



那打素全人健康持續進修學院
Nethersole Institute of Continuing
Holistic Health Education (NICHE)

塑
全
人
健
康

展
生
命
力
量



Prospectus 2025-2026

課程索引

Program Name P : Professional staff S : Supporting staff	Target Participants AH/M : Allied Health or Medical Staff M : Managerial Staff N : Nurse S : Health Care Supporting Staff				Page
	AH/M	M	N	S	
Holistic Wellness Enhancement Program (W) 全人健康課程					
W1-P: Caring Workshop	*		*		4
W1-S: 顧己及人法理情				*	5
W2-P: Psychological Preparedness for Crisis at Work	*	*	*		6
W3-P: SQUID - Enhancing Personal Growth at Work 個人及專業成長工作坊	*	*	*		7
W4-P: Stress Management and Resiliency Training (SMART) for Junior Nurses			*		8
W5-S: 心靈康健工作坊				*	9
W6-P: Dance Psuche Workshop	*	*	*		10
W6-S: 舞動心靈工作坊				*	11
W7-P: Application of Music and Relaxation in Daily Life and Clinical Settings	*	*	*		12
W7-S: 音樂與日常生活和臨床應用				*	13
W8-P: Taichi for Break Away Technique in Self Defense for Clinical Settings	*	*	*		14
W8-S: 太極及自我防衛篇				*	14
W9-P: Drama Psuche Workshop	*	*	*		15
W9-S: 心靈故事劇場工作坊				*	16
W10-P: Developing Therapeutic Humor	*	*	*		17
W10-S: 幽默療法				*	18
W11-P: 園藝、壓力管理與全人福祉	*		*		19
W11-S: 園藝、壓力管理與全人福祉				*	19
W12-P: Laughter Power Workshop	*	*	*		20
W12-S: 愛笑力量工作坊				*	21
W13-P: Personality Dimensions® - Enhancing Personal Growth at Work	*	*	*		22
Holistic Care Program (C) 全人關顧課程					
C1-P: Human Relations at Workplace	*	*	*		23
C1-S: 職場人際關係				*	24
C2-P: Patient-centered Care Enhancement Program	*	*	*		25
C3-P: Communication and Handling of Complaint	*	*	*		26
C4-S: Elderly Service Skills Enhancement Training (ESSET) 長者照顧服務深造班				*	27-28
C5-P: Mental Health First Aid Certificate Course for Nurses		*	*		29-30
Holistic Leadership Program (L) 全人領導課程					
L1-P: Persona Risk Index Management Education (PRIME) in Hospital Setting 性情危機管理工作坊	*	*	*		31
L2-P: Enhancement of Professional Vocation and Team Spirit	*	*	*		32
L2-S: 提升職業召命與團隊精神工作坊				*	33
L3-P: Team Effectiveness Enhancement Workshop	*	*	*		34
L4-P: Professional and Personal Enhancement Program (PPEP)	*	*			35

Program Name	Target Participants				Page
	AH/M	M	N	S	
L5-P: Professional Advancement Training in Interviewing Skills		*	*		36
L6-P: Mentoring Training Workshop for Nurses			*		37
NICHE Online Course (O) NICHE 網上課程					
O1-P: Managing Conflicts for Nurses			*		38
O1-S: 衝突管理 — 支援服務職系篇				*	39
O2-P: Clinical Coaching Skills for Nurses			*		40
O2-S: 臨床帶教技巧 — 支援服務職系篇				*	41
O3-P: Core Counselling Skills for Nurse Mentors			*		42
O4-P: Core Counselling Skills for Nurse Mentors – Skills Lab			*		43
O5-P: Emotional Intelligence in Holistic Care for Nurses			*		44
O5-S: 情緒智力 — 支援服務職系篇				*	45
O6-P: Empathetic Communication for Nurses			*		46
O6-S: 同理溝通 — 支援服務職系篇				*	47
<i>Trainers & Facilitators information</i>					48-50
<i>Collaborative Trainers & Facilitators</i>					50-52
<i>Training Experience from 2018 to 2024</i>					53

Updated 2026.01

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.

Objectives

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

Contents	Mapping with Objectives
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 oneself and other	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，透過導師的講解及示範，參加者學習如何去明瞭自己及別人的感受，培養彼此尊重的和諧人際關係。

目標

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「非暴力溝通」方式，增進自己與他人的相互理解。

課程內容	與課程內容對應之目標
全人健康理念及同理心的演繹	1
愛的語言：介紹「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

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.

