Appendix 3

Cyber Youth Work:
Specific and yet the Same

THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大學

應用社會科學系
Department of Applied Social Sciences

CYBER YOUTH WORK – CHARACTERISTICS, OPPORTUNITIES & CHALLENGES

Dr. Zeno Leung, Assistant Professor, Department of Applied Social Sciences
The Hong Kong Polytechnic University

THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大學

應用社會科學系
Department of Applied Social Sciences

Outline

- Research Objectives & Methodology

- General Observations

- Themes & Characteristics

- Does Cyber Youth Work Work?

Research

- Objectives
  - To explore processes and characteristics of cyber youth work in HK;
  - To identify factors affecting success of working relationship development of the process

Methodology

- Qualitative interpretive approach

- 3 data sources
    - Records of online communication (9)
    - Interviews with respective social workers (4)
    - Interviews with respective service users (3)

- Thematic analysis with NVivo 10
    - organization, rich description & in-depth understanding
    - exploring ideas rather than counts
    - "characteristics", "processes" and "skills"

Case Profile

Name	Gender/ Age	Needs/ Problems	Source	Interaction	Worker
Katherine*	F/17	CC	Identified by worker	PC + Mobile + F2F	Cassie
Coral*	F/23	CC	Identified by worker	PC + F2F	Cassie
Yvonne	F/17	CC	Identified by worker	PC + Mobile + F2F	Dora
Bonnie	F/18	CC + drug	Identified by worker	PC + Mobile + F2F	Cassie
Ting Ting	F/18	CC	Identified by worker	PC + Mobile + F2F	Dora
Simon*	M/25	drug	Self-approached	PC + F2F	Dora
Cathy	F/16	drug	Self-approached	PC + F2F	Yolanda
Kevin	M/15	drug	Self-approached	PC + F2F	Yolanda
Eliza	F/20	drug	Self-approached	PC + F2F	Denise

Durations of service: ~3 months to 2 years
PC: MSN, Facebook, etc.;   Mobile: SMS, Whatsapp, Line, etc.

General Observations

- Drug cases:
  - self-approached
  - higher motivation at intake
  - concrete/tangible needs/issues
  - shorter service duration
- "Compensated dating" (CC) cases:
  - worker-approached
  - lower motivation at intake (i.e. more engagement efforts needed)
  - emotion & psychological needs/issues
  - longer service duration

Themes

- Social presence

- Privacy, autonomy & sense of control

- Use of text, multi- & social-media

- Time dimension

Social Presence

- awareness of co-presence of another sentient being, accompanied by a sense of engagement with the other (Biocca, Harms, & Gregg, 2001)

- (computer-mediated) communication is effective if the medium does facilitate appropriate social presence required for the task/process involved

---

- Present to the online generation
  – friend approach, active in social media
  – need to know their culture & communication modes

  Cassie:「網上世界其實係佢地嘅現實世界 … 有時一個 LIKE 對佢地 (青少年) 好重要!」

- Present to the online community
  – website built for promotion (http://playsafe.caritas.org.hk)
  – discuss in selected online forums

  Katherine:「… 唔信其他 (機構), 但係明愛出名!」

Present to the individual

- A friend that is trustful and often available

  Katherine: 「… 唔會同朋友講呢啲 (做CC) 嘢 … 社工成日都
  會覆你, 朋友唔一定」

  Simon: 「… 知道佢 (社工) 成日都會關心 …」

  ➡ "Snowballing" effect

- "incomplete" communication in online dialogues
  - no facial / non-verbal expression
  - ambiguous meaning of emoticons and texts, easily misunderstood
  - Chinese input problem

  Simon: 「見面傾一定係自然 (順暢) 啲, 諗到乜就講, 唔駛打字
  咁麻煩 … 有時講五句, 打 (字) 就可能兩句」

  Denise: 「傾實務性嘅事係容易啲, 感受方面始終難一啲, 因為
  見唔到對方 …」

Present to the individual

- be responsive & articulative
  Yolanda: 「會盡量解釋說話嘅意思」
- right topic at right timing on right platform

- though weaker when compared to F2F; social presence is present and can be expressed in different ways

