



那打素全人健康持續進修學院

NETHERSOLE INSTITUTE OF CONTINUING
HOLISTIC HEALTH EDUCATION (NICHE)

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Prospectus 2019-2020

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Holistic Wellness Enhancement Program (W)

W1-P: Caring Workshop

Introduction

Working in stressful environment like hospitals put a huge demand on the well-being of healthcare workers and it also requires a lot of relationship building and micro-skills in dealing with colleagues, patients and their relatives. Raising the self-awareness of our own needs to cater for the best interest of caring profession and turn it into positive output to our patients can be challenging. It is essential to have the conscientiousness, awareness and practical skills to connect our feelings before they can be translated into action of care. To provide a more holistic care requires the comprehension of the caring needs of ourselves and others. It also entails the rationale behind and the practical skills such as interpersonal relationship, communication skills and empathy in actualizing it.

Intended Learning Outcomes (ILOs)

After completing this workshop, participants will be able to:

1. understand a grounded theory of how caring can be actualized in health care practice;
2. appreciate the practical steps to empathize with oneself and others;
3. enhance the interpersonal communication skills with caring components.

| Contents | Mapping with ILOs |
|---|-------------------|
| Introduction of holistic care concepts and caring theories including the four dimensions of holism in health- physical, psychological, social and spiritual | 1 |
| Comprehension of the grounded theory of caring- “The Actualized Caring Moment” by Payom Euswas (1991) | 1 |
| Empathizing with yourself and other- The Non-Violence Communication skill development and making acquaintance with taking care oneself | 2,3 |

Target Participants: Health Care Professionals

Duration: 1 Day

Format of Delivery: Lecture, Self-reflection, Group Sharing and Experiential Learning Activities

Class Size: Maximum 30

Key Facilitator: NICHE Team

全人健康課程 (W)

W1-S: 顧己及人法理情

前言

生活在這個充滿批評的社會中，我們都習慣了指責與批判，這種思考和溝通模式，既傷己亦傷人。改變溝通模式是自我轉變與關顧的開端，透過導師的講解與示範，參加者學習以「非暴力溝通」。這溝通模式引導我們轉變談話和聆聽的方式，學習去明瞭自己及別人、了解彼此的感受、需要和請求，有意識地使用語言，培養彼此尊重的和諧人際關係。

預期成果

完成工作坊後，學員能：

1. 認識全人健康理念及同理心；
2. 在人際互動處境中增強自我了解；
3. 認識如何培養彼此尊重的和諧人際關係；
4. 認識如何運用「非暴力溝通」方式，增進自己與他人的相互理解。

| 課程內容 | 與課程內容對應之預期成果 |
|------------------------|--------------|
| 全人健康理念及同理心的演繹 | 1 |
| 愛的語言：認識「非暴力溝通」模式 | 2,3,4 |
| 體驗自我感受和需要，以致理解別人 | 2,3 |
| 應用「非暴力溝通」模式促進善解自己、善解他人 | 3,4 |

對象： 支援服務人員

時數： 1 天

上課形式： 授課、小組分享及討論、體驗遊戲及角色扮演

每班人數： 最少 30 人, 最多 40 人

主要導師： NICHE 團隊

Holistic Wellness Enhancement Program (W)

W2-P: Psychological Preparedness for Crisis at Work

Introduction

Clinical hospital staff are exposed to high incidence of emergent and adverse events including infectious diseases outbreak, mass casualty incidents and potential disaster responses. With the emergence of unknown infectious diseases and various mass casualty incident potentials, frontline staff are facing diverse challenges which may result in crisis if not handled properly. This workshop is designed for the psycho-social preparedness for one in facing such challenges. It aims at increasing their comprehension of stress coping thus enhancing the resilience in facing crisis in contingent activation or prolonged adverse situations.

Intended Learning Outcomes (ILOs)

After completing this workshop, participants will be able to:

1. identify key stressors in crisis situations;
2. comprehend various coping strategies in facing major workplace crisis;
3. identify individual means to increase preparedness in meeting crisis;
4. strengthen one's resilience capacity in facing crisis.

| Contents | Mapping with ILOs |
|--|-------------------|
| Understanding the relationship between holistic health and crisis management | 1,3 |
| Exploring related work stresses and identify coping strategies | 2,3,4 |
| Enhancing one's stress response capacity to build up personal resilience | 3,4 |
| Acquiring tangible preparation in response to any pandemic outbreak or mass casualty incidents | 3,4 |

Target Participants: Health Care Professionals

Duration: 1 Day

Format of Delivery: Lecture, Assessment, Exercises, Self-reflection, Group Sharing and Scenario Discussion

Class Size: Maximum 30

Key Facilitator: NICHE Team and Other Collaborative Trainers or Experts

Holistic Wellness Enhancement Program (W)

W3-P: SQUID-Enhancing Personal Growth at Work

個人及專業成長工作坊

Introduction

Work occupies a great portion of our life. In delivering healthcare services, frontline healthcare staff face many challenges resulting from lack of manpower and high expectation from the public. If not manage properly, both work commitment and quality of personal and family life would be adversely affected. By adopting the 3-dimensional narrative of life (SQUID Narrative Method), this workshop takes participants to a self-understanding and self-reflection journey. They will be guided to have a systematic review on past, present and future self by exploring their personality quality, identity and desire. A better self-understanding helps people to unleash their potential and enhance their commitment at work.

Intended Learning Outcomes (ILOs)

After completing this workshop, participants will be able to:

1. understand the key concepts of holistic health;
2. comprehend the key components of 3-dimensional narrative of life as self-understanding;
3. re-explore life meaning in relationship to functional roles;
4. identify means in addressing personal life priorities.

| Contents | Mapping with ILOs |
|---|-------------------|
| Concepts of holistic health | 1 |
| Erikson's psychosocial development stages and Fowler's faith development | 2 |
| SQUID Narrative Method | 2,3 |
| The journey of self-understanding (i) My Desires (ii) My Qualities (iii) My Identities | 2,3,4 |
| Connecting individual life lines and the reflection of self | 3,4 |

Target Participants: Health Care Professionals or Nursing Students

Expectation from Participants: Willing for Self-exploring and Sharing of One's story

Duration: 1 Day

Format of Delivery: Lecture, Self-reflection and Group Sharing

Class Size: Maximum 35

Key Facilitator: NICHE Team

Holistic Wellness Enhancement Program (W)

W4-P: Stress Management and Resiliency Training (SMART) for Junior Nurses

Introduction

Healthcare is a people oriented service which often associates with many stressful working environments. Nurses are the key carers for patients around the clock, they do not only have to equip with the 'all-round' clinical skills but also master the 'total' aspect of human life: from diet to mobility; from infection prevention to complication management; from alleviation of pain and suffering to psychological support etc., and sometimes, if all fails, death.

