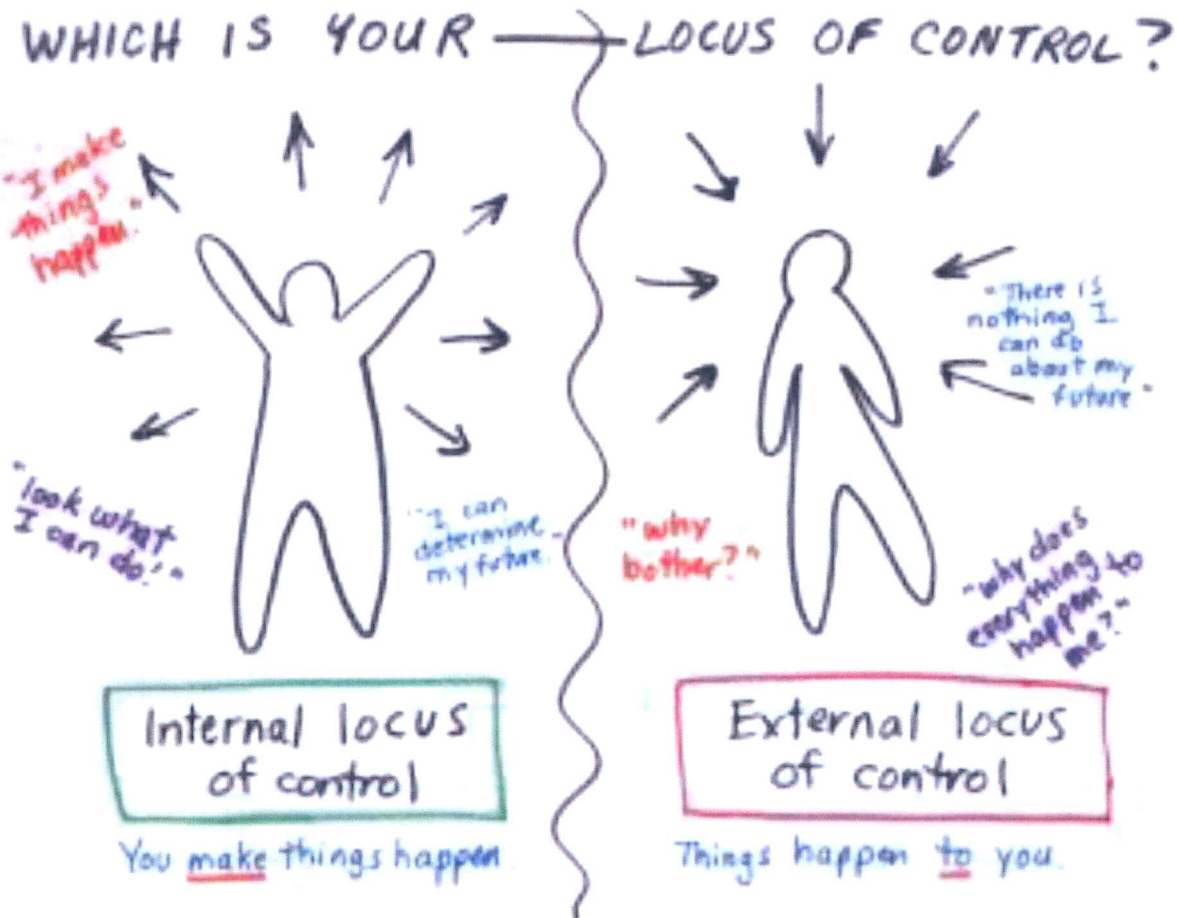
Unconditional Self-acceptance (Albert Ellis)

- Fully and unconditionally accept oneself whether or not he/she behaves intelligently, correctly, or competently and whether or not other people approve, respect, or love him
- Accept that oneself is fallible, i.e. less than perfect
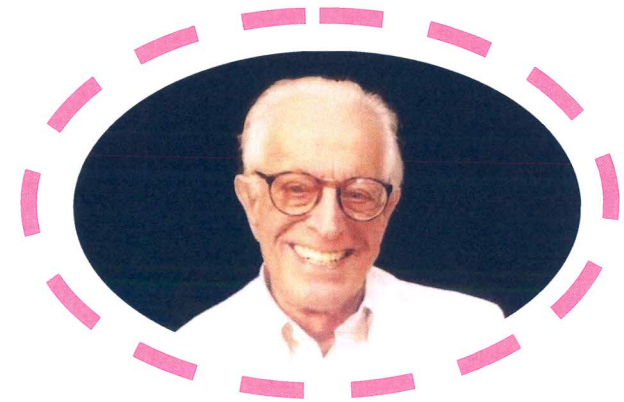
Smile

鄭秀文談患抑鬱症：我接納自己的軟弱和不完美

鄭秀文：我以前是個很挑剔的人，很追求完美。我以前對鄭秀文的要求就是永遠都要做個很成功的人，一定要做最棒的那個。反而生病之後，我原諒了自己，也接納了自己的不完美，我明白生命就是這樣有高低起伏的。所以必須接納自己的軟弱，要肯把自己的軟弱表達出來，這個很重要。我以前活了30多年都不太肯表達自己的軟弱，連對家裏人說也是不肯的。得這個病以後，我開始接納自己。我沒有必要假裝很堅強，沒必要每分每秒都撐著，所以我現在的生活快樂了很多。

ASSIST THE CLIENTS TO
DEVELOP USA
CAN HELP THEM TO NEGATE
THEIR
SELF-DEPRECIATION BELIEVES

W *orksheet*

- ◆ Purpose of the worksheet
  - ◆ to prompt client to *notice that clear goal setting is essential to strength self-confidence*, and which in turn leads to *better chance for achievement of goal*
  - ◆ to assist client *to review his feelings or emotions in the journey, which could be an experience of flow*; this enhances him to *sustain the task* and finally attain the goal

**Stage 3
Self Rewarding
Goal Attainment**

Behavior Change

Promotion of Self efficacy
Identify Gains
Celebrate Gains

Take control

**+Feedback
Flow Experience**

Goal achievement Feedback
Internal (Pride of accomplishment)
External (Recognition)
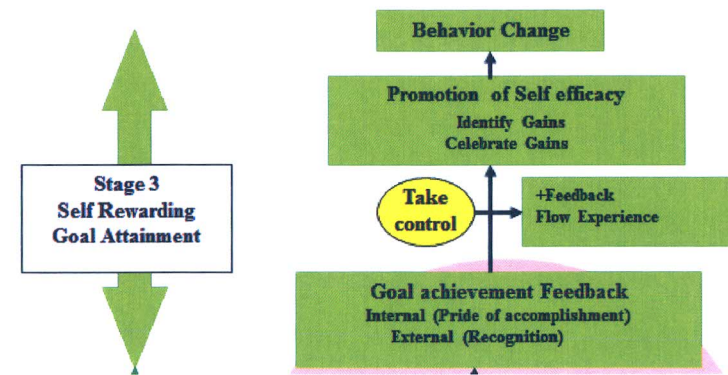
Worksheet

- **Purpose of the worksheet**
  - to assist client to review his *gains in the journey*, which could be very *encouraging*; and let him understand that he has *lots of resources to face the challenges in the future*
  - to enhance client's *self-understanding for empowerment*
  - to boost client's *self-efficacy* through reviewing this successful experience

了解自己成功的原因

恭喜你達到了自己所訂立的目標！你在整個過程當中一定付出了不少，好應該為自己感到自豪吧！現在，就讓我們一同來回味一下你的成功之道。

（1）你能記起當初你有多大的信心來完成這個目標嗎？

　/10；

（2）當你進行自己所訂的行動計劃時，有什麼感受嗎？為什麼？

（3）你這次的成功為你帶來什麼得著？

內在回饋	外在回饋

（4）你認為自己這次為什麼會成功？

內在因素	外在因素

（5）回顧了今次的經驗後，你面對新挑戰的信心有什麼改變嗎？

　/10；

Congratulations way to go!

Summary
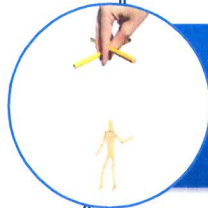
- Flow
- Self-efficacy
- Take control
- Unconditional self-acceptance
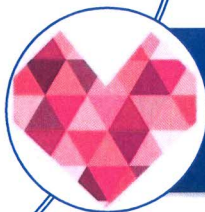
Measure x 4 constructs