Privacy, autonomy & sense of control

- Privacy & anonymity
  - appealing for marginalized groups
  - reduced fear of judgment
  - facilitate in-depth disclosure
  - → low "cost" for seeking help

  Simon: 「喺網上傾熟落咗先 (會面) 會好啲」
  Katherine: 「網上嘅方式會保護到啲女仔多啲」

- Sense of control
  - start/stop conversation at client's will and pace

  Cathy:「其實有時佢地 (社工) 都唔易做, 我地唔鍾意嘅話可以隨時 block 咗佢地」
  Simon:「出黎要成日搵廁所好唔方便」、「有時會 high 住黎傾」

- Challenge for social worker
  - jumpy and fluxible discussion

  Cassie:「… (話題) 跳來跳去, 好難 set agenda」

Use of text, multi- & social-media

- Text
  - full record kept
  - review communication records

  - misunderstanding / misinterpretation
  - typing is inconvenient

  Katherine:「打字其實都好麻煩」
  Simon:「 … 有時講五句, 打 (字) 就可能兩句」

- Multi-media
  - use of emoticons & audio-visual materials
  Cassie: 「有時 send 張相或者 youtube 一首歌 (表達關心)
  　　　　都幾有用, 好過用文字㗎」

- Social media
  - keep in touch & updating client's situation easily

Time dimension

- Synchronous communication
  - interactive, but can also be a pressure when need time to think and respond
  Yolanda: 「回應要快 … 有時會隨便打啲字然後又 delete … 俾啲時間
  　　　　自己組織一下」
  - time lag leading to miscommunication

- Asynchronous communication
  - time and space for both parties
  - convenient tools for updating & keeping in touch
  Cathy: 「有時有啲野要話佢知, 都唔趕既, 咁留個 message 就 ok 啦」
  Katherine: 「用黎約時間 (見面) 都 ok 㗎」

- Pace of client

Does Cyber Youth Work Work?

- Young people's world and reality
- Friend approach well accepted
- Reaching the unreachable & lowly motivated
- Convenient & vibrant platforms
- Inadequacy of the media
- Scope of intervention
- Other technical & practice concerns

Cyber Youth Work

- As an entry point

- Complementing & enhancing F2F intervention

- Substituting F2F intervention

- give it a right position and orientation in youth service development

- not just the first stage to engage, nor replacing the conventional ones

- rather new platform(s) for social worker to explore new chances & methods in youth work

PHASE-SPECIFIC TASKS AND SKILLS IN CYBER YOUTH WORK

Dr. Lit Siu Wai, Assistant Professor, Department of Applied Social Sciences, The Hong Kong Polytechnic University
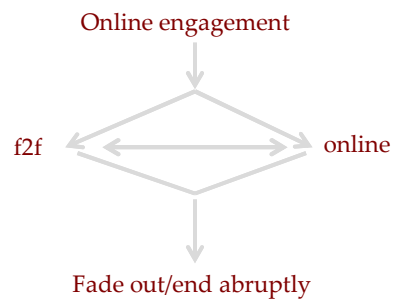
THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大學

應用社會科學系
Department of Applied Social Sciences

Cyber Youth Work

- Does cyber youth work work when compare with conventional f2f youth services? How different? How complementary?

Online engagement

f2f   online

Fade out/end abruptly

Cyber Youth Work

- Cyber counseling is a field that has seen tremendous growth in the past 10 years (Barak *et al*., 2008)
- For many people, the virtual encounter within internet counseling was more accessible, more fruitful, more appropriate, more indicated than the f2f setting of traditional psychological counseling in an institution

- Barak *et al.* (2008) concluded that 'internet based therapy on the average is as effective or nearly as effective as f2f therapy' (p.30)
- Other findings suggest that some traditional stages of counseling may be applied in a superficial manner or omitted altogether during online counsel-research (Day & Schneider, 2002; Mallen & Vogel, 2002)

- According to Williams et al. (2009), 'there have been no published investigations of the micro-level processes that occur during online counseling sessions. This is an important omission, as improvements in the effectiveness of online counseling will depend on a better understanding of therapeutic processes characteristic of this form of delivery' (p. 93)