Despite the advances in modern technology for curative medicine and many health service are aided by improved devices, the level of stress that healthcare workers are facing does not less than the past. With the increasing public expectation and demand on quality service delivery, stress in working environment is accumulating, therefore, one has to be trained to become SMART (Stress Management and Resiliency Training) in order to have better coping, better self and better service of care.

Intended Learning Outcomes (ILOs)

After completing this workshop, participants will be able to:

1. understand own stress level;
2. aware of own stressors and the intensity;
3. comprehend the stress management principles;
4. know how to apply stress management strategies to increase resilience in clinical settings.

| Contents | Mapping with ILOs |
|---|-------------------|
| Stress assessment and analysis in evaluating own stress level | 1,2 |
| Management theories of stress: stressors and impact that are pertinent to oneself | 1,2 |
| Principles and applications in dealing with stress and experiential skills working with practical steps | 3,4 |

Target Participants: Nurses Under 3 Years of Post-graduate Experiences

Duration: 1/2 Day

Format of Delivery: Lecture, Self-reflection, Group Sharing and Experiential Learning Activities

Class Size: Maximum 40

Key Facilitator: NICHE Team

全人健康課程 (W)

W5-S: 心靈康健工作坊

前言

香港醫療工作滿有挑戰。前線人員經常面對及承受來自醫療團隊內外的壓力，這不單止令身心容易陷入疲憊、情緒易起波動，甚至令人對工作失去熱誠。透過短講、活動及自我調適的培訓，參加者一方面能學習紓緩壓力及抒發情緒的技巧；另一方面亦有助啟發對工作崗位的召命；而透過改善溝通技巧，參加者的人際關係可得到開拓，繼而享受生活，享受工作。

預期成果

完成工作坊後，學員能：

1. 認識全人健康理念及工作帶來的意義；
2. 認識人際溝通的行為模式，促進職場人際關係；
3. 了解自己的壓力水平及壓力管理原則；
4. 學習心靈保健的方法。

| 課程內容 | 與課程內容對應之預期成果 |
|----------------|--------------|
| 全人健康理念及工作召命的演繹 | 1 |
| 人際溝通的藝術 | 2 |
| 壓力的成因及處理方法 | 3 |
| 啟發性的互動遊戲及心靈習作 | 4 |

對象： 支援服務人員

時數： 1 天

上課形式： 授課、小組分享及討論及體驗遊戲

每班人數： 最多 30 人

主要導師： NICHE 團隊及特約導師

Holistic Wellness Enhancement Program (W)

W6-P: Dance Psuche Workshop

Introduction

Working as healthcare professionals in Hong Kong is stressful. With heavy workload and huge pressure, it is very likely that they would neglect their own health, both physical and psychological. As a therapeutic exercise, Dance Psuche provides a chance for participants to channel out the negative energy accumulated in their body and to ventilate the excessive pressure, worries, anxieties, and anger. Participants will learn and experience how to connect their inner self by means of body movement and dance, and leading to harmony and a state of inner peace.

Intended Learning Outcomes (ILOs)

After completing this workshop, participants will be able to:

1. acquire various bodily movement and own physical movement;
2. enhance body and soul connection;
3. release negative emotional energy;
4. reflect one's inner self by means of physical movement.

| Contents | Mapping with ILOs |
|--|-------------------|
| Movement and dance exercises | 1 |
| Body-soul meditation | 2 |
| Interactive games which lead to self-discovery | 3 |
| Simple dance project | 4 |

Target Participants: Health Care Professionals (No dancing experience required but openness and active participation is **NEEDED**)

Duration: 1 Day

Format of Delivery: Movement, Dance, Games and Meditation

Class Size: Maximum 30

Key Facilitator: Mr. Eric Lau

全人健康課程 (W)

W6-S: 舞動心靈工作坊

前言

香港醫療工作滿有壓力。前線人員經常面對「工作多、壓力大」的情況，在忙於照顧他人的健康時，往往會忽略照顧自己的身體和心靈需要。「心靈舞蹈」是一種治療運動，透過舞蹈幫助學員抒發積聚的負能量，將積壓的壓力、焦慮和憤怒等負面情緒釋放。學員透過簡單的身體動作和舞蹈，學習如何將身體與心靈結連，帶來一種內在的安舒體驗。

預期成果

完成工作坊後，學員能：

1. 掌握基本的身體舞動動作；
2. 提昇身心之間的連繫；
3. 抒發負面情緒；
4. 透過身體的舞動反映出個人的內在狀況，從而提昇自我的理解。

| 課程內容 | 與課程內容對應之預期成果 |
|-----------|--------------|
| 舞動練習 | 1 |
| 身心默想 | 2 |
| 啟發性的互動遊戲 | 3 |
| 簡單的舞動心靈習作 | 4 |

對象： 支援服務人員(無須舞蹈經驗，只須抱著開放輕鬆的心情)

時數： 1 天

上課形式： 身體舞動、舞蹈、默想及遊戲活動

每班人數： 最多 30 人

主要導師： 劉正文先生

Holistic Wellness Enhancement Program (W)

W7-P: Application of Music & Relaxation in Daily Life and Clinical Settings

Introduction

Music has extended its arm from daily life to clinical settings in recent decades. Some researchers found that appropriate music could help patients to alleviate pain, reduce anxiety, reduce muscle tension and facilitate sleep. However, different rhythm, tempo, tones, timbres, musical structure and “doses” may have different effects. Distinguishing the characteristics of different kinds of music and selecting the appropriate one would help to achieve specific purposes, not only for amusement and relaxation.