- CSWEMWBS
- Hope scale
- CLOT-R
- POES

Mental Well-being

Hope

Optimism

Occupational engagement
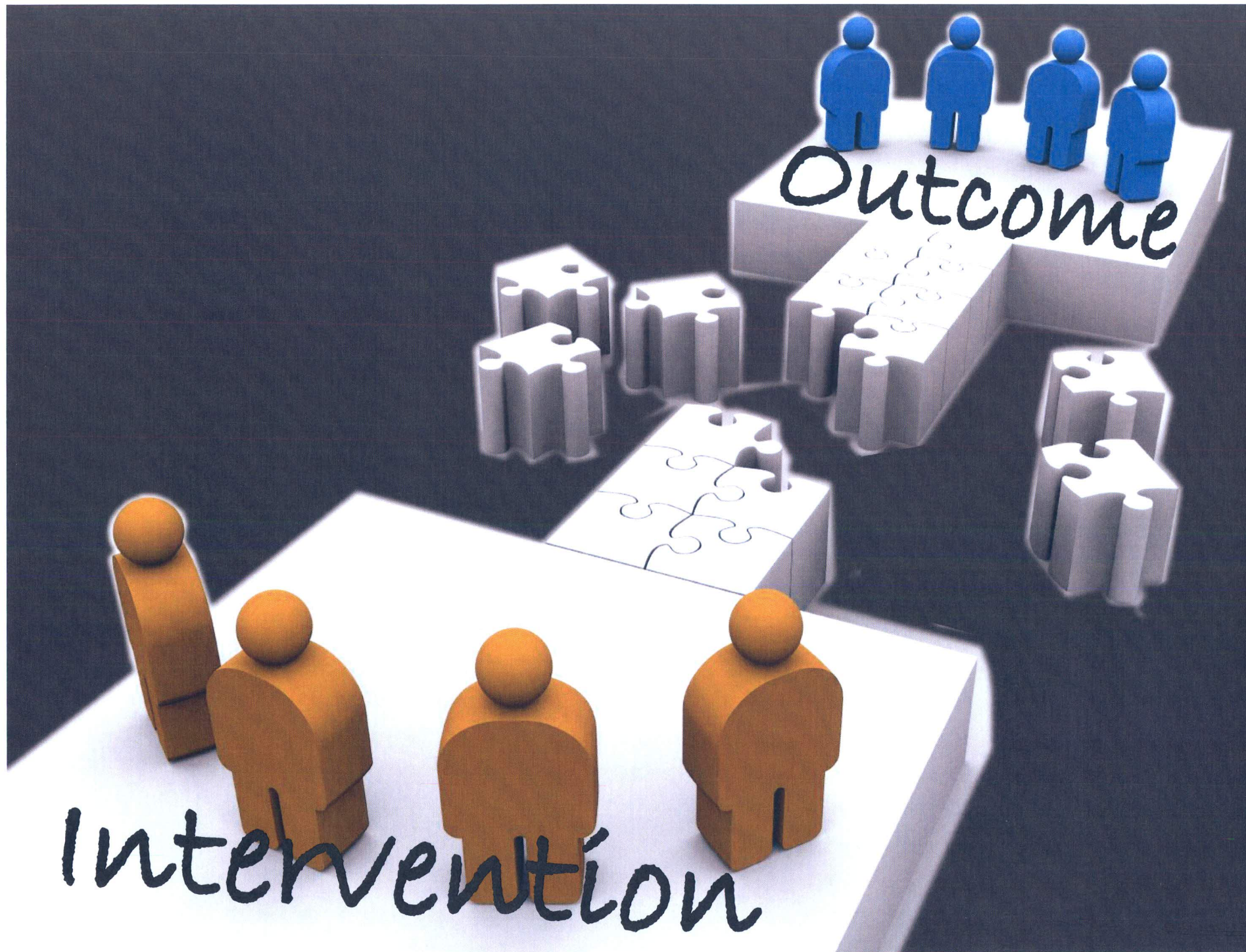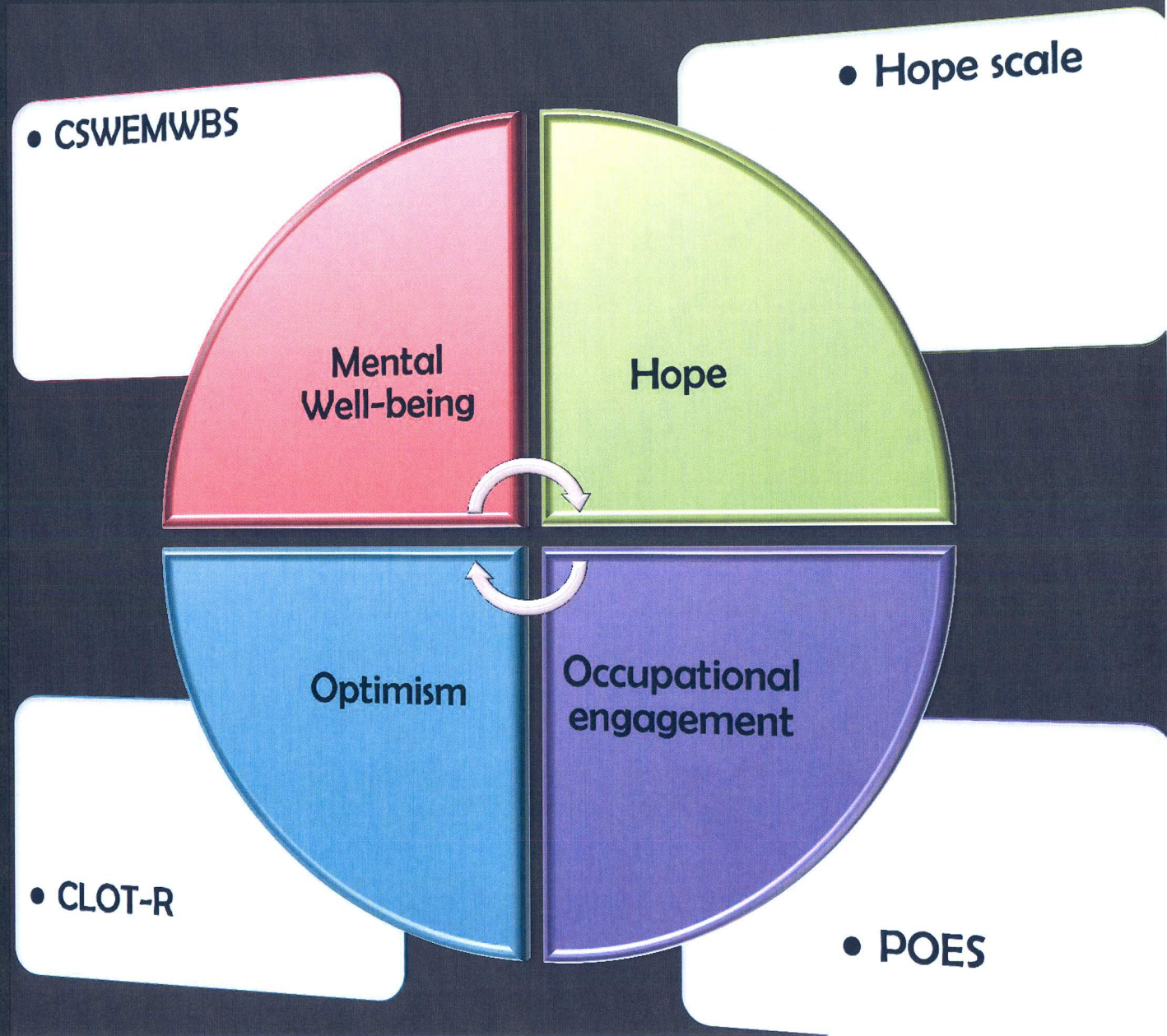
Chinese Short Warwick-Edinburgh Mental Well-being Scale (C-SWEMWBS)

Developer	Ng, 2013

WEMWBS (Stewart-Brown et al.,2007)

C- SWEMWBS (Ng, 2013)

14 items
Sensitive to change

7 items
Good correlation with WEMWBS
Better internal construct validity

SWEMWBS (Stewart-Brown et al.,2009)
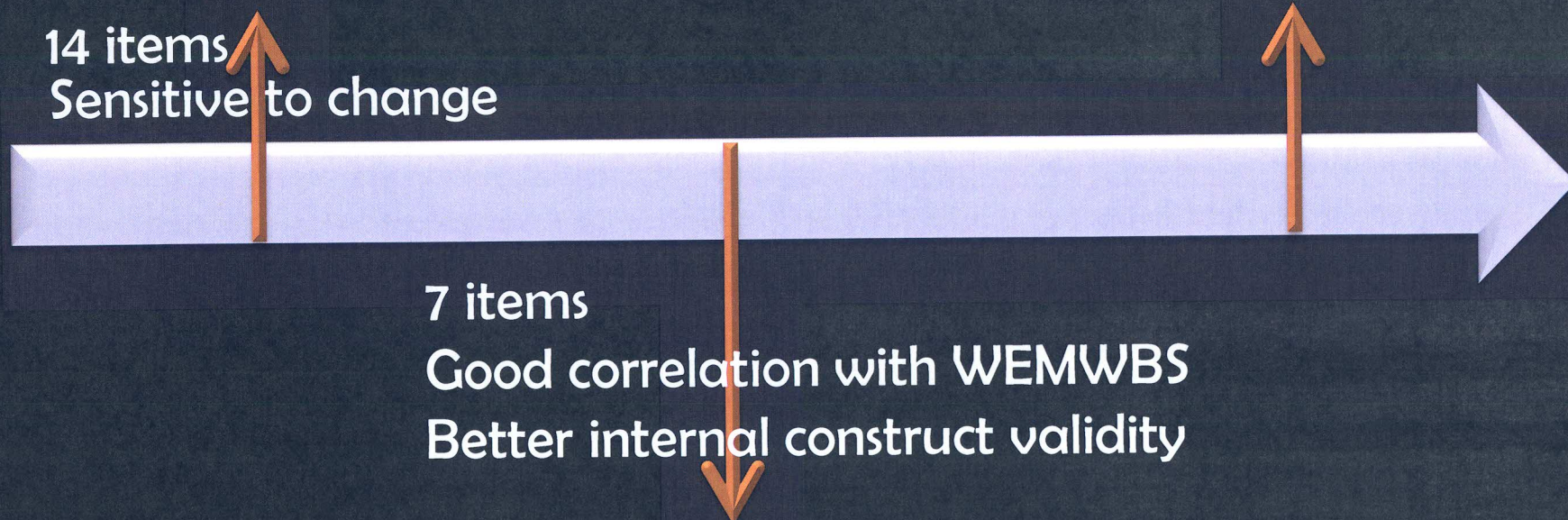
Chinese Short Warwick-Edinburgh Mental Well-being Scale (C-SWEMWBS)

Scoring	Self-rating
	- 5-point Likert Scale - 'None of the above', 'Rarely', 'Some of the time', 'Often', and 'All of the time' - 7 positively phrased items - Score range: 7 - 35 - Cut-off: 23/35
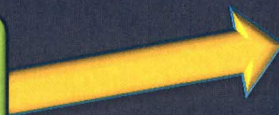
Higher score → **Better mental well-being**

Chinese Short Warwick-Edinburgh Mental Well-being Scale (C-SWEMWBS)

	從來無	好少有	有時有	好多時有	不停有
我一直對未來感到樂觀	1	2	3	4	5
我一直感到自己是有用	1	2	3	4	5
我一直感覺輕鬆	1	2	3	4	5
我一直能妥善地處理問題	1	2	3	4	5
我一直能清晰地思考	1	2	3	4	5
我一直感覺與人親近	1	2	3	4	5
我一直能對事情做決定	1	2	3	4	5

Total Score = compute the scores of 7 items (7-35)