More special gains to be made: Phase-specific tasks & skills in cyber youth work

Phase 1: Identifying

1.1 Reaching the Unreachable – those who will not initiate to seek help from social workers

Coral: 當時我嘅情緒問題好嚴重，但我從唔會主動搵社工，**所以對於唔會主動尋求社工協助嘅我好重要 (指網上接觸)**

Katherine: 因為佢話係社工，有身體檢查，當時我身體又唔係幾好，又驚唔知可以點做，就繼續聯絡…

1.2 Differentiate Fake - early exposure of social work identity

Coral: 我無太質疑佢社工嘅身份，但都會驗證一下，唔想當咗佢係客

Phase 2: Engagement/Relationship Building

2.1. Icebreaking

Cassie: 係啊，我唔係客來架，我係社工來的，**雖然你未必想同我傾計，但希望你唔好block我，哈哈，咁如果你需要我地幫忙可以搵到我地嘛 =)** 我叫Cassie, 陳姑娘

Dora: 我係明愛披星計劃的女社工，我姓陳，叫Dora, 你之前有冇收到我地既email關於D客用攝錄機偷拍？

2.2 Information giving

Dora: **http//www.vtc.edu.hk/vdp/teens/allowance.html**
　　興趣班不設任何培訓津貼。但係唔使錢

Yvonne: 即係興趣班唔洗$?

Dora: 係呀，我打左去問過喇，佢話唔使錢，**津貼係指**
　　俾番錢你讀書

Yvonne: 咁深化班即係點?

Dora: 學深D既野

Yvonne: $$ 呢?

Dora: **唔使錢**

2.3 Expressing Agreement

Cassie: 分左手？

Bonnie: 嘈交姐

Cassie: **哦…唉，我都覺得拍拖吵架好煩，我都好討厭**

Bonnie: 我都覺牙!!.v.心情又吾好;.搞到無哂胃口;

Cassie: **唉！真係好煩！**

Bonnie: 係=[

Cassie: 所以又愛又恨

Bonnie: 全中=[

2.4 Taking initiative to help

Cassie: 喂，你幾好嘛？聽聞你搬家，**需要幫手嘛？**我可以幫你穩到免費稼私啊^^

Bonnie: 搬左喇@@有免費甘好@@?

Cassie: 有啊^^**你想要咩啊？你可以打比我架^^** XXXX

Bonnie: 咩都想要-口-我乜都無好慘/__\

2.5 Tangible service

Cassie: **哈哈有無興趣參加化妝班？**
咁我可以比埋相你嘛^^

Bonnie: @□@

Dora: **你自己有冇做開婦科檢查呀？我地有資助俾做援交或者夜總會女仔做免費婦科檢查**

Cues/Tips in Maintaining Relationship

"Friend-approach"

– **Chatting**

Katherine: 草左10000了

我目標係30000!!hanawa

Cassie: **!!!!!!攞命 =.=**

Yvonne: 哈哈..我覺得手好好笑..係勁好笑==

Dora: 你個人都幾容易開心，哈哈

Yvonne: 都係咖.. Yeah

我笑點比較低D

– **Curiosity**

Cassie: 你今日唔出去？來姨媽？

Coral: 完左~我未必日日出既....加上而家都

好難約到人=.=

Cassie: **真架？我以為好多客~**

Coral: 好多人玩野呢~"~

Cassie: **點玩啊？我唔係好知…**

你有無比人hup啊?

Coral: *緊會有既....放飛機~ MSN玩野問廢話~ 多羅羅

– **Knowledgeable about the field**

Dora: **你之前有冇懷疑過D客曾經偷拍過你？因為我**
地都有好幾個女仔發現有客偷拍

Ting Ting: 冇bo-.-因為我只係做左3個
佢地冇咩唔正常

Dora: 啊，咁你自己有冇試過俾其他agent撩呀？

Ting Ting: 有牙, 比我X死左, 佢話要收我200蚊個丼4客

Dora: **咁平**
我聽過$500

– **Availability (someone always care)**
Coral: 知道有人存在

– **Keep instant/immediate response**
Cathy: 知道了..諗起錢真係頭痛喇..番工都吾知搵得幾多.-.-'
Yolanda: 係囉, **我見你facebook都寫去搵工...**
Cathy: 係啊..頭先有人叫我去見工.;
Yolanda:係呀, **咁你見成點呢?**