Intended Learning Outcomes (ILOs)

After completing this workshop, participants will be able to:

1. appreciate the effects of listening music;
2. know the criteria of selecting appropriate music for different purposes;
3. know the effects of different music and relaxation exercises;
4. acquire different techniques of conducting music and relaxation exercises in clinical settings.

| Contents | Mapping with ILOs |
|---|-------------------|
| Introducing the effects of listening music and the criteria of music selection for various occasion | 1,2 |
| Introducing different music and songs' characteristics and identify their emotional impact | 1 |
| Experience how music would affect mental images and thoughts | 1,2 |
| Use of music as relaxation exercises in clinical settings | 2,3,4 |

Target Participants: Health Care Professionals

Duration: 1 Day

Format of Delivery: Lecture, Self-reflection, Group Sharing and Skills Practicing

Class Size: Maximum 30

Key Facilitator: Registered Music Therapist

全人健康課程 (W)

W7-S: 音樂與生活

前言

近年，音樂鬆弛練習已漸漸被融入到大家的日常生活當中。有研究指出，合適的音樂能幫助病人紓緩痛楚、減低焦慮、減低肌肉拉緊情況和促進睡眠。明白到不同音樂節奏、速度、音調、音質、音量及儀器能製造出不同的果效。此課程可以增強學員對音樂鬆弛練習這門學藝的認識，讓學員懂得選取合適的音樂來配合不同情境作其用途，進而將身體與心靈結連，為生活帶來一種內在的安舒體驗。

預期成果

完成工作坊後，學員能：

1. 認識音樂與日常生活的果效；
2. 選取合適的音樂來配合不同情境用途；
3. 了解不同音樂及鬆弛練習的方法。

| 課程內容 | 與課程內容對應之預期成果 |
|-----------------------------|--------------|
| 介紹音樂與日常生活和臨床應用的果效及選取合適音樂的條件 | 1,2 |
| 介紹不同音樂及歌曲種類和其情緒果效 | 1 |
| 體驗音樂與精神意象的果效 | 1,2 |
| 融入音樂成為生活的其中一種鬆弛練習 | 2,3 |

對象： 支援服務人員(無須音樂經驗，只須抱著開放輕鬆的心情)

時數： 1 天

上課形式： 授課、小組分享及討論及體驗遊戲

每班人數： 最多 30 人

主要導師： 註冊音樂治療師

Holistic Wellness Enhancement Program (W) 全人健康課程

W8-P/S: Taichi for Break Away Technique in Self Defense for Clinical Settings

太極及自我防衛篇

前言

都市人生活壓力大，精神緊張，醫療工作者更甚。醫療工作者除了要應付病者及相關事務，還要應對病者家人及其情緒突發事件，亦需照顧自身安全。工作坊講者以太極拳體用為基礎，建立一套適用於醫護人員養身和防身的簡易太極拳套路，從而闡述太極拳「中正安舒、虛實分明」的陰陽哲理與的生活處世關係。另外，為了補充簡易套路的不足，並介紹及示範太極拳基本操的動作，讓參與者掌握箇中原則與技巧，以達強身健體，舒筋活絡，減壓鬆弛，身心康泰，全人健康之效。

預期成果

完成工作坊後，學員能：

1. 認識太極拳的哲、體、用特點，並與生活聯上關係；
2. 透過太極拳基本操及部分套路招式學習，以達強身健體、舒筋活絡、鬆弛精神之效；
3. 體驗太極拳基本操及部分簡易太極拳套路招式及用法，其自衛術的原則與應用；
4. 有興趣持續進行太極拳的哲、體、用的綜合活動。

| 課程內容 | 與課程內容對應之預期成果 |
|-------------------------------|--------------|
| 從弓坐腿基本步看「中正安舒、虛實分明」的動作基準與陰陽變化 | 1 |
| 太極拳基本操十二式的練習與體用 | 2 |
| 舒緩、鬆弛、自我防衛技巧的原理與示範 | 3 |
| 部分招式的養身及防身的意涵、示範與體驗 | 3 |
| 太極拳的陰陽哲理與生活處世關係和舉隅 | 4 |

對象： 醫療專業人員或支援服務人員（參加者宜穿著運動服裝及鞋履，以便參與體驗活動）

時數： 1 天

上課形式： 短講、示範及體驗學習

每班人數： 最多 25 人

主要導師： 周昭和博士

Holistic Wellness Enhancement Program (W)

W9-P: Drama Psuche Workshop

Introduction

Working as healthcare professionals in Hong Kong is stressful. With heavy workload and huge pressure, it is very likely that they would neglect their own health, both physical and psychological. As a therapeutic exercise, Playback Theatre provides a chance for participants to channel out the negative energy accumulated in their body and to ventilate the excessive pressure, worries, anxieties, and anger. Participants will learn and experience how to connect their inner self by means of bodily movement, storytelling and drama, and leading to harmony and a state of inner peace.

Intended Learning Outcomes (ILOs)

After completing this workshop, participants will be able to:

1. enhance creativity , spontaneity, sensitivity and empathy;
2. enhance body and soul connection;
3. release negative emotional energy;
4. reflect one's inner self by means of bodily movement, storytelling and drama.

| Contents | Mapping with ILOs |
|---|-------------------|
| Storytelling and drama exercises | 1 |
| Body-soul meditation and connection | 2 |
| Interactive games which lead to self-discovery | 3 |
| Playback Theatre drama practice , self-reflection and sharing | 1,4 |

Target Participants: Health Care Professionals (No drama experience required but openness and active participation is **NEEDED**)

Duration: 1 Day

Format of Delivery: Movement, Drama, Games and Meditation

Class Size: Maximum 30

Key Facilitator: Experienced Psychodrama Therapist, Drama Education Practitioner and Playback Theatre Trainer

全人健康課程 (W)

W9-S: 心靈故事劇場工作坊

前言

香港醫療工作滿有壓力。前線人員經常面對「工作多、壓力大」的情況，在忙於照顧他人的健康時，往往會忽略照顧自己的身體和心靈需要。我們相信每個人的故事也有無可取代的價值，都希望分享和被聆聽，也透過聆聽別人的故事而與人連繫。「心靈故事劇場」是透過故事劇場幫助學員抒發積聚的負能量，將積壓的壓力、焦慮和憤怒等負面情緒釋放。學員透過簡單的肢體律動及即興劇場遊戲，學習如何將身體、故事與心靈結連，帶來一種內在的安舒體驗。

預期成果

完成工作坊後，學員能：

1. 提昇身心之間的連繫；
2. 抒發負面情緒；
3. 在聆聽及演繹故事中培養同理心與創意的能力；
4. 從故事中探索自己並重尋生活及工作力量。

| 課程內容 | 與課程內容對應之預期成果 |
|-------------|--------------|
| 演繹故事與即興劇練習 | 1,2 |
| 身心默想與連繫 | 3,4 |
| 啟發性的互動遊戲 | 3 |
| 簡單的心靈故事劇場習作 | 4 |

對象： 支援服務人員（無須戲劇經驗，只須抱著開放輕鬆的心情）

時數： 1 天

上課形式： 肢體律動、即興劇、反思默想及遊戲活動

每班人數： 最多 30 人

主要導師： 資深應用戲劇工作者、心理劇及心理治療師

Holistic Wellness Enhancement Program (W)

W10-P: Developing Therapeutic Humor

Introduction

“A cheerful heart is a good medicine” (Proverbs 17:22). It is suggested that humor can be a powerful medicine and laughter can be contagious. Studies and reviews show that some empirically supported benefits of humor and laughter include improved immune functions, increased pain tolerance, and decreased stress response. In fact, humor is an enduring and important life skill that can help people deal with life stresses whereas laughter can be viewed as an outcome of humor. Developing a good sense of humor is important to healthcare professionals who are always under pressure and overworked. This workshop aims to provide participants the theoretical background and purposes of therapeutic humor and help identify humorous things in their lives that may have a positive effect on individuals’ holistic well-being.