Objectives

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

Contents	Mapping with Objectives
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.

Objectives

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

Contents	Mapping with Objectives
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.

Objectives

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

Contents	Mapping with Objectives
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。

目標

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	與課程內容對應之目標
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.

Objectives

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

Contents	Mapping with Objectives
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。

目標

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	與課程內容對應之目標
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.

Objectives

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

Contents	Mapping with Objectives
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。

目標

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	與課程內容對應之目標
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

全人健康課程 (W)

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。

目標

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	與課程內容對應之目標
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.

Objectives

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

Contents	Mapping with Objectives
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。

目標

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	與課程內容對應之目標
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.

Objectives

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

Contents	Mapping with Objectives
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。

目標

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	與課程內容對應之目標
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。

目標

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	與課程內容對應之目標
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 Wellness Enhancement Program (W)

W12-P: Laughter Power Workshop

Introduction

In modern busy and high-pressure lives, laughter holds incredible power. In 1995, Dr. Madan Kataria, an Indian physician, conducted a study that confirmed the significant impact of laughter on our physical and mental well-being, with just 20 minutes of laughter providing a wide range of benefits. Scientific research has shown that laughter can improve our overall health. It enhances our energy and immune system, elevates our psychological well-being and happiness, reduces stress and improves emotions and social relationships. In this workshop, participants will learn how to use laughter to improve their physical and mental health, share moments of joy in a supportive and positive environment, engage in interactions, and create a happier and more meaningful life. Let's embark on this journey together and explore the power of laughter!

Objectives

1. To understand and learn the unique practice of laughter.
2. To understand the physical and mental benefits of laughter activities.
3. To experience deep relaxation in their body and mind through laughter activities.

Contents	Mapping with Objectives
Introduction to the unique practice of laughter (concept and philosophy)	1
Introduction to the physical and mental benefits of laughter activities	2
Experience laughter activities: 1. Laughter exercises 2. Laughter meditation.	3

Target Participants: Health Care Professionals

Duration: 2 hours

Format of Delivery: Lectures, Group Sharing and Experiential Learning Activities

Class Size: Maximum 30

Key Facilitator: NICHE Team

全人健康課程 (W)

W12-S: 「愛笑力量」工作坊

前言

在現代繁忙和高壓的生活中，笑聲具有驚人的力量。在 1995 年，創始人印度醫生 Dr. Madan Kataria 進行了一項研究，證實愛笑對我們的身心健康有著重要的影響，並且只需要 20 分鐘的大笑就足以帶來廣泛的好處。科學研究表明，笑聲可以改善我們的身心健康狀況。它能增加我們的活力和免疫力，提升我們的心理質素和幸福感，從而減輕壓力，改善情緒和社交關係。在這個工作坊中，參加者將學習如何運用愛笑改善身心健康，並在支持和正面的環境中共享快樂時刻，建立互動，創造更愉快、更有意義的生活。讓參加者一起開始這段旅程，探索愛笑的力量吧！

目標

1. 認識、了解及學習愛笑這獨特的運動方式。
2. 了解愛笑活動對身體和心靈上的好處。
3. 體驗愛笑活動帶來身體和心靈上的深層放鬆。

課程內容	與課程內容對應之目標
介紹愛笑這獨特的運動方式(概念和哲學)	1
介紹愛笑活動對身體和心靈上的好處	2
體驗愛笑活動：1. 愛笑運動 2. 愛笑靜心	3

對象：	支援服務人員
時數：	2 小時
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

Holistic Wellness Enhancement Program (W)

W13-P: Personality Dimensions® - Enhancing Personal Growth at Work

Introduction

Personality Dimensions® is a set of professional and reliable temperament analysis tools developed by a team of Canadian personality experts. Its development and relevant data application are still ongoing. It is based on the observation that people are born with four unique tendencies of personality and temperament, which prompt people to form different temperament expressions. Each temperament has its unique abilities, core needs, values and sources of stress.

Personality Dimensions® can be applied in various domains including conflict management, team building, communication improvement, leadership and personal development etc., which offers numerous benefits for individuals, teams and organizations on improved work performance and morale, more cohesive, cooperative, effective teams, decreased conflict and stress reduction, improved decision-making etc.