Outcome Measure II

well being

Optimism

Occupati
engagem
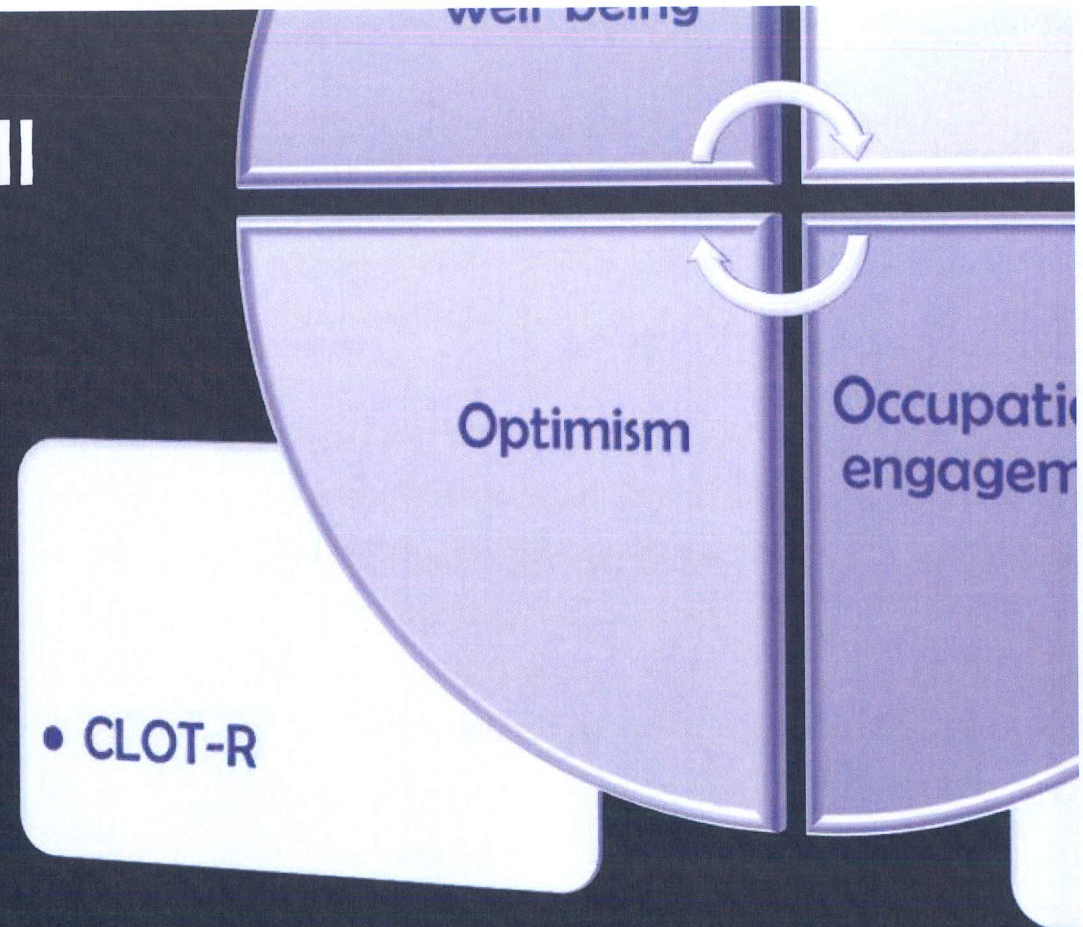
- CLOT-R

Chinese Life Orientation Test – Revised (CLOT- R)

Chinese Life Orientation Test – Revised (CLOT- R)

Developer	Lai et al.,1998

LOT (Scheier & Craver, 1985)

CLOT- R (Lai et al., 1998)

LOT-R (Scheier, Craver & Bridges, 1994)

CLOT (Lai, 1994)
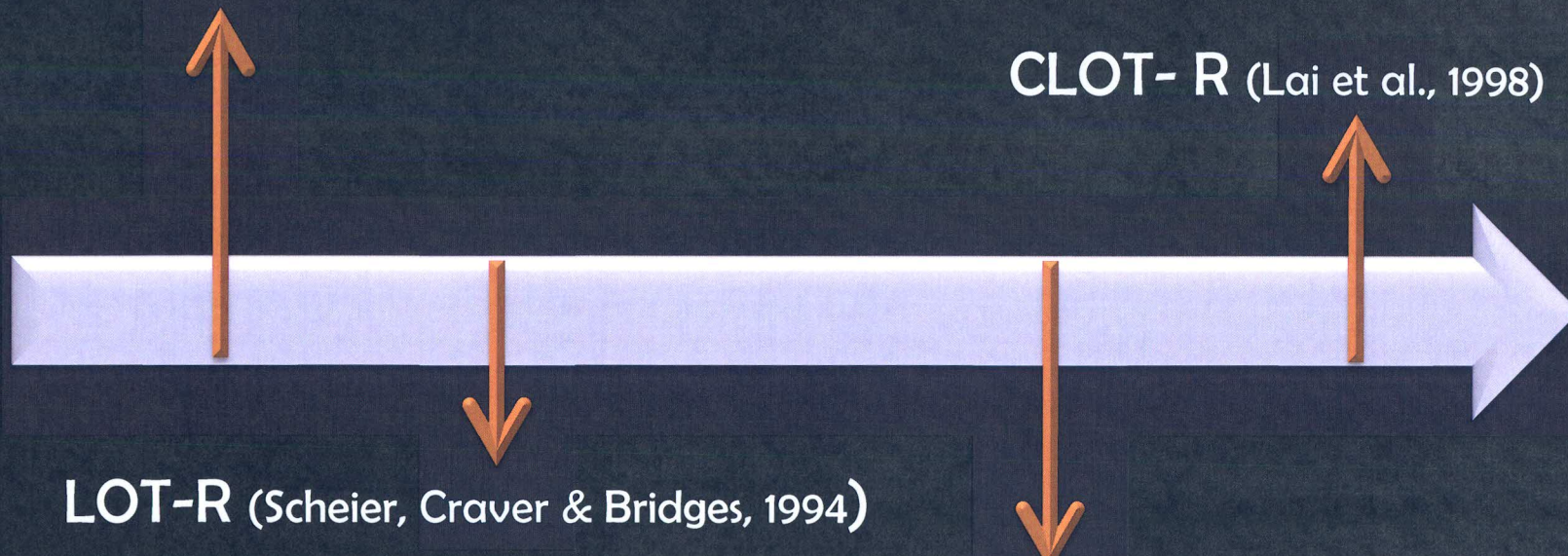
Chinese Life Orientation Test – Revised (CLOT- R)

Assessment items – Positively worded

1.	當前途未定的時候，我通常會預想好的結果。	0	1	2	3	4
3.	我對前景常感樂觀。	0	1	2	3	4
6.	總的來說，我預期發生在我身上的好事會多過壞事。	0	1	2	3	4

Chinese Life Orientation Test – Revised (CLOT- R)

Assessment items – Negatively worded

2.	展望將來，我看不到有令我開懷的境況。	0	1	2	3	4

4.	我很少想過事情會盡如我意。	0	1	2	3	4

5.	我很少預計好事會發生在我身上。	0	1	2	3	4

Total Score = compute the scores of 6 items (0-24)

Outcome Measure III

- Hope scale

Hope

Hope Scale

Hope Scale

Assessment items - Agency

2.	我熱切追求自己的目標。	1 2 3 4 5 6 7 8

9.	我過去的經歷有助我面對將來。	1 2 3 4 5 6 7 8

10.	我的人生是頗成功的。	1 2 3 4 5 6 7 8

12.	我能達到自己定下的目標。	1 2 3 4 5 6 7 8

Hope Scale

Assessment items - Pathway

| 1. | 我能想到很多方法走出困境。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

| 4. | 任何問題都有很多解決方法。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

| 6. | 我能想到很多方法去獲得生命中對我重要的東西。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

| 8. | 即使別人都已失望，我仍相信自己會找到解決問題的方法。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