– **Disinhibition effect**

Non-judgmental

Dora: 你剛剛做呀？

Ting Ting: ys 唔做架啦-.-

Dora: 點解既？

Ting Ting: 我搵小小錢交電話費咋嘛-.-

你係社工乜唔係應該叫我唔好做既咩

'Being-hidden' – decrease pre-existing barriers

Kevin: 不如我講下佢宜家個情況俾你知多少少先

Yolanda: 其實我係明愛社工黎架,叫呀盈,如果你有咩
想問都可以問架,我會盡量答你,而我地既對
話、資料係保密架, 所以唔洗擔心^^

Kevin: 我細佬警司警戒時都有兩年, 係衰偷野讀書, 夜
晚, 係街, 比便衣拉, 五克(尚待驗純度階段), 招
認, 一個袋包住5個細袋,搜屋時都搵唔到架生 >
磅, 袋, 數簿, 佢無上癮, 有返學

Yolanda: 咁佢而家轉左擔保未?

Kelvin: 早幾日衰左, 叫**我**1月19再上去差館

Increase clients' sense of control and choice over how and when to engage

    Coral: 如果心情唔好，按一個掣就可以唔駛再傾！

Passive? Very important in maintaining relationship

Phase 3: Intervention

3.1   Critical moments

   – **Constant contacts to show concerns, but don't push**

    Yolanda: **你係仍然打算生??**

    Cathy: 係..

    Yolanda: **好的,加油呀^^**

    Cathy: 死..我又肥了好多咁.;

    Yolanda: 正常架嗎,傻女,咁你而家有左BB呀嗎

        不過你係米好擔心屋企人會發覺呀?

    Cathy: 都幾..

– **Keep observing clients' situation on web**

Yolanda: 你衣幾日點呢?身體如何呀? (29/11)

點呀..你衣排身體如何呢?有無唔舒服呀? (7/12)

點呀..你衣排身體如何呢?有無唔舒服呀? (19/12)

– **Verbalize feelings in client's situation**

Cathy: 吾開心既野.之前番工既野..hi 野既時候..感情 吾開心既事.開心既事.諗左好多野.

Yolanda: 唔...咁似乎你都回憶緊好多唔同既野......有 開心、有唔開心...不過似乎都係唔開心既事 多....你覺得有無咩事情,令你諗番起咁多以 前既野呀?

Cathy: 冇啊.我只係接受吾到我既過去原來係咁.就跳 制喇.;

Yolanda: **咁你一定好辛苦.....一個人如果不能接受過 去自己,心裏面一定覺得好難過,好辛苦**

– **Familiar with client's stage of problem**

Yolanda: 因為其實伏左冰係會令人訓唔著,情緒會差D...你衣幾日有無伏野呀?
其實你想過正常生活既第一步,係要有充足既精神去工作或者讀書.....如果你被冰所困擾,好難訓得好同有充足既精神去工作架...
cathy,我都係關心你,想你可以一步一步過番屬於你既正常生活呀

Cassie: CC都有唔同階段,如果佢喺蜜月期,你好難介入,但如果喺掙扎期, 就唔同講法

3.2 **Focused Discussion (Problem Issue)**

Yolanda: 咁係衰咩呢?管有危險藥物?

Kelvin: 係,管有危險藥物

Yolanda: 明白的...咁即係1月19日再轉擔保,咁轉完擔保後,大約一星期到就會上庭,咁你屋企人有打算請律司?

Kelvin: 冇,因為屋企冇咩錢,會請當值律司

Yolanda: 唔唔...咁你都可以用當值律所,咁通常個朝上庭,當值律師會再同你細佬傾下的

3.3   Direct intervention
- Normalization
- Focusing/specifying/questioning
- Validating
- Sustainment
- Information giving
- Advice giving
- Reflections of feeling
- Services giving

Cues/Tips in intervention stage

- Keep client's autonomy and control
- Invitation to talk
- Disturbed emotions – good entry point
- More reflections of feeling
- Provision of tangible service
- Expressing concern

Phase 4: Termination

    4.1 'Successful intervention', fading-out contacts

    4.2 Termination abruptly

        Cassie: hey girl, where are you now?