Objectives

1. To familiarize self with the Personality Dimensions® workshop model/resources;
2. To recognize own unique blend of strengths and qualities, and to appreciate others' differences;
3. To use the knowledge of self and others to improve interpersonal relations and team work.

Contents	Mapping with Objectives	
	Half Day	One Day
Introduction to Personality Dimensions® and the workshop	1	
Personality Dimensions® self-assessment & Introversion/extraversion quiz	1, 2	
Building Block Activity	1, 2	
Application Activity	NA	2, 3
Closing/ Wrap up Activity with debriefing	1, 2	1, 2, 3

Target Participants:	Healthcare worker, Health Care Professionals or Nursing Students,
Duration:	Half Day (4 hours Introductory workshop), 1 Day (Introductory and application workshop)
Format of Delivery:	Lecture, self-reflection , individual assessment, interactive experiential group activity and sharing
Class Size:	Maximum 25
Key Facilitator:	NICHE Team (Certified Personality Dimensions® Facilitator - Level 1)

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.

Objectives

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

Contents	Mapping with Objectives
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。

目標

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	與課程內容對應之目標
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.

Objectives

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

Contents	Mapping with Objectives
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.

Objectives

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

Contents	Mapping with Objectives
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.

Objectives

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

Contents	Mapping with Objectives
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, Health Care Supporting Staff

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 Care Program (C)

C5-P: Mental Health First Aid Certificate Course for Nurses

Introduction

As an international financial center, Hong Kong people have a very fast pace of life and tend to focus on economic activities and materialistic thus may pay less attention to mental health and psychiatric issues. This course aims at enhancing public awareness of mental health and helping people to identify their mental status and that of others. So that they could initiate necessary intervention and provide support timely which contributing to the build-up of a harmonic environment with people around. We hope that participants will be able to know more about mental health concepts and share it out with their families and workmates so as to benefit more people around.

Objectives

1. To have basic knowledge of depression, anxiety disorders, psychosis and substance use disorder.
2. To address the possible crisis arising from these mental health problems and proceed with necessary intervention;
3. To provide help to the person who needs assistance, appropriately, before the situation gets worse base on the following five keys:
 - A (Assess) and assist with any crisis
 - L (Listen) non-judgmentally
 - G (Give) support and information
 - E (Encourage) the person to get appropriate professional help
 - E (Encourage) other supports.
4. To learn about community resources and help the person involved to seek for professional treatment and make use of suitable resources.

Contents	Mapping with Objectives
Introduction of the concepts of Mental Health First Aid	1, 2
Basic knowledge of depression, anxiety disorders, psychosis and substance use disorder	1
Introduce and practice the five keys of mental health first aid intervention	2, 3
Introduce community resources and referral system	4
Case illustration, case conceptualization and management which related to health care setting	1, 2, 3, 4

Target Participants:	Health Care Professionals
Duration:	12 hours (2 or 4 sessions)
Format of Delivery:	Lectures, group discussion, role play, video demonstration and practice etc.
Class Size:	Maximum 20
Key Facilitator:	NICHE Trainer (Qualified “Mental Health First Aid” instructor)

Remark:

The Certificate: Those who complete the course will be issued "Mental Health First Aid Course Certificate". This is the certificate in Hong Kong acknowledged by the Mental Health First Aid International.

International Recognition: "Mental Health First Aid" is originated from Australia and has started courses in places such as Canada, England, Scotland, Finland, Wales, Singapore and Hong Kong etc. The Hong Kong Mental Health Association is the only institution in Hong Kong acknowledged by Mental Health First Aid International. It has also been issued The Certificate for Mental Health First Aid Training Course.

Holistic Leadership Program (L)

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

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.

Objectives

1. To understand the various personality types and its implication.
2. To comprehend the basics in Enneagram as self-exploration.
3. To interpreting own strength and weakness by means of PRIME analysis.
4. To 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 Objectives
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.

Objectives

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

Contents	Mapping with Objectives
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。

目標

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	與課程內容對應之目標
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.

Objectives

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

Contents	Mapping with Objectives
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.

Objectives

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

Contents	Mapping with Objectives
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.

Objectives

1. To acquire the quality of holistic leadership.
2. To appraise own professional strength and weakness as to better perform.
3. To 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 Objectives
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.