Intended Learning Outcomes (ILOs)

After completing this workshop, participants will be able to:

1. explore theories and purposes of therapeutic humor;
2. understand the kind, style and theme of therapeutic humor;
3. develop and cultivate a good sense of humor;
4. apply humor in the workplace.

| Contents | Mapping with ILOs |
|--|-------------------|
| Understanding the theories and purposes of therapeutic humor | 1 |
| Observing different forms of humor in daily life | 2 |
| Identifying humorous things in one’s life | 3 |
| Creating humorous stories | 3,4 |

Target Participants: Health Care Professionals

Duration: 1 Day

Format of Delivery: Lecture, Self-reflection, Group Sharing, Experiential Learning Activities and Video

Class Size: Maximum 30

Key Facilitator: NICHE Team

全人健康課程(W)

W10-S: 幽默療法

前言

「喜樂的心乃是良藥」(箴言 17:22)，幽默能發揮巨大的療效，發笑亦極具感染力。研究與文獻顯示幽默與發笑的功效包括：改善免疫功能、增強耐痛性、減輕對壓力的反應。幽默是一種持久而重要的生活技能，能助人面對壓力，而發笑可視作幽默的成果。培養出幽默感對飽受壓力的醫療人員來說是非常重要的。本工作坊的目的是讓參加者了解幽默的理論背景、幽默療法的目的，並幫助他們能在日常生活中發掘有趣的事物，以促進全人健康。

預期成果

完成工作坊後，學員能：

1. 發掘幽默療法的理論與目的；
2. 明白幽默療法的種類、方式和主題；
3. 發展及培養良好的幽默感；
4. 在職場上應用幽默與創意。

| 課程內容 | 與課程內容對應之預期成果 |
|----------------|--------------|
| 發掘幽默療法的理論與目的 | 1 |
| 觀察日常生活中不同形式的幽默 | 2 |
| 發掘生命的幽默事情 | 3 |
| 創作幽默故事 | 3,4 |

對象： 支援服務人員

時數： 1 天

上課形式： 講解、自我反省、小組分享及討論、體驗活動及短片

每班人數： 最多 30 人

主要導師： NICHE 團隊

全人健康課程 (W)

W11-P/S: 園藝、壓力管理與全人福祉

前言

園藝治療是利用園藝和園藝相關的活動讓參加者在生理、心理、社交和認知等方面獲得正面效益。在接觸植物的過程中，更可感受到生命的變化：發芽、長葉、花開、花落、生生不息；再度與生命連結，喚醒生命力量。本工作坊的主要目的是希望透過園藝活動，讓參加者體驗和感受植物的綠色力量，讓心靈寧靜，培養正向思維和有效的舒緩壓力之法。

預期成果

完成工作坊後，學員能：

1. 認識園藝活動的療效；
2. 學習如何透過園藝活動舒緩壓力；
3. 透過園藝活動提升個人福祉、培養正向思維、欣賞生命。

| 課程內容 | 與課程內容對應之預期成果 |
|----------|--------------|
| 壓力評估 | 2 |
| 園藝活動 | 1,2 |
| 日常園藝實用操作 | 1,2 |
| 分享聆聽及反思 | 3 |

對象： 醫護人員、醫護學生或支援服務人員

時數： 3-6 節。每節 1-2 小時，合共 3-12 小時

上課形式： 講解、分享及體驗學習活動、

每班人數： 最多 20 人

主要導師： 認證園藝治療師

Holistic Care Program (C)

C1-P: Human Relations at Workplace

Introduction

Human relations are more important than one may realize especially at workplace. Good workplace relationships may create positive motivation and enhance team effectiveness, which is crucial in maintaining service quality. The quality of relationships with people at work is crucial as many people enjoy their work stem from good working relationship with colleagues. Hence, in order to gain a win-win people relationship from workplace, good self-understanding and understanding others are significant. This course provides the platform for participants to understand their interpersonal relationship in a holistic approach including communication skills, assertiveness and management of interpersonal conflict.

Intended Learning Outcomes (ILOs)

After completing this workshop, participants will be able to:

1. Understand the relationship between holistic health and interpersonal relationship;
2. reflect on one's values and beliefs in people over various life stages;
3. explore personal character and interpersonal skills set in people relationship;
4. acquire significant interpersonal communication skills;
5. acquire the key elements in conflict management.

| Contents | Mapping with ILOs |
|--|-------------------|
| Relationship between holistic health and interpersonal relationship | 1 |
| Exploring influencing factors from family to personal growth that affects value and belief | 2 |
| Analyzing personal attributes that affects people relationship | 2,3 |
| Reviewing communication skills and blind spot | 4,5 |
| Managing interpersonal conflicts and appropriate use of assertiveness | 5 |

Target Participants: Health Care Professionals

Duration: 2 Days

Format of Delivery: Lecture, Self-reflection, Group Sharing and Experiential Learning Activities

Class Size: Maximum 35

Key Facilitator: NICHE Team

全人關顧課程 (C)

C1-S: 職場人際關係

前言

人際關係是我們最基本的原動力，美國總統羅斯福曾說：「成功公式中，最重要的一項因素是與人相處」。因此，人際關係成為人生發展的重要任務。職場上，無論何種職級都需要別人的合作才能達成目標，例如部屬的配合、同僚的幫助等。人際關係受著自我概念、性格模式與價值觀等因素影響，因此自我認識是人際關係發展歷程的基石。職場人際關係課程由全人健康理念、自我概念與家庭出發，再配合溝通模式的體驗學習，以助參加者發展及開拓自己的良好人際關係，繼而享受生活，享受工作。