CYBER YOUTH WORK – PRACTICE WISDOM

Dr. Stella Wong, Clinical Associate, Department of Applied Social Sciences
The Hong Kong Polytechnic University

THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

應用社會科學系
Department of Applied Social Sciences

Online relationship

Question 1:

Can warmth, caring and compassion be communicated via text?

→ Relationship building/construct of the working alliance

- Research evidence does indicate that online mode of counseling can *create a working alliance* which resembles qualities of relatedness encountered in f2f interview and therefore highlights that *a positive and effective online presence and therapeutic alliance can be achieved* (Biocca et al., 2003; Cook & Doyle, 2002; Prado & Meyer, 2004; Walther, 1995).

Clients with drug issue (extracted from recordings)

C : 我真係好想請你食餐飯~
C : **因為有時我都會諗起~ 你講過~** (It's all in my head)
　　食果D野係冇益~ 同埋~你都真係有支持我~
C : 我想好好多謝你~^^

C : **果日同你傾完計我冇喇.**
　　冇食就冇咁唔開心
W : YEAH....其實係架....越食個D野只會令你越唔開心架渣^^

Clients with relationship issue

C : 我覺得佢真係**全心全意幫我，佢明白我**，令我情緒好D，
　　無咁負面，我而家無做CC啦！好多謝佢！

Text Talk

Question 2:

How to establish <u>online presence and relationship</u> with the absence of visual or auditory cues ?

" Text talk is a skill and an art, not unlike speaking, yet in important ways different from speaking" (Suler, 2004, p.20)

Presence techniques (Murphy & Mitchell, 1998)
> Bring clients into our presence and to make more vivid for our clients the experience of being presence with us
> Contextualize and visualize the meaning of online communication

---

Stella:「好開心 ^_^ 今日有機會同大家分享青少年網上工作！

我尋晚落機到今朝早出門口仍然有點倦意 ... @_@ | | | | |

但返到嚟POLYU ， 睇到今日有過百名參加者出席

我心裡面感到好鼓舞 ~>_<~+ (也有點緊張，恐怕自

己班門弄斧)

睇到大家都好專心聽我哋嘅分享 \ ^o^/

令我即時精神起來 .... 心中充滿力量！　 🐰

多謝你哋嘅出席 =)

因為這代表你哋對青少年嘅關心及重視 !!」

Presence techniques

1. **Emotional bracketing**
   - Convey nonverbal elements of a worker's written communication such as thoughts and feelings of the worker

   W：你其實用緊自己既方法去生活
   　　唔好咁講自己，**(我好心痛…)** >.<"

   W：你有無事呀？**(我真係好擔心你呀)**
   　　會唔會痛到行唔到呀？

   W：同你傾計，**我一直心中想起一句話「殺不死我的，使我更堅強」**呢句話好適合形容好堅強既Coral！

---

2. **Descriptive immediacy**
   - The description of the worker, scene, and setting
   - Intensify the experience of the client and the worker being in the presence of each other
   - Deepen the connection between a worker and client
   - Convey importance and depth

   W：其實你好叻，Coral，**我好想攬下你！**

   W：咁你一定好辛苦…..一個人如果不能接受過去自己，
   　　心裏面 一定覺得好難過，好辛苦….
   　　見到你咁辛苦，我都好難過，雖然我未必能完全明白你既感受，但我都睇得你而家好似係被自己既過去所煎熬緊……..