Objectives

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

Contents	Mapping with Objectives
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

NICHE Online Course (O)

O1-P: Managing Conflicts for Nurses

Introduction

Conflict is unavoidable. Effective conflict management helps in creating a safer and supportive working environment for colleagues. This course provides a platform for participants to identify their own style in managing conflict and improve their conflict management skills in the workplace.

Objectives

1. To identify one's and others' responses to conflicts.
2. To discuss the key elements in conflict management.
3. To identify one's style in managing conflicts.
4. To apply effective conflict management skills in the workplace.

Contents	Mapping with Objectives
Key elements in conflict management	2
The Thomas-Kilmann Conflict Model	3
Self-assessment on conflict management style	1, 3
The multistep process on conflict management	4

Target Participants:	Nurses
Duration:	3 hours
Mode:	by Zoom
Format of Delivery:	Lecture, Discussion, Scenario and Role Play
Class size:	Maximum 20
Key Facilitator:	NICHE Team

NICHE Online Course (O)

O1-S: 衝突管理 — 支援服務職系篇

前言

支援服務職系同事與病人及家屬有着緊密的接觸，他們把守著親善服務的重要一關。若同事對人際衝突的成因有認識，並懂得管理衝突的方法，就能夠化危為機，化解不必要的衝突，與對方(病人/家屬)建立正面的人際關係。

目標

1. 理解衝突事件中，雙方的反應。
2. 認識衝突管理的主要元素。
3. 認知個人衝突管理模式。
4. 應用有效衝突管理技巧於工作間。

課程內容	與課程內容對應之目標
衝突管理的主要元素	1, 2
個人衝突管理模式評估	3
衝突管理步驟	4

對象:	支援服務人員
時數:	3 小時
模式:	ZOOM 視像會議應用程式
上課形式:	講課、討論和角色扮演等
每班人數:	最多 20 人
主要導師:	NICHE 團隊

NICHE Online Course (O)

O2-P: Clinical Coaching Skills for Nurses

Introduction

Nurses play the professional role of clinical coaching in nurturing their next generation. The importance of clinical coaching is evidenced from individual, professional and organizational perspectives. The purpose of this course is to introduce clinical coaching to experienced nurses and equip them with clinical coaching skills. The importance of clinical coaching, roles and responsibilities of a clinical coach in nursing, relevant learning concepts from the field of education and effective clinical coaching behavior will be introduced. Exercises and scenarios will be used to enhance practical skills of the participants so as to strengthen their confidence in clinical coaching.

Objectives

1. To identify the importance of coaching & describe the roles and responsibilities of a coach.
2. To apply learning concepts in coaching and identify effective coaching behavior.
3. To demonstrate the skills in assisting the coachee to set goals and objectives.
4. demonstrate the skills in providing constructive feedback to coachee.

Contents	Mapping with Objectives
Six roles of a coach and the respective responsibilities	1
Learning concepts and effective coaching skills	2
SMART, PURE and CLEAR objectives	3
Exercises on writing goals and objectives	3
Case study on providing constructive feedback	4

Target Participants:	Nurses With At Least 4 Years of Post-registration Experience
Duration:	3 hours
Mode:	by Zoom
Format of Delivery:	Lecture, Discussion, Scenario and Role Play
Class size:	Maximum 20
Key Facilitator:	NICHE Team

NICHE Online Course (O)

O2-S: 臨床帶教技巧 — 支援服務職系篇

前言

新人入職是職場普遍的現象。在幫助新人適應臨床工作的過程中，能加添資深員工在工作與人際關係上的滿足感。此課程把有文獻實證及學習理論基礎的臨床帶教技巧灌輸給具資歷的支援服務職系員工，提昇臨床帶教成效。

目標

1. 表達帶教新入職同事的重要性。
2. 運用學習理論於帶教新入職同事中。
3. 認識帶教導師的角色和責任。
4. 掌握如何給予新入職同事口頭指導及工作表現回應。

課程內容	與課程內容對應之目標
帶教新入職同事的重要性	1
成人學習理論	2
帶教導師的角色和責任	3
回饋技巧	4

對象: 臨床支援服務人員

- 健康服務助理 Health Care Assistant/
- 病人服務助理 Patient Care Assistant/
- 起居照顧員 Personal Care Worker

時數: 3 小時

模式: ZOOM 視像會議應用程式

上課形式: 講課、討論和角色扮演等

每班人數: 最多 20 人

主要導師: NICHE 團隊

NICHE Online Course (O)

O3-P: Core Counselling Skills for Nurse Mentors

Introduction

Being able to use guidance and counselling skills effectively is very important in mentoring process. A therapeutic relationship assists the mentee to build up confidence, enhance self-awareness and emotional management especially in adversity. An effective counselling in mentoring not only could enhance the mentee's self-development but also staff retaining. The aim of this workshop is to equip target participants with the skills of building a therapeutic relationship and applying effective counselling in mentoring.