預期成果

完成工作坊後，學員能：

1. 認識全人健康與人際關係；
2. 知己知彼，促進個人成長；
3. 強化人際的技巧：善解人意溝通與衝突處理；
4. 認識人際溝通的行為模式，促進職場人際關係。

| 課程內容 | 與課程內容對應之預期成果 |
|-----------------|--------------|
| 認識「全人健康」與「人際關係」 | 1 |
| 人際關係的藝術：了解 | 2 |
| 人際關係的藝術：溝通 | 3 |
| 人際關係的藝術：衝突 | 3 |
| 人際行為模式 | 4 |

對象： 支援服務人員

時數： 1 天

上課形式： 短講、習作、小組分享及討論及體驗學習

每班人數： 最多 40 人

主要導師： NICHE 團隊

Holistic Care Program (C)

C2-P: Patient-centered Care Enhancement Program

Introduction

In the delivery of healthcare services, patient-centered care is essential, simple and basic. However, with the advancing technology, improving scientific approach and more system building in today's healthcare delivery model, such crucial and simplicity of patient-centered care are being deviated or neglected. Many clinical services only focus on efficiency and productivity without looking from the patient's perspective of care needs. Patient becomes only part of the system and part of a mechanism in many countries. Fortunately, in recent few decades the idea of holistic patient-centered care (PCC) approach reemerge in health care delivery model in many developed countries. The workshop aims to arouse the awareness of frontline managers and service leaders on the importance of patient-centred care service by introducing an enhancement approach.

Intended Learning Outcomes (ILOs)

After completing this workshop, participants will be able to:

1. appreciate the essence of Picker's 8 principles of patient-centered care;
2. identify areas for enhancement in the perspective of patient-centered care;
3. explore the application of the principles of patient-centered care into daily professional practice;
4. develop a context-specific patient-centered care focus.

| Contents | Mapping with ILOs |
|--|-------------------|
| Introduction to Picker's patient-centered care model | 1,4 |
| Initial assessment of current situation in individual or clinical settings | 2 |
| Myths and the resolution of patient-centered care | 2,3 |
| Useful tools for enhancing better patient-centered care | 3 |

Target Participants: Senior Health Care Professionals

Duration: 1 Day

Format of Delivery: Lecture, Self-reflection, Group Sharing and Presentation

Class Size: Maximum 40

Key Facilitator: NICHE Team

Holistic Care Program (C)

C3-P: Communication and Handling of Complaint

Introduction

To be a good service provider in healthcare industry, sector-specific exemplary communication skills can be therapeutic to patients. Communications skills can be trained and comprehended by approximating relevant techniques, experiences and modified real life examples for learning and skills practice. On the other hand, complaint management due to miscommunication is also crucial in enhancing quality service outcome. To deal with complaint, criticism or negative response from a client in timely manner with appropriate response may turn a potential crisis situation into positive relationship or effect. The dealing process requires a wide spectrum of micro-skills, emotional quotient training and caring attitude adaptation.

Intended Learning Outcomes (ILOs)

After completing this workshop, participants will be able to:

1. understand the significance of effective communication;
2. communication technique essentials – verbal and non-verbal communication skills;
3. comprehend the basic skills in dealing with compliant and techniques of confrontation;
4. enhance the understanding of the core value of their organization and their roles of health practitioner.

| Contents | Mapping with ILOs |
|--|-------------------|
| Introduce to communication skill essentials and holistic care concepts | 1,4 |
| Developing effective skills and identifying communication barriers in health care settings | 2,3 |
| Conflict management | 2,3 |
| Case studies | 2,3,4 |

Target Participants: Health Care Professionals

Duration: 1/2 Day

Format of Delivery: Lecture, Reflective Case Study and Discussion.

Class Size: Maximum 30

Key Facilitator: NICHE Team

Holistic Care Program (C)

C4-S: Elderly Service Skills Enhancement Training (ESSET)

長者照顧服務深造班

Introduction

When one gets old, there are various aspects of life issues become more apparent: health and illness, emotion and social well-being, financial arrangement and social security etc.. Elderly home care becomes one of the concerned household entity in an aging population like Hong Kong. Despite there are various level of elderly services as available in the community, many would preferably choose remaining in their own homes as the best option for elderly care. Hence the training support in relevant context is designed for this particular group of primary carers. The holistic care components to the elders for facilitating their living in dignity, being respected and with spiritual support, will be addressed in this training. This “ESSET” training program target at carers who already acquired some basics of personal care skills with the goal of establishing an advanced quality elderly services and improved quality of life.

Intended Learning Outcomes (ILOs)

After completing this workshop, participants will be able to:

1. identify the physical, psychological, social and spiritual needs of the elders;
2. demonstrate the key knowledge of food and nutrition for elderly care;
3. demonstrate the key knowledge of sleep, mobility and activity for elderly care;
4. demonstrate the key knowledge of emotional wellness and spiritual needs for supporting elders in facing aging or end of life;
5. demonstrate the key knowledge of the minor physical ailments and common geriatric illness for providing timely care;
6. know how to communicate effectively with the elders and their families.

| Contents | Mapping with ILOs |
|---|-------------------|
| Concepts of holistic health and overview of geriatric care and quality of life for the elderly | 1 |
| Nutritional status assessment and dietary support and its relation to diseases; common eating problems and use of accessories | 1,2 |
| Sleep hygiene and rest; immobility and risk of fall; management and use of aids | 3 |

| | |
|---|-----|
| Recognition of symptoms and signs of mental health problems , anxiety and dementia & depression | 1,4 |
| Common health problems including chronic illness among elder people | 5 |
| The art of communication with elders and their families | 1,6 |

Target Participants: Home Care Providers

Duration: 18 hours (Total 6 Sessions with 3 Hours Per Session)

Format of Delivery: Lecture, Group Sharing, Discussion and Skills Practicing

Class Size: Maximum 30

Key Facilitator: NICHE Team

Holistic Leadership Program (L)

L1-P: Persona Risk Index Management Education in Hospital Setting (PRIME)

性情危機管理工作坊

Introduction

To work efficiently and effectively in healthcare setting is challenging as it is a place full of all the demand and expectation either from clients, or healthcare workers themselves. Meeting such demand and expectation could be a threat or a chance for growth. A better understanding of individual characteristics helps people to turn a threat into a chance. PRIME is integrating the Myers-Briggs Type Indicator (MBTI) and Enneagram as a set tool to facilitate the process of self-understanding and better equip frontline staff in their daily health care practices.