3. **Use the terms to convey your understanding (reflecting)**
   - E.g. "I think I can hear", "I have a sense", "It sounds as if…", and so on

   W : 嗯，得一個面對，好辛苦，**我聽你講既野，我感受到你由細到大都好似一個人，**身邊既人好似無真正走入你既世界

   W : **我聽到你而家既心情都一定好擔心**

   W : 多數因咩唔開心?
   C : 返工呀~屋企~~有時係諗返以前唔開心D野所以先會咁
   W : 20歲的你，**似乎都經歷同面對著好多困難呀....**

---

4. **Creative keyboarding techniques**
   - Lend a vocal and kinesthetic quality of messages e.g. Fonts, colors, spacing, exclamation points, emoticons and acronyms (shorthand expressions)…
   - Attention to how a client presents themselves in text format

   W : 唔唔**^^**明白的,好似自己好想去過番一D正常既生活，但彷彿又好似無能為力咁，如果我係你，我都會感到好無奈 **>.<"**

   W : 唉…你所經歷既唔係每個人都能經歷！
   ....

   C : 我要係工作**!!!!!!!!!!**

28

C：比人包鬼左-333333-
　　我出去偷食**~wakakakaakakaaa**
W：哈哈！小心比佢發現你就知味道
C：熟客熟客**~kakakakakaa**
　　不如我有時間上去穩你牙~你個到係邊到黎嫁??
W：好啊^^響太子架^^不過我成日出左去做野>.<
C：**kakakakaakakakaa**
W：你下星期幾會響旺角附近？
C：我成日都會係太子嫁w0r~我bss好中此去太子-,,-　b0ss
W：係？哈哈咁好近者！
　　我星期四就一定響太子
C：係咩**kakaakakkakaa**
　　哦**~~~~@@@**
W：你d反映好搞野。
C：**~~~~係咩kakakakaka**
　　哦**~~~~@@**

- **Explore the style of communication, word used and abbreviations used by the client ("tune in")**

---

5. **Use of metaphorical language for meaning enhancement**
   - Add richness to your writing using metaphorical language

W：Coral，我聽你講時其實一方面好心痛，
　　真係好心痛，但我另一方面好感動，
　　因為你其實好叻，好堅強！
　　好似一隻大鳥，一直高飛，就算痛，
　　就算遇到人傷害你，但你都能夠自醫，
　　然後再飛

Other techniques for online counseling

6. **Use of questions without undue directness**
   - Words are used in an online context without an initial "softener", they can be experienced as too direct
   - Include additional wordings and this provides a more gentle approach

   W : **可唔可以講多少少**，點解佢煩呀？

   W : **咁都好難會追得番**… 你自己點睇呀？

---

7. **Holding the information content of sessions**
   - Store information and recall it later to assist in an exploration of subsequent materials presented by a client

   W : **我仲記得你**上次話過其實其實你想脫離cc好耐

   W : **記得上次你話**媽媽嫌棄你，而落bb後，
   你用污糟來形容自己，其實每論家中，
   感情中，你面既只係支持

8. **Share of internal thoughts processes of your intervention**
   - Using "I" to own your feedback.
   - Check with the client how they have received the intervention

W : 你同佢有咩相處的深刻片段?
C : 我唔想講, OK?
W : sorry, 唔好意思，你想stop可隨時告訴我
W : **我係度諗，好多時濫藥都好似你咁講因為d唔開心既野，如果呢d唔開心我地處理唔到，個問題就可能會繼續困住自己**
W : 不過你已經好叻，憑自己的努力，可以黎到呢一步
C : 多謝你~
W : 希望我既說話唔會傷害到你
C : 我相信你有心~

C : 我日日都訓得吾好.
W : 點解既?因為發夢定訓唔著?
C : 吾知
W : 你覺得伏冰同你訓得唔好,有無關係?
C : 吾知.
W : **因為其實伏左冰係會令人訓唔著,情緒會差D…**
   其實你想過正常生活既第一步，
   係要有充足既精神去工作或者讀書…..
   如果你被冰所困擾，好難訓得好同有充足既精神去工作架…
   Coral,我都係關心你,想你可以一步一步過番屬於你既正常生活呀
C : 工都冇份 工咩作?
   總之我需要一份工作
   我吾要番飲食行

W : 其實..你都諗唔到自己想做咩....點解你要咁急於搵份工既?
   我都好想幫你搵份工,不過同時地我都擔心你
   而家既情況能唔能夠應付到工作…
C : 咁我可以點.??