Objectives

1. To identify the essence of a mentor-mentee relationship.
2. To apply the principles of helping relationships in mentoring.
3. To use the core counselling skills in facilitating his/her mentee's personal and professional growth.

Contents	Mapping with Objectives
The essence of a mentor-mentee relationship	1
Biestek's 7 principles of a helping relationship	2
7 core counselling skills	3
Case study	1, 2, 3

Target Participants:	Nurses With At Least 4 Years of Post-registration Experience
Duration:	3 hours
Mode:	by Zoom
Format of Delivery:	Lecture, Discussion, Scenario and Role Play
Class size:	Maximum 20
Key Facilitator:	NICHE Team

NICHE Online Course (O)

O4-P: Core Counselling Skills for Nurse Mentors – Skills Lab

Prerequisite

*Participants must have completed O3-P “Core Counselling Skills for Nurse Mentors”
provided by NICHE within the past two years.*

Introduction

Being able to use guidance and counselling skills effectively is very important in mentoring process. An effective counselling in mentoring not only could enhance the mentee’s self-development but also staff retaining. The aim of this skills laboratory is to sharpen the practical skills of case conceptualization of the target participants so that they could apply effective case management in mentoring.

Objectives

1. To master the core counselling skills in facilitating his/her mentee’s personal and professional growth.
2. To demonstrate the skills and knowledge for case conceptualization and management.

Contents	Mapping with Objectives
Review and practice 7 core counselling skills	1, 2
Case study and role play	1, 2

Target Participants:	Nurses With At Least 4 Years of Post-registration Experience and Have Completed “Core Counselling Skills for Nurse Mentors” Provided by NICHE
Duration:	3 hours
Mode:	by Zoom
Format of Delivery:	Lecture, Discussion, Scenario and Role Play
Class size:	Maximum 20
Key Facilitator:	NICHE Team

NICHE Online Course (O)

O5-P: Emotional Intelligence in Holistic Care for Nurses

Introduction

Emotional intelligence (EI) refers to the ability to understand and manage emotional encounters. Studies found that people who have higher EI are more likely to be able to cope with stress better and experience higher levels of well-being. EI focuses on two areas: understanding and expressing our own emotions, and being empathetic when communicating with others. In this workshop, the key aspects of EI will be introduced, different emotional skills where each skill contributes to one or more aspects of EI will also be demonstrated and practiced with exercises for participants to develop their EI even after the workshop.

Objectives

1. To identify the importance and components of emotional intelligence.
2. To demonstrate enhanced self-awareness and motivation for improving emotional intelligence.
3. demonstrate the skills for effective management of self and other's emotions in holistic care.

Contents	Mapping with Objectives
Holistic health and holistic care	2
What is emotional intelligence (EI); importance of EI	1
Self-assessment of EI; self-awareness of emotions from a holistic perspective	2
Self-regulation of emotions and managing one's own emotions	3
Verbal and non-verbal communication of emotions	3
Understanding other's emotions from a holistic perspective	1, 3

Target Participants:	Nurses
Duration:	3 hours
Mode:	by Zoom
Format of Delivery:	Lecture, Discussion, Self-assessment, Video, Scenario and Role Play
Class size:	Maximum 20
Key Facilitator:	NICHE Team

NICHE Online Course (O)

O5-S: 情緒智力 — 支援服務職系篇

前言

情緒智力是指明白和管理情緒的能力。研究發現情緒智力比較高的人較能處理壓力和擁有全人健康。情緒智力的兩大主要範疇包括：明白和表達自己的情緒，與別人溝通時具同理心。本工作坊旨在讓學員認識情緒智力所包含的主要元素，學習相關的情緒管理技巧，進而發展自己的情緒智力。