Hope Scale

Assessment items - Distracters

3.	我經常覺得疲倦。	1	2	3	4	5	6	7	8

5.	在爭論中我很容易會輸。	1	2	3	4	5	6	7	8

7.	我擔心自己的健康。	1	2	3	4	5	6	7	8

11.	我常發現自己憂慮著某事。	1	2	3	4	5	6	7	8

Total Score = add the scores of agency and pathway (8-64)
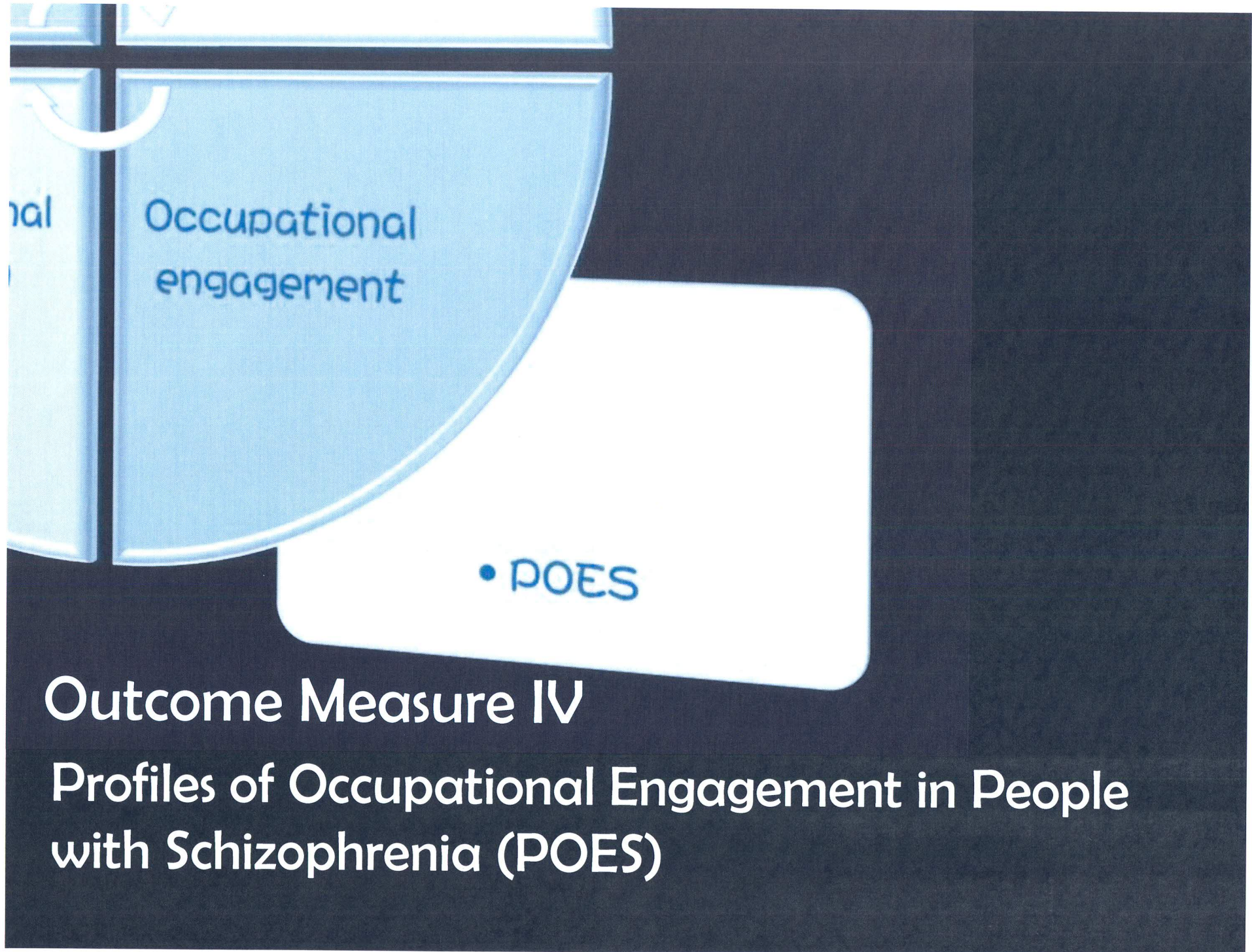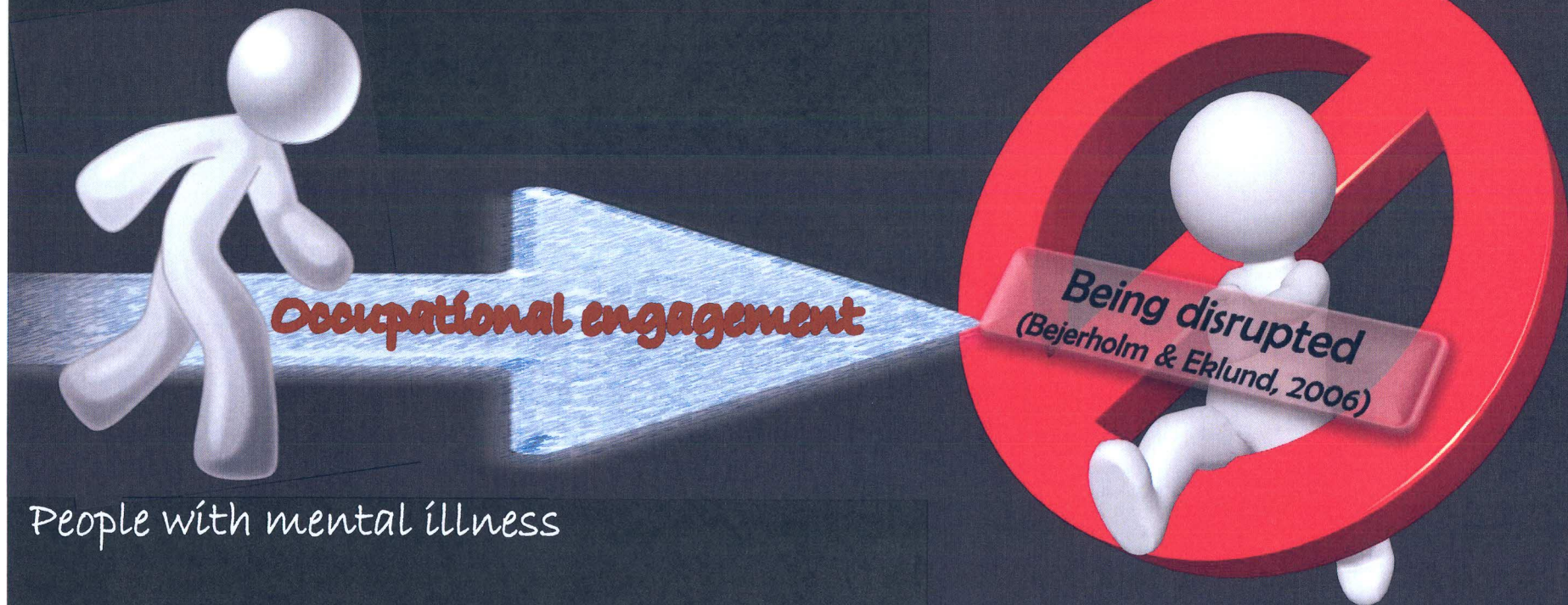
Profiles of Occupational Engagement in People with Schizophrenia (POES)

| *Administration* | Data collection on the time-use in 24 hours with |
| *Part I* | one- hour intervals |

Yesterday

A Regular Day

Profiles of Occupational Engagement in People with Schizophrenia (POES)

Administration *Part II*	Assessment on occupational engagement 9 items rated on a four-point scale

Social environment

Daily rhythm of activity and rest

Place

Variety and range of occupations

Extent of meaningful occupations

Social interplay

Initiating performance

Routines

Interpretation

Profiles of Occupational Engagement in People with Schizophrenia (POES)

Visual Summary

level of engagement

Score range: 9- 36

9-18 = low engagement

19-27 = medium engagement

28-36 = high engagement

Y-axis: 4, 3, 2, 1

X-axis items: daily rhythm, places, variety and range, social environm., social interplay, interpretation, extent of meaningful occupation, routines, initiating performanc

item
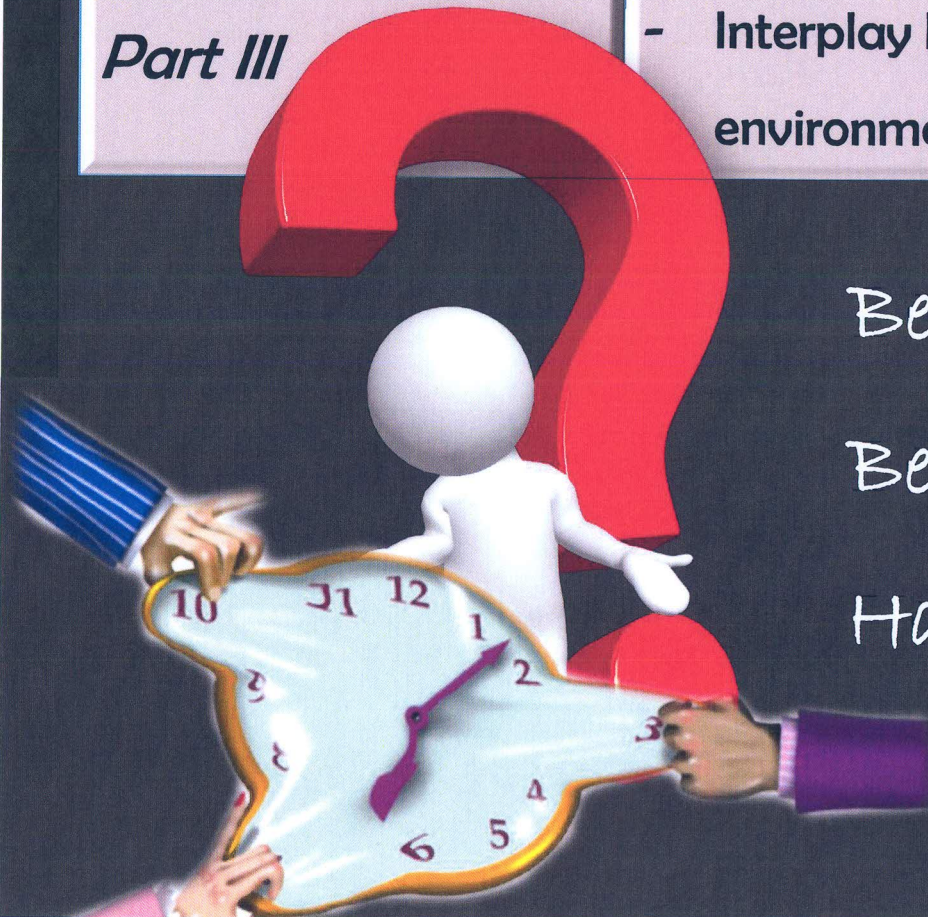
Profiles of Occupational Engagement in People with Schizophrenia (POES)