Intended Learning Outcomes (ILOs)

After completing this workshop, participants will be able to:

1. understand the various personality types and its implication;
2. comprehend the basics in Enneagram as self-exploration;
3. interpreting own strength and weakness by means of PRIME analysis;
4. do the mapping of professional engagement through self-discovery.

Special Feature

Each participant will be given a computerized Enneagram assessment with interpretation so that they will know more about their personality trait as well as others, in order to better equip themselves in work life situation.

| Contents | Mapping with ILOs |
|---|-------------------|
| Introduction of MBTI and Enneagram and PRIME and the basic application | 1 |
| To do the self-exploratory process with the application tools of PRIME | 1,2 |
| By means of the PRIME software, analysis and interpretation of individual strength and weakness | 2,3,4 |
| Illustration of clinical case studies and examples in utilizing the results | 2,3 |

Target Participants: Health Care Professionals

Duration: 1 Day

Format of Delivery: Lecture, Group Sharing and Skills Practicing

Class Size: Maximum 25

Key Facilitator: Dr. James LEUNG Yeng-on

Holistic Leadership Program (L)

L2-P: Enhancement of Professional Vocation and Team Spirit

Introduction

Health care professionals are physically and mentally demanding occupations. Burnout is not uncommon for many health care workers, typically as a result of stressful and high demanding work. It always takes time and space for them to renew and recharge. However, the support from the team that one works with is crucial in facilitating such regeneration of energy and spirit. At the workshop, participants will experience not only the power of team work, but also the inner voice listening.

Intended Learning Outcomes (ILOs)

After completing this workshop, participants will be able to:

1. define what makes a 'good' team;
2. increase the awareness of team work and such positive influence of team spirit and inner self;
3. listen to self and the reinforcement in professional vocation for developing career pathway.

| Contents | Mapping with ILOs |
|---|-------------------|
| What makes a "good" team and the essentials of building a team | 1,2 |
| Professional vocation and fulfillment of calling components | 2,3 |
| Team building tactics that can promote team spirit and productivity | 2 |
| Introducing various means to enhance team effectiveness | 3 |

Target Participants: Health Care Professionals

Duration: 1 Day

Format of Delivery: Lecture, Self-reflection, Group Sharing and Experiential Learning Activities

Class Size: Maximum 40

Key Facilitator: NICHE Team

全人領導課程 (L)

L2-S: 提昇職業召命與團隊精神工作坊

前言

醫療服務必須依賴各個團隊彼此相互配合才能完成工作，支援服務人員需面對日益增加的醫療服務需求，亦需面對及承受來自醫療團隊內外各方要求與壓力；身心容易陷入疲憊，因而對工作失去熱誠。透過工作坊的短講與體驗遊戲，參加者一方面感受團隊支援的重要，另一方面反思自己的職業召命與工作意義。

預期成果

完成工作坊後，學員能：

1. 理解什麼是「好」的團隊及其重要元素；
2. 提昇團隊精神及工作士氣；
3. 促進及反思職業召命及工作滿足感。

| 課程內容 | 與課程內容對應之預期成果 |
|---------------|--------------|
| 良好的團隊要領 | 1,2 |
| 全人健康理念及團隊協作關聯 | 1,2 |
| 職業召命的培育及特質 | 1,3 |

對象： 支援服務人員

時數： 1 天

上課形式： 短講、自我反思、小組分享及討論及體驗活動

每班人數： 最多 40 人

主要導師： NICHE 團隊

Holistic Leadership Program (L)

L3-P: Team Effectiveness Enhancement Workshop

Introduction

Health care professionals are working under high stress; it may lead to reduce job commitment and lower job satisfaction. In this workshop, job satisfaction and strength and weakness of the team will be explored by means of a structured tool to identify the gap for enhancement. The roles of team member will be addressed in enhancing job morale, building up mutual support so as to increase team effectiveness.

Intended Learning Outcomes (ILOs)

After completing this workshop, participants will be able to:

1. identify the key elements in building positive team spirit;
2. comprehend on how to develop a committed team;
3. appreciate the key components in enhancing team effectiveness.

| Contents | Mapping with ILOs |
|--|-------------------|
| Assessment of team effectiveness (Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis) | 1 |
| Identification of key elements for building a positive team | 2 |
| Explore on methodologies in improving team cohesiveness and enhancing productivity | 2,3 |

Target Participants: Health Care Professionals

Duration: 4 Hours

Format of Delivery: Lecture, Assessment, Self-reflection, Group Sharing and Experiential Learning Activities

Class Size: Maximum 40

Key Facilitator: NICHE Team

Holistic Leadership Program (L)

L4-P: Professional and Personal Enhancement Program (PPEP)

Introduction

Many solid good foundation in terms of management structure, policy, educational activities and role models are relied on top managers to uphold and implement in an organization. In health care service delivery, not only the structural technical components are significant, the passion towards the profession and compassionate caring attitude and also important, has to be cultivated among health care professionals and pass on from one generation to another. Senior managers are the crucial stakeholders who can uphold the caring heritage and influence their peers and subordinates. Subsequently, quality care could be provided and younger generation could be groomed to become holistic leaders in the future.

Intended Learning Outcomes (ILOs)

After completing this workshop, participants will be able to:

1. enhance the understanding of holistic leadership;
2. identify essential elements to increase self-resilience in meeting workplace challenges;
3. strengthen mutual support among peer managers or group;
4. enhance personal growth from the perspective of frontline managers.

| Contents | Mapping with ILOs |
|--|-------------------|
| Sharing of practical experience in developing a supporting culture | 1,2 |
| Enhancing EQ at work - understand the most frequently expressed emotions and manage negative emotions constructively | 2 |
| Self-care and resilience in nursing | 2,3,4 |
| Holistic care in daily utilization | 1,4 |
| Book sharing on relevant topic and holistic care enhancement | 2,4 |
| Self-cultivation in - personal wellness; leadership qualities; managing daily patient care and managing staff team | 2,3 |

Target Participants: Senior Health Care Professionals

Duration: 15 Hours (Total 10 Sessions with 1.5 Hours Per Session) and 1 Day Retreat

Format of Delivery: Lecture, Assessment, Self-reflection and Group Sharing

Class Size: Maximum 40

Key Facilitator: NICHE Team and Other Collaborative Trainers or Experts

Holistic Leadership Program (L)

L5-P: Professional Advancement Training in Interviewing Skills

Introduction

In general health care setting, it provides the upward ladder for promotion to senior post as a positive work hygiene factor. Many experienced clinical staff who are motivated, hardworking and yet however, may not be able to be acknowledged during a selection interview for promotion. This training provides particularly with the theory, sharing of real case scenario and simulation exercise aiming to enhance a more comprehensive preparation for nursing staff. The emphasis on holistic leadership by developing nurses' self-understanding, self-presentation, and technical preparation for promotion and selection interview, therefore, will equip participants for meeting such challenges.