目標

1. 辨識情緒智力的主要元素。
2. 表現自我察覺及動力以改善情緒智力。
3. 辨識及練習有效的情緒管理以提供全人關顧。

課程內容	與課程內容對應之目標
認識情緒及其功能	1
情緒智力測量	2
情緒智力四大元素	1
提升情緒智力相關的技巧與練習	2, 3

對象:	支援服務人員
時數:	3 小時
模式:	ZOOM 視像會議應用程式
上課形式:	講課、討論和角色扮演等
每班人數:	最多 20 人
主要導師:	NICHE 團隊

NICHE Online Course (O)

O6-P: Empathetic Communication for Nurses

Introduction

Empathy is the ability to accurately understand other's thoughts, feelings and let them feel being understood. Empathetic communication is a therapeutic approach in holistic patient care. It requires the holistic care service provider to be caring and able to making emotion adaptation, and also proficient in using various specific micro communication skills in the communication process.

Objectives

1. To identify the role and function of empathy in holistic patient care.
2. To demonstrate the steps of empathetic engagement.
3. To apply the empathetic communication skills in the workplace.

Contents	Mapping with Objectives
Cores of empathetic communication	1
Role and function of empathy in holistic patient care	1
Steps of empathetic engagement	2
Empathetic communication skills	3

Target Participants:	Nurses
Duration:	3 hours
Mode:	by Zoom
Format of Delivery:	Lecture, Discussion, Scenario and Role Play
Class size:	Maximum 20
Key Facilitator:	NICHE Team

NICHE Online Course (O)

O6-S: 同理溝通 — 支援服務職系篇

前言

臨床支援職系同事與病人及家屬有着緊密工作接觸。他們把守住親善服務的重要一關。他們為病人「送上一杯溫水」、「替換污衣」的工作，看來微不足道，卻能給予病者在病榻中一點甜和溫暖。本課程從支援聯系同工由心善解與體諒的美善素質，幫助學員掌握同理溝通，不但為避免衝突提高自覺，更為工作賦上意義。

目標

1. 認知同理心於醫護工作的角色及功能。
2. 掌握同理溝通的基本步驟。
3. 應用同理溝通的技巧於醫護工作上。

課程內容	與課程內容對應之目標
同理溝通功能及核心內容	1
同理溝通的基本步驟	2
練習同理溝通的技巧	3

對象:	支援服務人員
時數:	3 小時
模式:	ZOOM 視像會議應用程式
上課形式:	講課、討論和角色扮演等
每班人數:	最多 20 人
主要導師:	NICHE 團隊

Trainers & Facilitators Information

Iris LEE Fung Kam

RN RM RTN BN(Hons) MPhil PhD FHKAN

Director, NICHE

Honorary Associate Professor, LKS Faculty of Medicine, The University of Hong Kong

Honorary Associate Professor, The Nethersole School of Nursing, The Chinese University of Hong Kong

Honorary Advisor, New Territories East Cluster, Hospital Authority

Dr. Lee is an experienced academic staff member with more than 20 years' experience in education and research. She was the external examiner for a number of nursing programs in Hong Kong and a subcommittee member of the Hong Kong Nursing Council. 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. Dr. Lee is currently appointed by both The University of Hong Kong and The Chinese University of Hong Kong to be an Honorary Associate Professor.

Dr. Lee's research areas are gerontological nursing and nursing education. She continues to contribute to the development of gerontological nursing and nursing education through participating in various professional and academic activities. She is a member of the Council of Hong Kong College of Gerontology Nursing. In addition, she is currently appointed by the New Territories East Cluster of Hospital Authority to be an Honorary Advisor. As the Director of NICHE, Dr. Lee envisions herself promoting holistic health and care for the community.

LAU Ka Yee RN BHSc MN

Japan Pastel Hope Art Association Certified Advanced Instructor

Certified Zentangle Teacher

Aroma Skincare Instructor

Associate Director, NICHE

Ms. Lau obtained her professional qualification in General Nursing in 2001 and completed her Master of Nursing (Clinical Leadership) in 2015. Before joining NICHE, she served as an educator at the Enrolled Nurse Training School and as a part-time tutor for the Care-related Support Worker Training Course, contributing to the growth of frontline healthcare workers and nurturing the next generation of carers.