Example

Being under-occupied
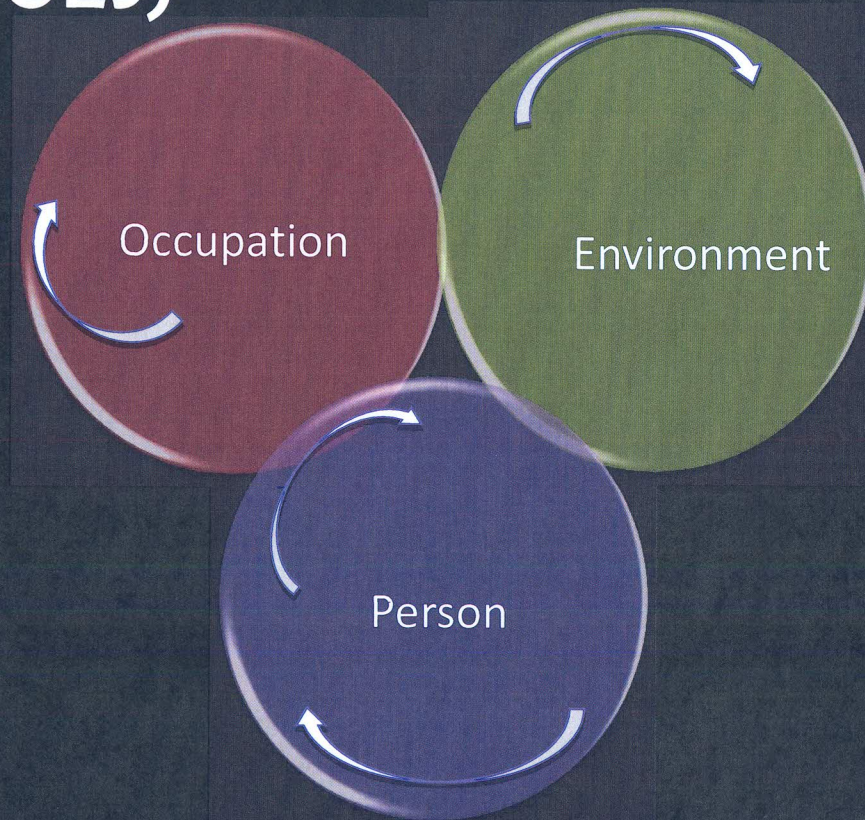
Occupation

Environment

Person

Person: Deficient processing of occupational and environmental stimuli

Occupation: Few occupational opportunities

Environment: non-stimulating and non-supportive environment

Feedback questionnaire

樂天生活在五常小組問卷

謝謝您參加**樂天生活在五常小組**。現誠邀閣下回答以下問題，以收集你對有關服務的意見。
你的寶貴意見有助改善和提升我們的服務。

你是否同意以下"**樂天生活在五常**"小組教授的內容，能幫助你提升身心健康，活出積極和快樂人生

	完全不同意	完全同意	其他意見
1. 常連繫身邊的人，投放時間和他們建立聯繫，豐富你的生活	1 2 3 4 5 6 7 8		
2. 常參與令你感覺良好的活動	1 2 3 4 5 6 7 8 9		
3. 常細味，保持好奇心，細味自己的經歷和感受，欣賞身邊的事情	1 2 3 4 5 6 7 8 9		
4. 常學習，嘗試和學習新事物，令你更自信和快樂	1 2 3 4 5 6 7 8 9		
5. 常施予，對人寬容，常感恩常微笑，參與義務工作，增進與社會和他人的聯繫	1 2 3 4 5 6 7 8 9		
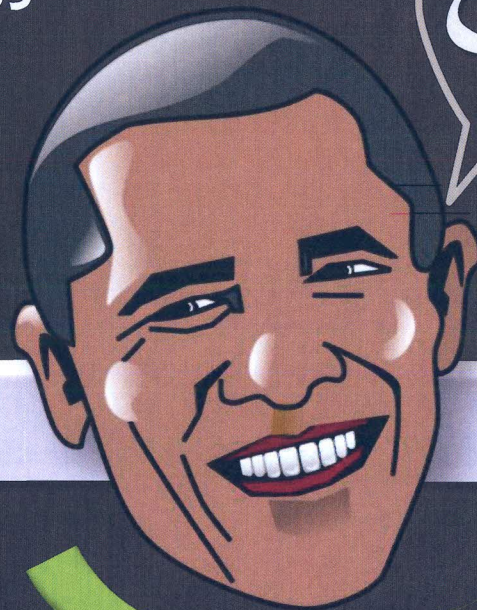
A recent survey in Kowloon Hospital for 57 Patients with SMI

dx

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Alcoholic Dep.	1	1.8	1.8	1.8
	BAD	5	8.8	8.8	10.5
	Delusional disorder	1	1.8	1.	
	Depression	1	1.8	1.	
	Mania	1	1.8	1.	
	Mild Depressive episode	1	1.8	1.	
	Paramoid Schizophrenia	8	14.0	14.	
	PD	3	5.3	5.	
	Psychotic disorder	1	1.8	1.	
	Psychotic Disorder	2	3.5	3.	
	Schiz + Impulsive PD	1	1.8	1.	
	Schizooffective disorder	1	1.8	1.	
	Schizooffective disorder	1	1.8	1.	
	Schizophrenia	29	50.9	50.	
	Schizophrenia, BAD	1	1.8	1.	
	Total	57	100.0	100.	

phase

Seren Cheng (Dr.)
DMOT/KH
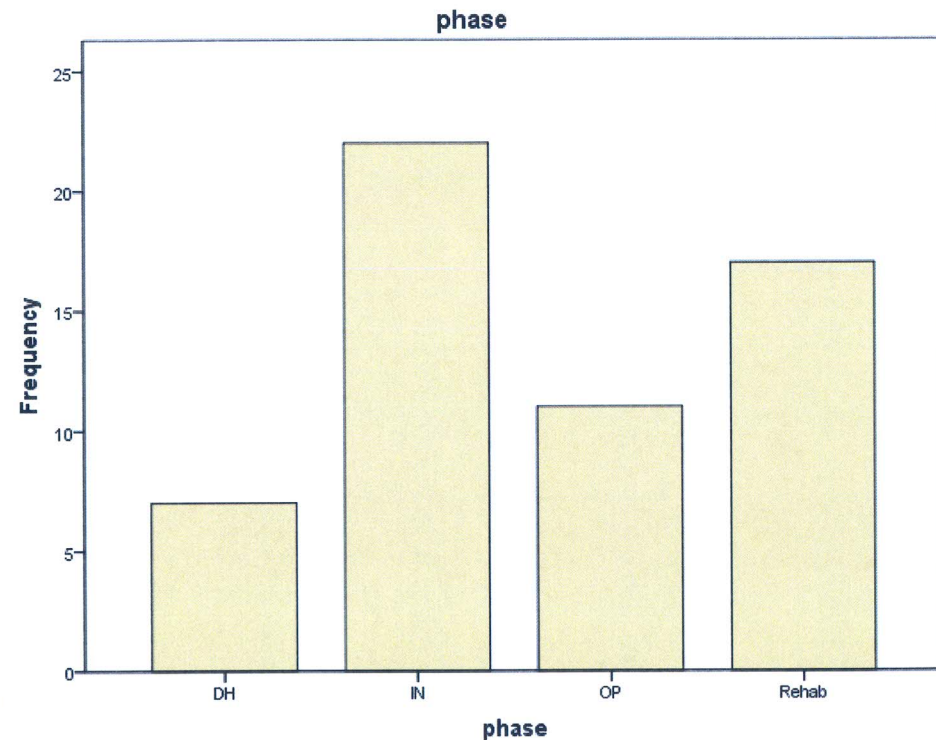
Warwick-Edinburgh Mental Wellbeing Scale

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
wellbeing	57	21.48	100.24	59.8237	18.65022	.351	.316
Valid N (listwise)	57						

Report

wellbeing

phase	Mean	N	Std. Deviation
1	63.1614	7	20.03186
2	57.6868	22	16.86361
3	60.5345	11	18.59353
4	60.7547	17	21.56811
Total	59.8237	57	18.65022

Norm for Scottish population
= 66.6% (M); 64.8% (F)
NHS Health Scotland, 2006

Seren Cheng (Dr.)
DMOT/KH
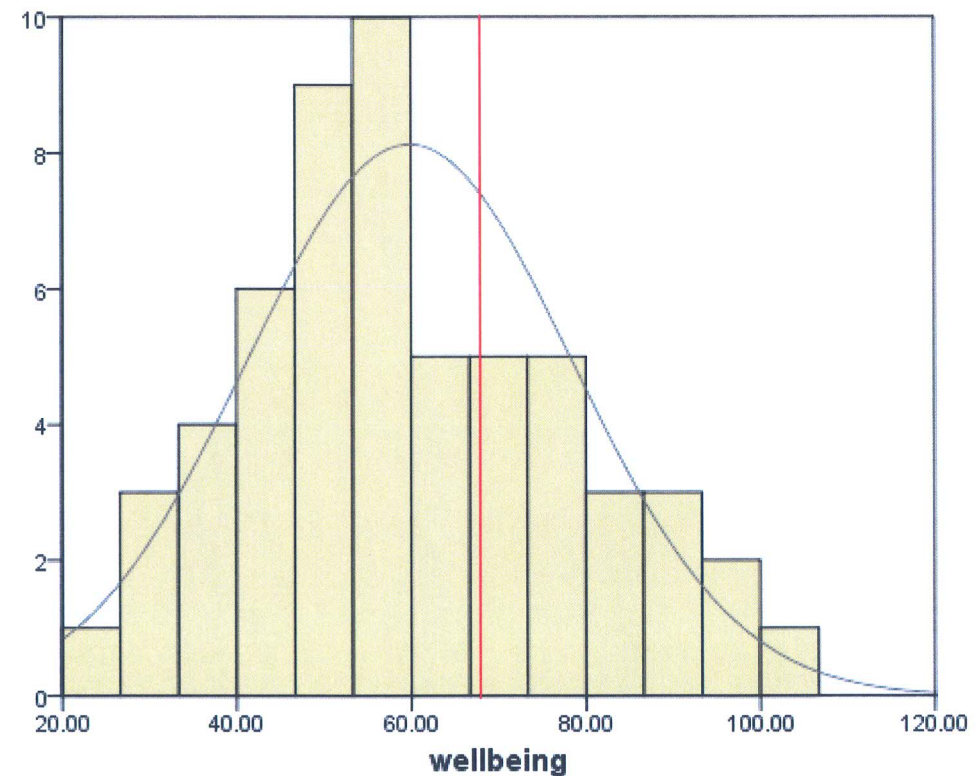
HOPE SCALE (C.R. Snyder)
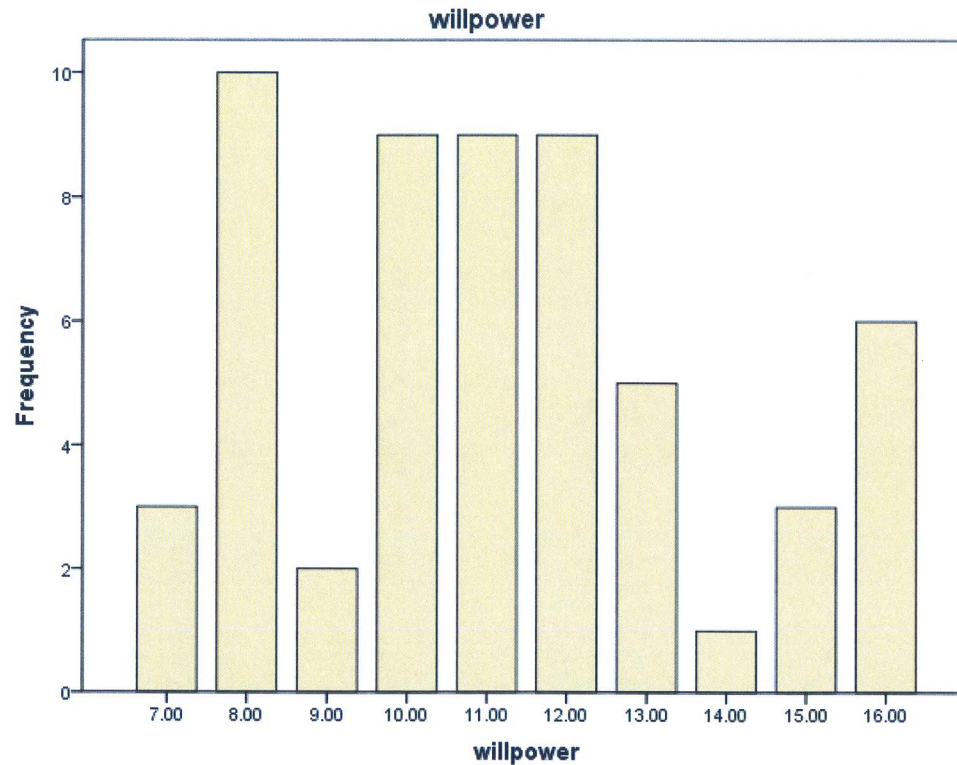
willpower