9. **Text-based externalization**
   - Similar to two-chair techniques, using text instead of chairs
   - Use to externalize problems and give them a voice

C : 就算我幾好, **我知我內心已經係好污糟,自尊**....
尊嚴..1早就無晒;

W : 你既**內心好污糟係**因為你覺得自尊,尊嚴唔響度?
(repeat the words and phrases that the client uses)
「內心好污糟」會點樣影響你?佢一直打擊你?

C : 我自己1早已經係; 死乞難乞都乞吾到..愛..
吾得人中意吾抵錫; 就算有人對我幾好都好,
我都吾會想佢地入我個心到.. 吾想佢地見到我呢1面;

W : **「內心好污糟」-->佢話比你聽你唔得人中意?**

C : 係;

W : **「內心好污糟」-->趕走曬所有想愛你既人?**

C : 係;

W : **Coral 有無試過打贏「內心好污糟」**

C : 好多朋友都比我趕走晒; 我明明知佢地係真心對我好嫁;
佢地問多d想知多d;由其係男性;

W : **有無一些時候「Coral 內心其實好善良,仍然寶貴」**
幫你打走「內心好污糟」

......

W : **你比你心入面既「內心好污糟」呢佢呃你喔!**
「內心好污糟」呢你,話你無人愛但原來身邊既朋友,
仍然愛你!假架,「內心好污糟」-->趕走曬所有想愛你既人?

C : 我知嫁;

W : 你講得岩

C : 但係我控制吾到....自我保護程式

W : **有無一些時候你可以控制「內心好糟?」**

C : 佢成日自己開左

W : 嗯嗯
嗯嗯!

10. Offline messages

W : 係呀....我衣幾日都搵唔到你,
　　你無事呀嗎?有時間call我呀^^...約你食下野傾下計都好^^
　　仲有呀...你幾時開始番學呢?^^

W : Katherine: 祝你有個開心既新年呀,
　　祝你龍年開開心心,有個健康既身體呢^^

11. Search the internet regularly and have an up-to-date list of potentially useful websites

W : 你之前有無做過類似既工作架?
http://www1.jobs.gov.hk/1/0/WebForm/jobseeker/jobsearch/quickview.aspx?SearchFor=simple

W : 衣份有無興趣?

　　職位：美容學徒**
　　公司/僱主名稱：_
　　　地區：筲箕灣, 觀塘 行業：其他個人服務業
　　　職責：美容院日常運作
　　　資歷：中三程度; 良好粵語;
　　　待遇：每月$7,000 - $12,000,
　　　申請須知：求職者可致電37499901與鍾小姐聯絡。

W : 類似衣D...你覺得O唔OK

Points for consideration

i. **Agreeing a contract for the working arrangements** (*goals, time to talk, alternate ways of communication…*)

 – provides clarity on the nature of support and the worker's role

W：會唔會日日都食?
C：一個月食一兩次架咋
W：咁你真係有好多進步喎!
C：其實應~咩都唔食就最好~
W：**你最終目標係想唔食, 係咪**
C：當然喇~

ii. **Online paraphrasing**

 – Check accuracy
 – Allow the client to "hear" the content of their dialogue
 – Initiate different interpretation → gain personal insight
 – Develop the skill of processing and storing written information and narrative, holding it in mind prior to presenting it back to a client in a written format

C：我會努力..
　　因為行錯好多..
W：**你過往既路其實一方面好似好辛苦，**
　　但另一方面，使你變得更強，
　　我信你將會因為你呢份毅力創出屬於你自己既一片天空！！
C：我會試下堅持…

iii. Online summarizing

- A summary at the ending of the session to consolidate any important elements that have been discussed or explored
- Highlight the main focus
- As an aid to clarify where misunderstandings may have occurred

C : 我返工時間好浮動......