NICHE's commitment to holistic health and lifelong learning resonates deeply with her professional philosophy and personal values. She is dedicated to advancing both the art and science of holistic healthcare, and to serving the community with compassion, integrity, and excellence. To further elevate the practice of holistic care, she has cultivated a diverse range of complementary skills. She is a Japan Pastel Hope Art Association Certified Advanced Instructor, a Qualified Plaster Design Creator, a Plaster Paste Craft Expert, a Certified Zentangle Teacher, and

an aroma skincare instructor. In addition, she has completed Clinical Aromatherapy Courses for Nurses, strengthening her ability to integrate evidence-based and creative modalities into holistic practice.

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

Education & Project Officer, NICHE

Ms. Stephanie WONG graduated from the Hong Kong Polytechnic University with a Bachelor degree in Translation and Chinese. She has extensive experience in tertiary education and social services. She obtained Master Degrees in Counseling and Applied Psychology from the University of Hong Kong and the City University of Hong Kong respectively. With her exposure to social sciences and training experiences, Stephanie participates in a variety of program development, training, and research. She is also a certified MBTI administrator, Certified Personality Dimensions® Trainer (Level 1), and horticultural therapist.

Phoebe HUNG Hoi Yi RN, AThR, MExpArtsTh

Education & Project Officer, NICHE

Miss Hung completed her nursing training at The Chinese University of Hong Kong and gained valuable experience in acute hospital care, community-based health projects, and educational settings. These diverse roles deepened her understanding of holistic wellbeing and highlighted the importance of healthy interpersonal relationships in healthcare settings. Inspired by these experiences, she pursued a Master's degree in Expressive Arts Therapy and became a certified expressive arts therapist. As an Education & Project Officer, she aspires to nurture the holistic wellbeing of healthcare workers by integrating creative and positive approaches with compassion into her work.

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.

CHAN Kit-hoi**RN(Gen) RM DNM BN**

Ms. CHAN Kit-hoi, Senior Nursing Manager of the Medical Center of CUHK, graduated from Nethersole School of Nursing as a Registered Nurse and obtained the professional qualification of Registered Midwife in 1980s. Ms. Chan started her nursing profession in Nethersole Hospital after her RN graduation and she was appointed as the Department Operations Manager (Med) of AHNH in 1997. Ms. Chan committed to serve patients in public hospitals for more than 40 years. She has profound experiences in clinical management and supervision of Nursing, complaint management, coaching and leadership skills.

Jenny LAM Lai Ching**MSSc (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.

James LEUNG Yeng On D.Min

Dr. James LEUNG Yeng-on, graduated in The Chinese University of Hong Kong and had his postgraduate education in University of British Columbia and Hong Kong Baptist Seminary. His doctoral degree in Ministry was honored in McMaster University, Ontario, Canada. Dr. Leung has provided training and consultation to care-giver trainees who involved in patient care. He was honorable speaker of the courses organized by healthcare institutions and member of HKEC Ethics Committee. In order to increase sense of self-awareness and to expand the capacity as a care-giver, Dr. Leung creatively implemented the MBTI and the Enneagram assessment for training and by exploring the personality types, styles and hence to groom more effective managerial skills and better people understanding when providing holistic care services.

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 experience from 2018 to 2024 (in alphabetical order)

Hong Kong

Alice Ho Miu Ling Nethersole Nursing Home
Association of Hong Kong Hospital Christian Chaplaincy Ministry Ltd
Engraving Grace Baptist Church
Fanling Kau Yan College
Fanling Rhenish Church Secondary School
Gratia Christian College
Hong Kong Baptist Hospital
Hong Kong East Cluster, Kowloon Central Cluster, Kowloon East Cluster, Kowloon West Cluster
& New Territories East Cluster of Hospital Authority
Hong Kong Nurses Christian Fellowship
Jockey Club Cancer Survivorship Care Project
Lazarus Hospice and Ministry Ltd
Li Ka Shing Faculty of Medicine, The University of Hong Kong
Nethersole Outreaching Rehabilitation Mission
Oi Hip Fellowship
School of General Nursing (Caritas Medical Centre, Grantham Hospital, Queen Elizabeth
Hospital & Tuen Mun Hospital)
The Greater Bay Area (GBA) Specialty Nursing Knowledge-exchange Programme
The Hong Kong Academy of Nursing
The Hong Kong Chinese Christian Churches Union Kwong Yum Care Home
The Nethersole School of Nursing, The Chinese University of Hong Kong
Tin Ka Ping Youth and Families Development Centre
Tung Wah College
United Christian Nethersole Community Health Service

Macau

Kiang Wu Nursing College of Macau