Intended Learning Outcomes (ILOs)

After completing this workshop, participants will be able to:

1. acquire the quality of holistic leadership;
2. appraise own professional strength and weakness as to better perform;
3. comprehend the essential assessment criteria in promotion and selection interview situations in health care settings;
4. improve professional performance in promotion and selection interview through experiential learning.

| Contents | Mapping with ILOs |
|---|-------------------|
| Quality of a holistic leader in a clinical setting | 1 |
| Identification of own professional strength and weakness | 2 |
| Psychological and technical preparation during an interview | 2,3,4 |
| Self-cultivation in personal wellness; leadership qualities and managing staff team | 2,3 |
| Simulation in conducting selection interviews | 1,4 |

Target Participants: Senior Health Care Professionals ≥ 5 Years' Experience

Duration: 4 Hours (Lecture and Experiential Learning) and 1 Day Simulation Exercise

Format of Delivery: Lecture, Self-reflection, Group Sharing and Simulation Exercise

Class Size: Lecture: Maximum 40
Selection Interview Workshop: Maximum 10

Key Facilitator: NICHE Team and Other Collaborative Trainers or Experts

Holistic Leadership Program (L)

L6-P: Mentoring Training Workshop for Nurses

Introduction

The challenge of the anticipated influx of new health care professionals will demand on experienced nurses and require them to step up into a mentor role for this next generation of health care professionals. The purpose of this training is to provide participants the necessary skills and knowledge to be an effective mentor in order to perform supportive mentoring with newly graduated nurses.

Intended Learning Outcomes (ILOs)

After completing this workshop, participants will be able to:

1. assume the different roles and responsibilities of a mentor;
2. master the basic mentoring skills;
3. assess, monitor and document learning progress of mentees;
4. apply learning theories in mentoring.

| Contents | Mapping with ILOs |
|--|-------------------|
| Different roles and responsibilities of a mentor | 1 |
| The Bloom's Taxonomy and the concepts of clinical competence | 2,3 |
| The principles and methods of clinical assessment | 2,3 |
| Managing the process of mentoring | 2,3 |
| Instructing skills, debriefing skills, feedback giving skills and counselling skills | 2,3 |
| Adult Learning Principles and application of learning theories in mentoring | 4 |

Target Participants: Health Care Professionals

Duration: 3 - 6 Hours

Format of Delivery: Lecture, Self-reflection, Group Sharing, Scenario Discussion, Role Play and Video

Class Size: Maximum 10

Key Facilitator: NICHE Team

Trainers & Facilitators Information

Iris LEE Fung Kam

RN(Gen) RM RTN BN(Hons) MPhil PhD FHKAN

Director, NICHE

Being an academic staff engaging in education and research for more than 20 years, Dr. Lee is experienced in teaching, program leadership and the related resources management, research and publication. She has been the external examiner of a number of nursing programs in Hong Kong and contributed to the Nursing Council of Hong Kong in licensing examination. Regarding research, she has been the reviewer of research manuscripts for a number of international refereed journals and the proposal reviewer for both local and overseas funding institutions. She is the Chief Editor for “Ya-feng”, a periodical on holistic health and care. As the Director of NICHE, Dr. Lee envisions herself to promote holistic health and caring program for the community with evidence-based research.

Emily CHENG Siu Ping

RSW BSW MEd (counselling)

Associate Director, NICHE

Ms. Cheng is a registered social worker, post crisis counsellor and certified mental health first aid (MHFA) instructor, and also an Associate Fellow and certified counsellor of The Hong Kong Professional Counselling Association. She has provided youth outreaching services, volunteer training and counselling services to families with SEN children in NGOs. In addition, she has over 20 years of working experience in public hospitals, as nurse counsellor, manager of critical incident psychological services centre, and as medical social worker. She is keen on parent education, mental health education, crisis counselling and “care for the carers” coaching. She has also worked previously in several universities in Hong Kong as part time lecturer, tutor and practicum fieldwork supervisor for over 10 years. Recently, she has been interested in the integration of theories and practice in fields of addictive behaviors, using drama in post-trauma counselling. As the Associate Director, she takes up the mission for promoting and integrating holistic health in helping professions and community.

LAU Ka Yee

RN BHSc MN

Senior Education & Project Officer

Ms. LAU obtained her professional qualification in general nursing in 2001 with 17 years nursing experiences. Before joining NICHE, Ms. Lau served as a manager, nurse educator and part-time tutor in the Institute of Advanced Nursing Studies of Hospital Authority, Enrolled Nurse Training School and Care-related Support Worker Training of the Employees Retraining Board respectively. As the Senior Education & Project Officer, she takes up the mission for promoting holistic health and supporting frontline health care workers.

Stephanie WONG Wai Shun BA MSc (Counseling) MSc (Applied Psychology)

Education & Project Officer, NICHE

Ms. Stephanie WONG graduated from the Hong Kong Polytechnic University with a Bachelor degree in Chinese & Translation. She has extensive experiences in different sectors including the press & media, art development, tertiary education and social services. She obtained Master Degrees in Counseling and Applied Psychology from the University of Hong Kong and City University of Hong Kong respectively. With her exposure in social sciences and training experiences, Stephanie assists in a variety of program development, training and research. She is a certified MBTI administrator, horticultural therapist and Certified Zentangle teacher.

Elsa TSANG Sou Wah RN RM BHSc MHA

Honorary Professional Consultant

Ms. Elsa Tsang is an experienced nurse with extensive clinical and management experiences. She was the General Manager (Nursing) of Ruttonjee Hospital and Alice Ho Miu Ling Nethersole Hospital in 1994 and 2004 respectively. She was one of the pioneers to promote and actualize holistic nursing care since the 90's and to promote "care for the carers" in Hong Kong. After her retirement from the Hospital Authority, she served as the Director of NICHE for 7 years and subsequent as the Honorary Professional Consultant.