Willpower Mean = 11.16/16 (SD 2.63)

Waypower Mean = 11.51/16 (SD 2.42)

waypower

Seren Cheng (Dr.)
DMOT/KH

- Hope & Mental Wellbeing are not correlated with Dx, Sex, Age, phase of treatment., and self-perceived self efficacy

Correlations

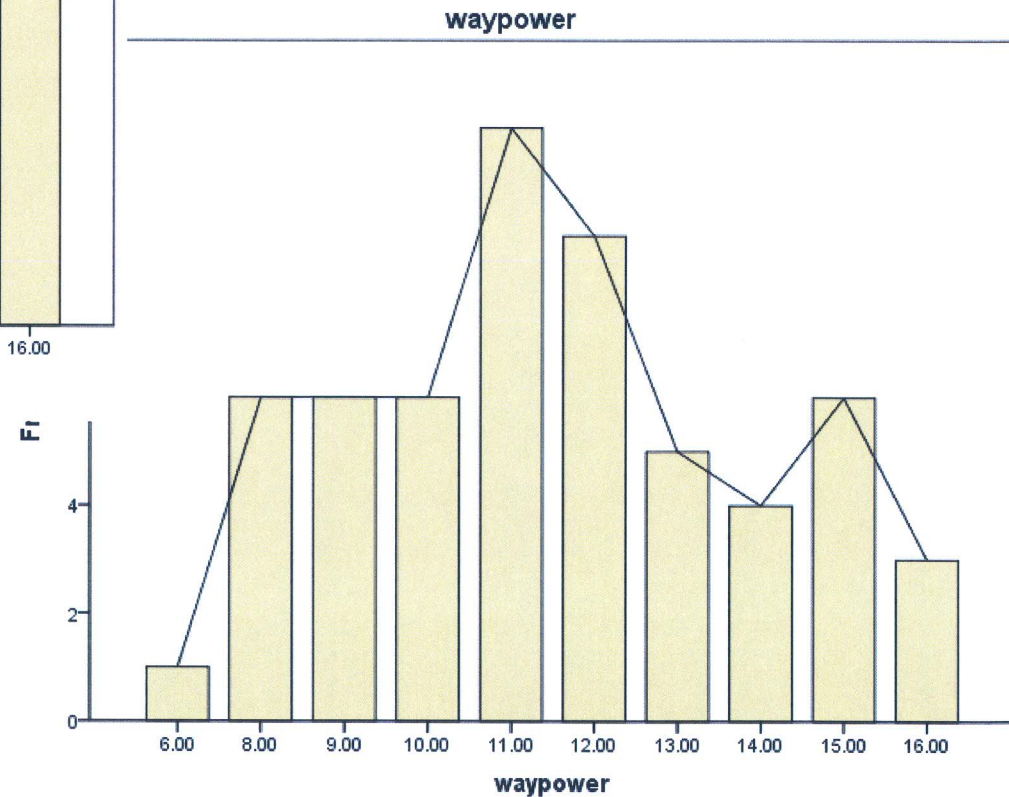| Control Variables			hx	wellbeing	waypower	willpower	se	dx	phase
age	hx	Correlation	1.000	.050	-.036	-.007	-.063	-.125	.120
		Significance (2-tailed)	.	.715	.794	.958	.644	.359	.379
		df	0	54	54	54	54	54	54
	wellbeing	Correlation	.050	1.000	.690	.700	.588	-.030	.012
		Significance (2-tailed)	.715	.	.000	.000	.000	.824	.931
		df	54	0	54	54	54	54	54
	waypower	Correlation	-.036	.690	1.000	.766	.661	-.158	.060
		Significance (2-tailed)	.794	.000	.	.000	.000	.244	.659
		df	54	54	0	54	54	54	54
	willpower	Correlation	-.007	.700	.766	1.000	.696	.053	-.080
		Significance (2-tailed)	.958	.000	.000	.	.000	.696	.560
		df	54	54	54	0	54	54	54
	se	Correlation	-.063	.588	.661	.696	1.000	-.059	-.024
		Significance (2-tailed)	.644	.000	.000	.000	.	.667	.859
		df	54	54	54	54	0	54	54
	dx	Correlation	-.125	-.030	-.158	.053	-.059	1.000	-.076
		Significance (2-tailed)	.359	.824	.244	.696	.667	.	.575
		df	54	54	54	54	54	0	54
	phase	Correlation	.120	.012	.060	-.080	-.024	-.076	1.000
		Significance (2-tailed)	.379	.931	.659	.560	.859	.575	.
		df	54	54	54	54	54	54	0

Seren Cheng (Dr.)
DMOT/KH

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.764[a]	.583	.560	12.37553
2	.784[b]	.615	.586	12.00437
3	.805[c]	.648	.613	11.60058

a. Predictors: (Constant), se, waypower, willpower
b. Predictors: (Constant), se, waypower, willpower, h1
c. Predictors: (Constant), se, waypower, willpower, h1, h7

ANOVA[d]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11361.367	3	3787.122	24.728	.000[a]
	Residual	8117.154	53	153.154		
	Total	19478.521	56			
2	Regression	11985.061	4	2996.265	20.792	.000[b]
	Residual	7493.459	52	144.105		
	Total	19478.521	56			
3	Regression	12615.280	5	2523.056	18.749	.000[c]
	Residual	6863.241	51	134.573		
	Total	19478.521	56			

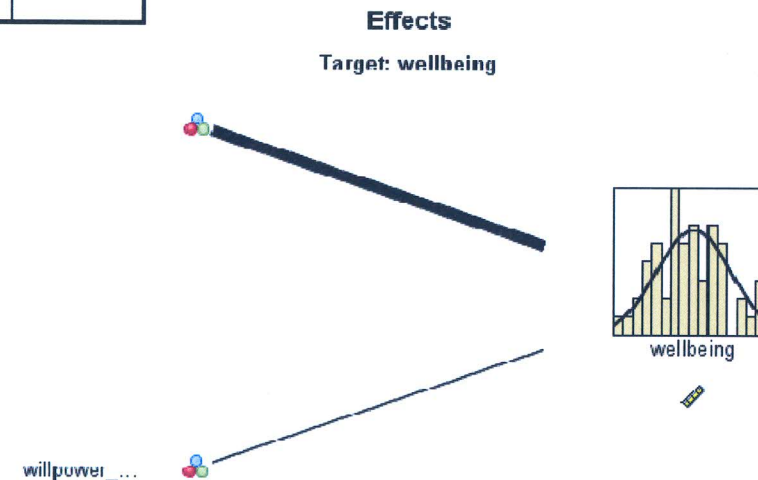a. Predictors: (Constant), se, waypower, willpower
b. Predictors: (Constant), se, waypower, willpower, h1
c. Predictors: (Constant), se, waypower, willpower, h1, h7
d. Dependent Variable: wellbeing

Way power & Willpower explain 80% of variance in WDMWS. (p>0.000)

Waypower more important than willpower

Effects

Target: wellbeing

wellbeing

willpower_...

Seren Cheng (Dr.)
DMOT/KH

Occupational Lifestyle Redesign Program

Refocus ↔ **Take Control**

Elicit motivators

Actions for change

樂天生活
在五常

常參與
常溝通才
常細味
常連繫
常學習

Goal settings

Seren Cheng (Dr.)
DMOT/KH
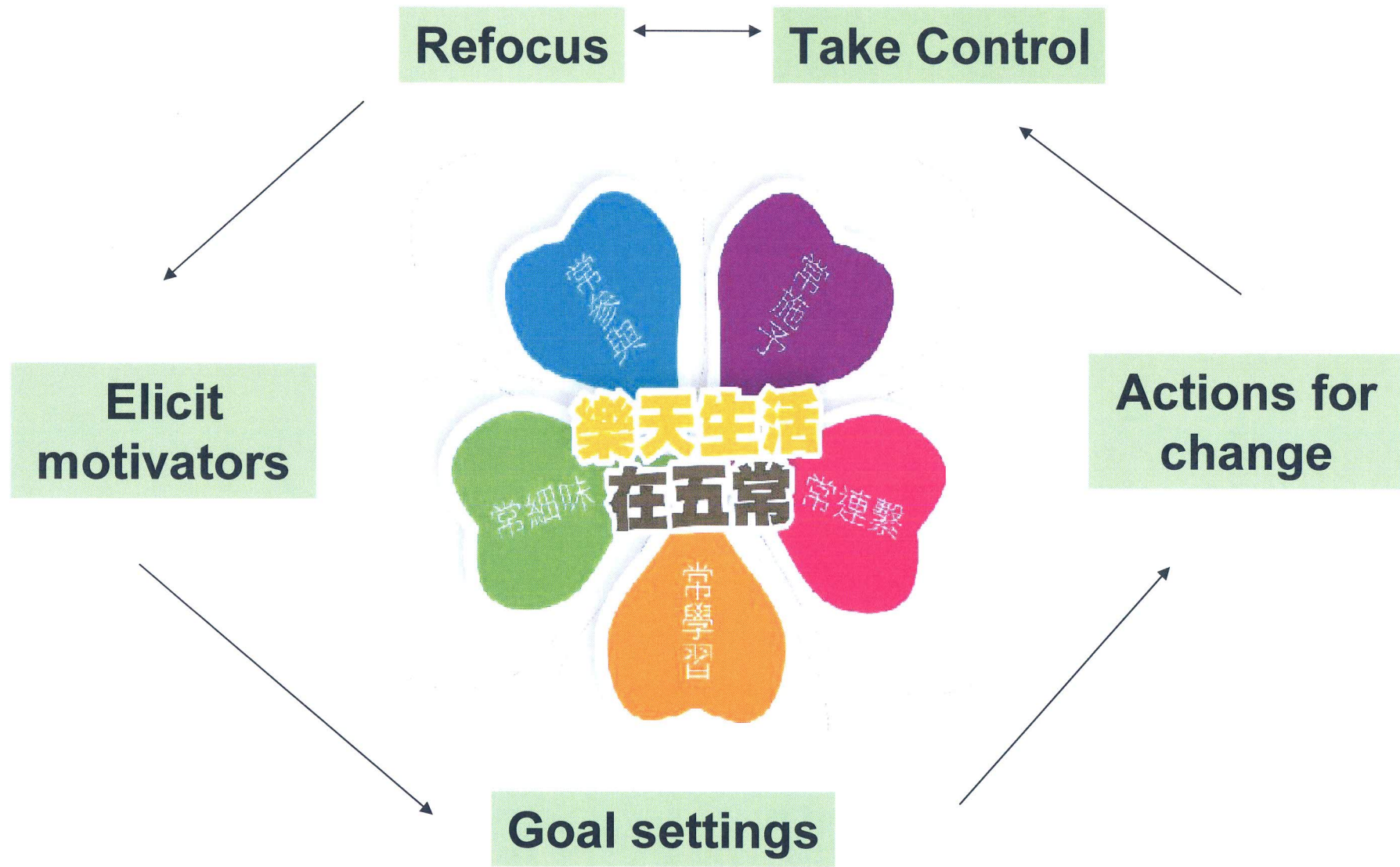
7 hospitals with acute psychiatric in-patient service

	Connect	Be active	Take notice	Keep learning	Give
N	72	71	64	64	65
Awareness	30.4%	36.2%	35.6%	49.7%	47.2%
Knowledge	93.6%	93.8%	93.4%	93.6%	92.8%
Importance	73%	72%	69%	73%	77%
Take action	96.5%	98%	96.2%	99.1%	99.1%
Recommend to others	85.2%	86.7%	86.4%	86.3%	86.9%

Result

Psychological Test

Significant difference on:

- *Hope scale (Snyder)*
  - Q2: Thinks ways to solve problems (t = -2.739, p=0.015)
  - Q7: Can achieve own goals (t = -2.087, p=0.054)

- *Chinese Adaptation of the General Self-efficacy scale*
  - Q1. Try my best I can solve problems (t = -2.611, p=0.02)
  - Q3. Keep wants and can achieve own goals (t = -3.000, p=0.009)
  - Q4. Feel confidence to solve sudden problems (t = -2.236, p=0.041)
  - Q7. I believe my ability in problem solving (t = -2.611, p=0.02)
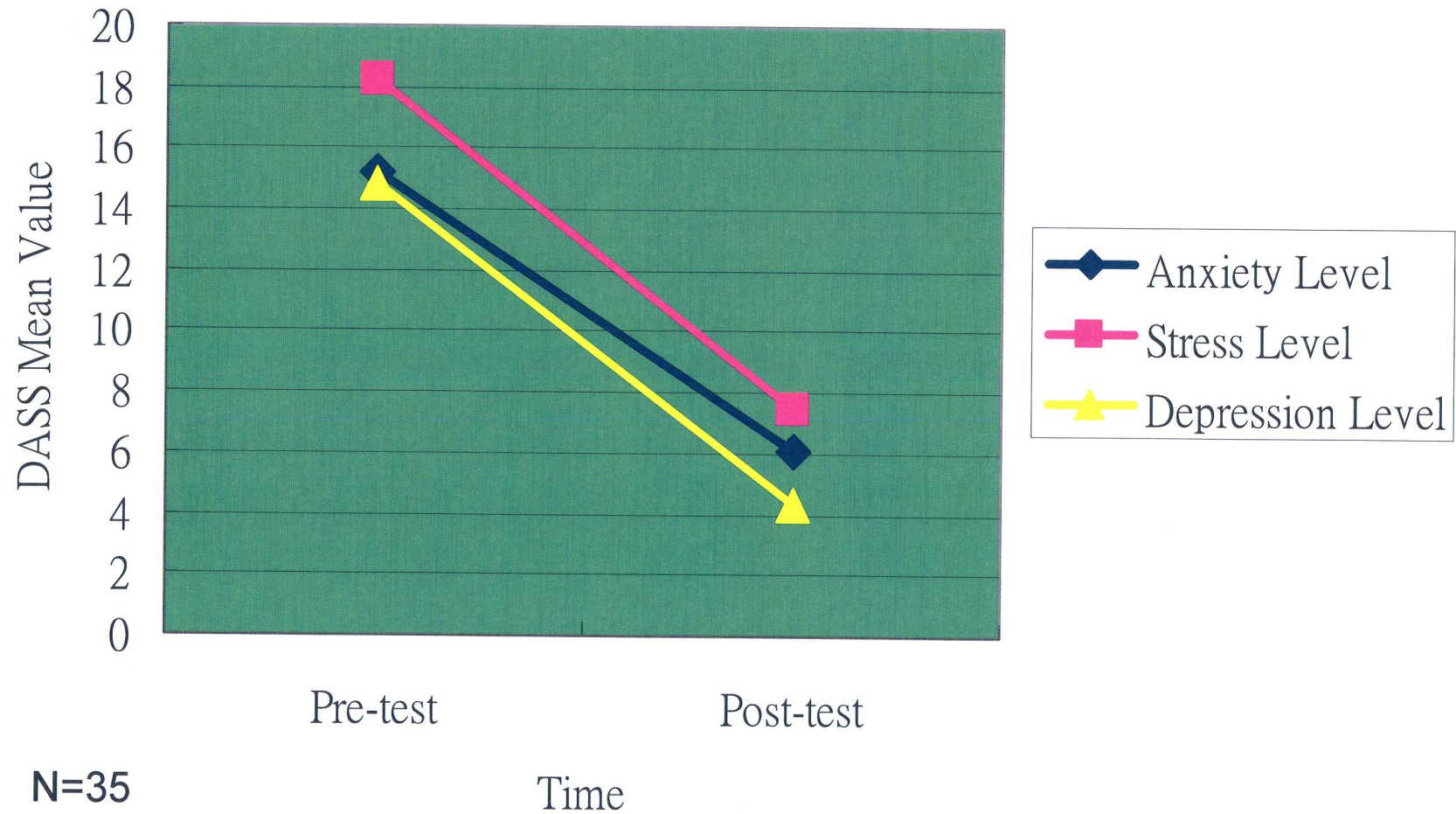
Common Mental Disorders Clinic
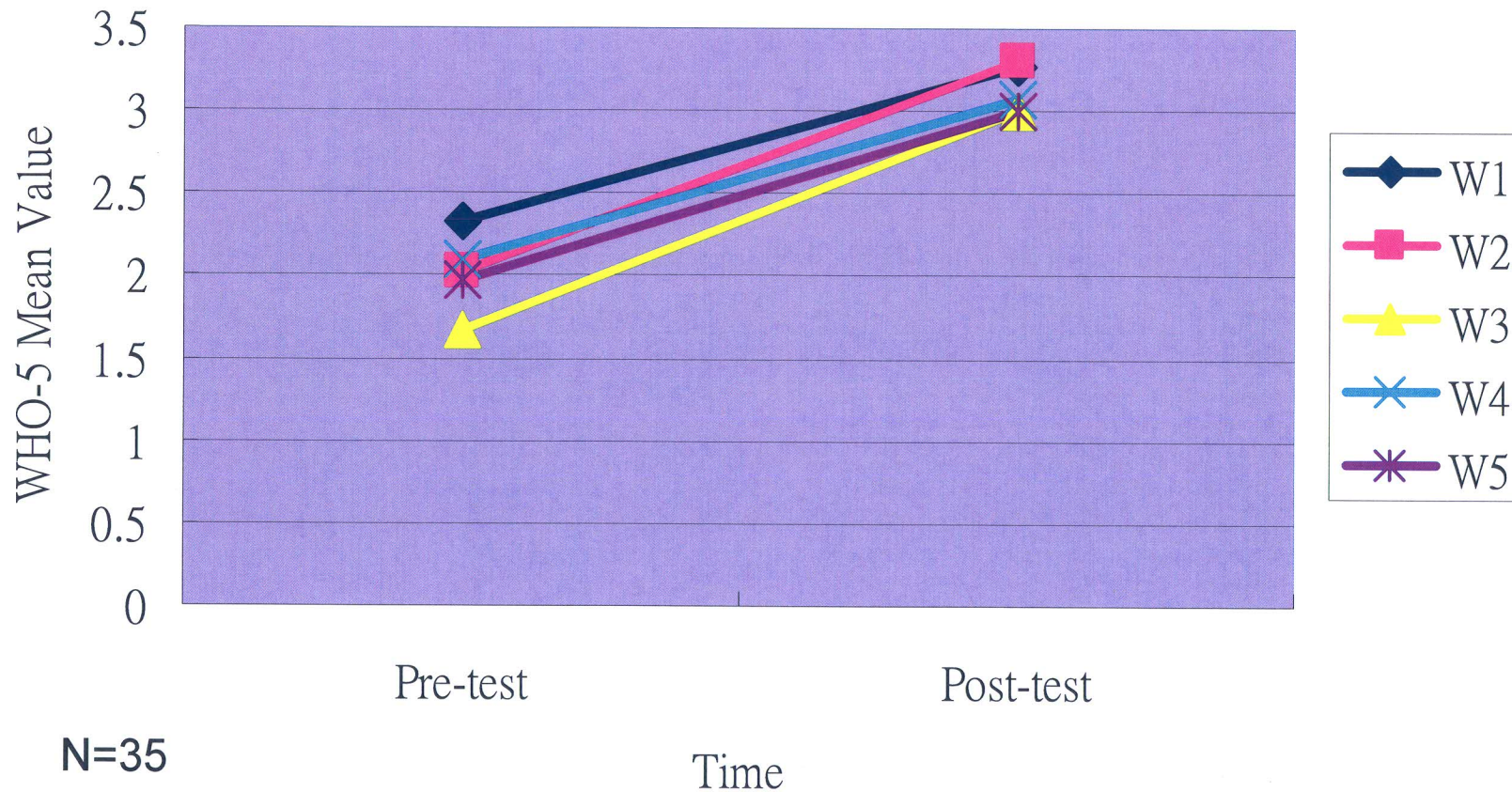# 6 clusters