Andrew LUK Leung RN(Gen) RN(Psy) MN MHA PhD

Honorary Professional Consultant

Being one of the founders of the Christian Oi Hip Fellowship, Dr. Andrew LUK obtained his professional qualification both in general and psychiatric nursing. With his engagement as a nursing administrator, Dr. Luk conducted management training for more than 20 years. Being a nursing professor for 7 years, Dr. Luk conducted teaching, training and research in light of pledging holistic principles for health care services. It brought him decades of commitment as a volunteer group counselor for a mental health support group. He authored and edited a number of books including "A holistic care program for psychiatric rehabilitation in a Chinese context", "我想改變才會有變", "循證護理管理" and "Spirituality, Religion & Holistic Health – Transcendence of Human Predicament". Dr Luk incessantly maintains his teaching as the guest professor of Kiang Wu Nursing College of Macau and visiting professor of the Macau University of Science and Technology. He served as the Director of NICHE for the period from 2012-2019.

Collaborative Trainers & Facilitators:

**Dr. YAU Fai To MBBS(HK) MMed(PAED)(SINGAPORE) DCH(LOND) MRCP(IREL)
FHKCPaed FHKAM(PAEDIATRICS) FRCP(EDIN) FRCP(GLASG) FRCPCH PgDHSM**

Dr YAU is a paediatric specialist who retired in recent years as a Consultant from the Hospital Authority. He had extensive managerial experiences during the service in public sector hospitals as the Chief of Service, Clinical Service Coordinator and Deputy Hospital Chief Executive. Being a specialist clinician in paediatrics, Dr Yau involves in a variety of training across the sector ranging from lifestyle-related medicine, pastoral care and holistic health. Apart from serving as an Honorary Associate Professor in the Department of Paediatrics, the Chinese University of Hong Kong, he has also been an active member of the Education Committee of the Hong Kong College of Paediatricians and many other volunteer services.

Dr. SITT Wing Hung, Edward MBBS (HK), MRCP (UK), FHKCP, FHKAM (Med), FHKCC

Dr Sitt, a Registered Specialist in Cardiology, is a private practitioner specializing in Cardiology. He graduated from the Faculty of Medicine, the University of Hong Kong in 1984. Dr. Sitt was later accredited as fellow of Royal Colleges of Physicians of the United Kingdom (MRCP (UK)) in 1989, fellow of Hong Kong College of Physicians and fellow of Hong Kong Academy of Medicine in 1993, fellow of Hong Kong College of Cardiology in 1995. Dr. Sitt was the former Chairman of Christian Medical and Dental Fellowship of Hong Kong (CMDF) and is currently an advisor to the fellowship. He is a devoted Christian serving the young generation of doctors, medical students and sharing his experiences with them in universities or fellowship gathering.

FOK Sum RN(Gen) RM BN MHSc (Geron)

Ms. FOK Sum graduated from the Nethersole School of Nursing as a Registered Nurse and Registered Midwife. She was a nurse clinician and manager in various clinical areas of public hospitals for more than 30 years. She has been an active member in volunteer groups training for hospital staff and community nurses in mainland China since 1999. With her belief and commitment in holistic care, she joins NICHE since 2009 participating in program design and delivery to nurture and support nursing students and health care professionals.

Jenny Lam Lai Ching MSc (Counselling) M Music Therapy MSc(Finance) BBA

Ms. Jenny Lam is a registered music therapist and a counselor. She is the current Chairman of the Hong Kong Music Therapy Association and a supervisor of a music therapy diploma program in HKUSPACE. She also obtained a master degree in counselling from the University of Hong Kong.

Jenny is experienced in serving people with different needs, including children with special educational needs, people with multiple disabilities, adults with cancer, elderly with dementia and patients at the end of life. She is specialized in treating emotional issues. In addition to private practice, Jenny also provides talks, workshops and clinical music therapy services to different hospitals, cancer centres, NGOs, schools and private companies.

Eric LAU Ching Man BSc MSc Occupational Therapist

Mr. Eric LAU is the Director of the Christian Dance Association. He is an experienced and talented choreographer and possesses a great deal of experiences integrating dancing with holistic components to enhance personal wellbeing. His background as a registered occupational therapist, a master degree holder in Worldview Studies and Divinity as well as a church minister-in-charge for over 10 years has equipped him with expertise on assimilating dance and spirituality. He founded *Dance Psuche* and *Spiritual Dance* programs since 2006, which have won great acclaims from the participants. His programs now serve people from all walks of life, including and not confining to rehabilitating cancer patients, visually impaired people, social workers and school teachers. Mr Lau collaborated with NICHE for last few years to deliver Dance Psuche exclusively for health care staff.

周昭和博士 Ph.D. CUHK

周博士主修課外活動、課程及體育，曾於課程發展處工作，專職發展高中太極拳與舒鬆技巧課程。任職香港中文大學課程與教學學系專業顧問期間在中大成立「流動學校」計劃及協助「支援中學規劃生命教育計劃」，擔任生命導師。周博士追隨吳家鑑泉太極拳總社第四代首席入室弟子陳昌立師父為徒已近廿年。十多年前已開始將太極拳體用與原理融入生活中，曾於《體康學報》發表〈論太極拳在香港體育課程的適合性〉，《健康資訊》〈太極拳與健康〉等文章。

Training Partners:

NICHE has provided training to the following organizations (in alphabetical order)

Hong Kong

Agent Bong
Alice Ho Miu Ling Nethersole Hospital
Alice Ho Miu Ling Nethersole Nursing Home
Global Healthcare Association Company Limited
Grantham Hospital
Gratia Christian College
Haven of Hope Hospital
Hong Kong Baptist Hospital
Hong Kong Federation of Women's Centres
Hong Kong Nurses Training & Education Foundation Ltd.
Infection Control Branch, CHP / Infectious Disease Control Training Centre, Hospital Authority
Kwong Wah Hospital
Li Ka Shing Faculty of Medicine, The University of Hong Kong
Nethersole School of Nursing, The Chinese University of Hong Kong
North District Hospital
NuPro Nurse Clinic
Oasis-Center for Personal Growth & Crisis Intervention, Hospital Authority
Our Lady of Maryknoll Hospital
Pamela Youde Nethersole Eastern Hospital
Prince of Wales Hospital
PuraPharm International (H.K.) Ltd.
Queen Elizabeth Hospital
Ruttonjee & Tang Shiu Kin Hospital
Shatin Hospital
Tai Po Hospital
Tseung Kwan O Hospital
The Hong Kong Joint Council of Parents of the Mentally Handicapped
The Hong Kong Paediatric Nurses Association
United Christian Hospital
Union Hospital

Macau

Macau Medical Mission 澳門醫療事工協會

Mainland China

Guangdong General Hospital 廣東省人民醫院
The Fifth Affiliated Hospital, Sun Yat Sen University 中山大學附屬第五醫院