Dr. consultation
+/-Medication

+/-

Psychological Treatment
Hope Therapy Program (OLSR)
Wellness Coaching

Seren Cheng (Dr.)
DMOT/KH

Results 1: Significant reduction in anxiety, stress or depression scoring (DASS)

N=35

Seren Cheng (Dr.)
DMOT/KH

Results 2 : significant improvement in subjective wellbeings in all 5 areas (WHO-5)

N=35

Seren Cheng (Dr.)
DMOT/KH

開心課程
助抑鬱症長者

何婆婆，今年 87 歲，性格活躍兼愛四處旅遊，但這 4 年內不慎跌倒 3 次，髖關節、頭部都曾受傷，有次晨運時更跌傷頭部，入院治療兩個多月，之後健康大不如前，記性變差，加上憂心家人的經濟問題，情緒非常低落。

基督教家庭服務中心邀請她參加「做個開心快活人」的小組，接受義工探訪。兩位義工除探訪、噓寒問暖外，更鼓勵她發掘日常生活中有趣、開心的事情，重拾快樂和自主的感覺。義工們更替她做了一本「我的飛行手冊」，把她以前到世界各地遊歷的相片和文字整理成一本紀念畫冊，她每次拿在手中翻閱，過往的快樂時光又重現眼前。「義工們好好，我也很喜歡這本書，內裏講的都是我的心聲。」

義工馬定豪說：「第一次探訪，已覺得何婆婆好健談，聊天時感覺到她有少少不開心和負面情緒，所以每次到來探訪，我們都

▲鄭吳倩華博士表示，大部分長者參加完「開心課程」後生活變得愉快和多元化，面對生活上的種種挑戰時，顯得積極和有自信。

如果你發現身邊的長者長期情緒低落焦慮、對生活或嗜好失去興趣、容易疲倦、睡眠困擾、勿掉以輕心，可能抑鬱症已悄悄埋身。

其實，輕度抑鬱可以透過心理學及生活重整模式加以改善及處理，有助減輕病情惡化，以下的「開心課程」成效顯著，讓長者也可積極面對人生。

▼參加的長者每次聚會都要「做功課」，把心情記下，其實是舒緩情緒的一種方法。

會跟她分享憂慮，又鼓勵她多回想一些開心事。」

另一義工葉雅盈發覺她對旅遊很感興趣，於是便常以此為話題，後來構思替她製作一本以她愛好如旅遊、縫紉、她的好友為內容的紀念冊，讓何婆婆可隨時喚起快樂的回憶。

重整生活　重尋快樂

九龍醫院職業治療部部門經理鄭吳倩華博士指出，該部門在 4、5 年前為中風患者開辦了一個名為「開心課程」的生活重整課程，設立原因，是有感上述部分患者對患病難以接受，只着眼於中風帶來的身體缺陷上，易衍生情緒問題，但透過生活重整，為他們訂立目標，協助尋找快樂的感覺，有助改善患者的抑鬱情緒，提升自主生活動力。

除了知識教授、個別體能及心理諮詢、學員的經驗分享外，每次小組課堂中，會鼓勵學員訂立目標和行動計劃，一同以行動去挑戰個人心理、社交及功能上的障礙。她說，好像乘巴士，一般人認為平常不過，但對於中風患者，卻有一定難度，透過課程的認知，令他們重拾信心，勇敢踏出第一步完成目標，意義重大。

「經過兩年的發展，發現『開心課程』對患者有一定幫助，於是 2、3 年前，覺得可嘗試推行在長者身上。事實上，在我們接觸的長者中，一些會出現情緒問題，包括大部分時間感到不開心、胃口變差、焦慮、想法負面、消瘦、常抱怨，對很多事情都失去興趣，自理變差等，這些都可能是抑鬱症的徵狀，不容忽視。」

服務擴展至社區

其後，九龍醫院職業治療部聯同基督教家庭服務中心及九龍中醫院聯網身心健康中心合作了「做個開心快活人」計劃，進一步把本在醫院推行的「開心課程」擴展至社區施行，於今年 2 月起在觀塘及黃大仙區展開。

「所有參加的長者，事前都要接受專業的抑鬱症徵狀評估。而計劃內容包括社交活動、長者互相分享、記錄每天心情、尋找快樂與健康的秘訣、認識正向生活的良方等。此外，更有義工家訪及製作長者開心紀念冊。」
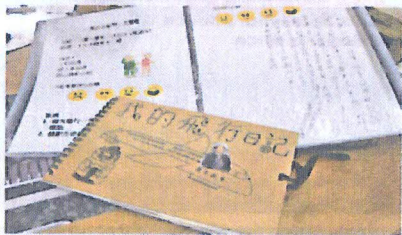
她說，3 個月下來，長者的抑鬱症情緒有顯著改善，參加此計劃的 31 名長者，以 Hamilton Depression Rating Scale 作組前組後評估，結果顯示長者的輕度抑鬱狀況有正向改變，進步很大，令人鼓舞。

基督教家庭服務中心服務總監（長者照顧）唐彩瑩說：「長者最容易強調自己有幾渣、唔叻，但計劃內的任何活動和功課都有其意義，讓他們從中發掘出自己的優點和長處，回想從前捱過的苦頭和難關，最終都安然度過，現今面對生活難題，亦可積極面對。」

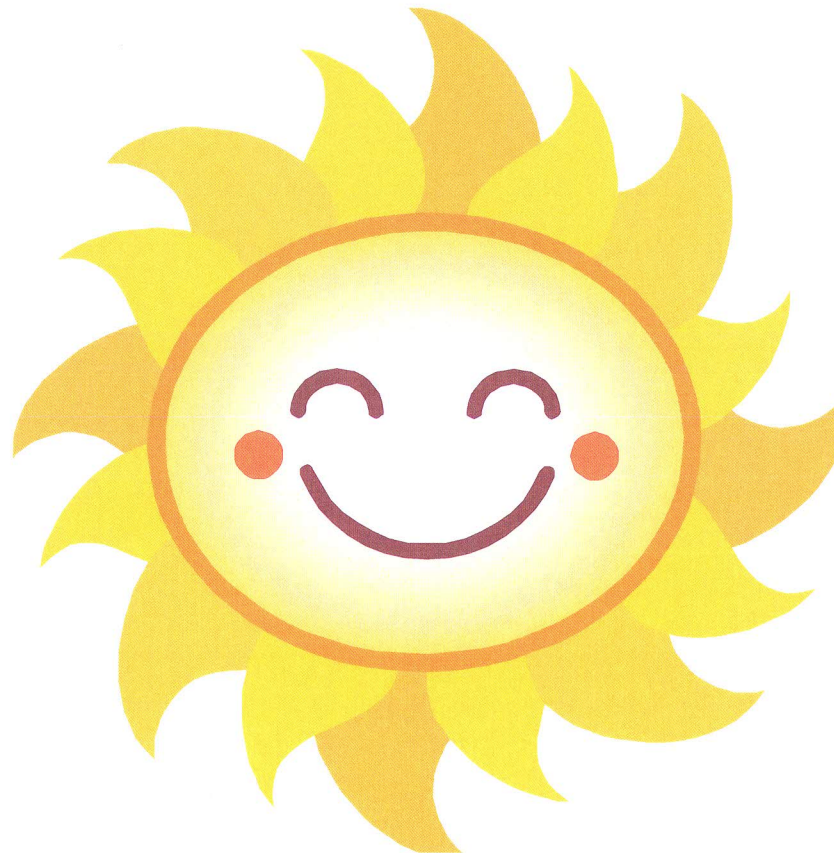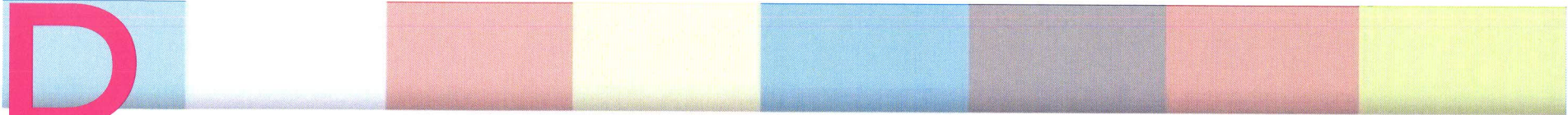欲了解更多「開心課程」資料，可聯絡中九龍診所，電話：2762 1456。

"常施與" 的例子

- 給予微笑

Seren Cheng (Dr.)
DMOT/KH

Reference

- Asia Australia Mental Health (2012). Motivational Interviewing and Stage of Change. In Hospital Authority Institute of Health Care (2012). *Multi-professional Case Management Program Nov/Dec 2012.*

- Koutsenok, I. (2012). Motivational interviewing. In H.L. McQuistion et. al (Ed.), *Handbook of Community Psychiatry*Springer Science Business Media, LLC.

- Koutsenok, I. (2012). Lecture Notes of Motivational Interviewing

- Motivational Interviewing Network of Trainers (MINT): What is motivational interviewing: retrieved from http://motivationalinterviewing.org/ on 29 Sep 2013

Reference

- Csikszentmihalyi, M. (1997). Finding flow. The psychology of engagement with everyday life. New York: Basic Books.
- Csikszentmihalyi, M.; Abuhamdeh, S. & Nakamura, J. (2005), "Flow", in Elliot, A., Handbook of Competence and Motivation, New York: The Guilford Press, pp. 598–698.
- Dryden, W., & Neenan, M. Learning from Mistakes in Rational Emotive Behaviour Therapy.
- Nakamura, J., & Csikszentmihalyi, M. (2009). Flow theory and research. In C. R. Snyder & S. J. Lopez (Eds.), Handbook of positive psychology (pp. 195-206). Oxford: Oxford University Press.
- Schüler, J. (2007). Arousal of flow experience in a learning setting and its effects on exam performance and affect. Zeitschrift für Pädagogische Psychologie, 21, 217-227.
- Babes-Bolyai, B., Lynn, S., & Ellis, A. (2009) Rational and Irrational Beliefs : Research, Theory, and Clinical Practice. Albert Ellis Institute
- http://www.wilderdom.com/psychology/loc/LocusOfControlWhatIs.html
- http://www.units.muohio.edu/psybersite/control/overview.shtml