W : 好呀，再約喇，不如約定你27號朝早，
    咁你再話俾我聽得唔得我依家要出去做野，再傾

C : ok

Client invited worker to talk

W : 其實諗番都幾心酸
    一下子話戒，其實仲快
    戒唔到…
C : 有
W : 咁都好難會追得番
    你自己點睇呀？
C : **而家返工
    下次傾**

➡

W : 咁我新年後約你呀
    你呢排索K情況點呀？
C : +.+
    =.=
    危殆.......
    唉..............
W : 點危殆？
C : 一匹布咁長.........
W : **慢慢講**
C : ><
    呢個case........
    好難搞.............
    又一啦.........
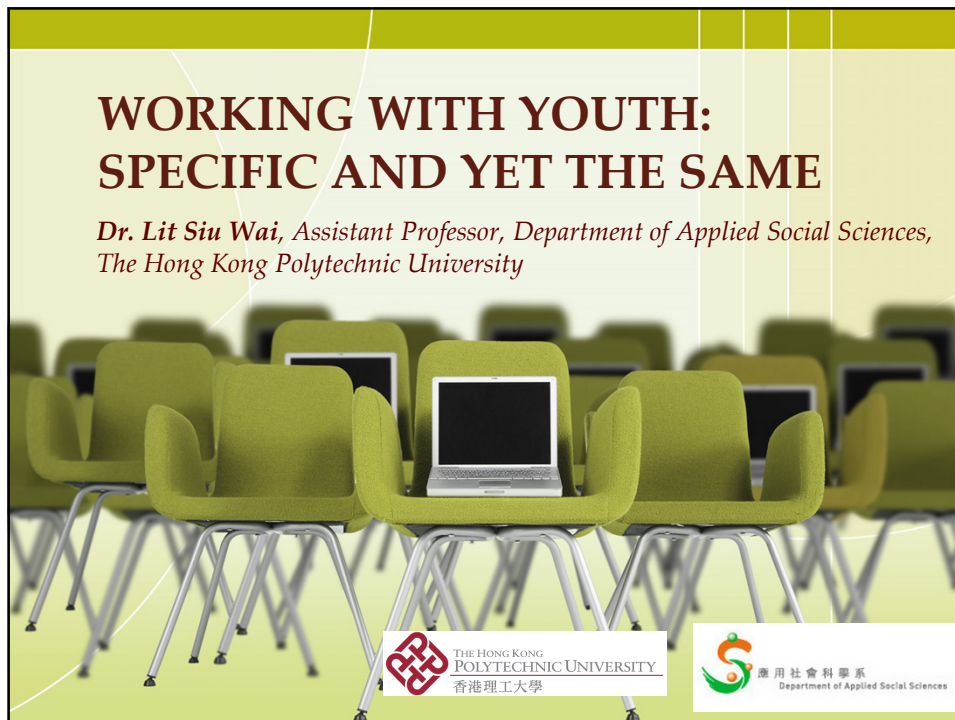W : 食得嚴重左？

Tips to effective online counseling

1. Keep the standards that you would use with f2f clients with slight adaptation to skills applied
2. Recognize the features (both benefits and challenges) of online communication
3. Suspend judgments and assumptions about the client until more data comes in
4. Avoid assuming the content or a client's meaning of certain words and symbols → ask client to clarify
5. Full attention to what is being said
   - Work environment should be free from distractions
   - Fully engaged
   - Choices of words

Online counseling – right for you?

1. Enjoy and feel comfortable when interacting with others through an online medium
2. Experience with online relationship
3. Comfort in using the written word as a means of communication
4. Expressive writing : describe own and others' feeling in text
5. Believe it's possible to form working alliances without visual cues
6. Ability to move between modalities (virtual and f2f) in response to client need and circumstances
7. Familiar to technology

WORKING WITH YOUTH: SPECIFIC AND YET THE SAME

Dr. Lit Siu Wai, *Assistant Professor, Department of Applied Social Sciences, The Hong Kong Polytechnic University*

THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

應用社會科學系
Department of Applied Social Sciences

Working with youth: Specific and yet the Same

1. **Presence** (Fewster, 1990, 1999)
   – The ability to bring self to the moment, open and available to mirror back one's experience of other
   – Ability to show up
   – "I am here and will go with you"
   – Have a sense of purpose and enthusiasm for the task
   – Keep observing client's situation on web
   – Keep contacts to show concern without pushing
   – Keep instant and immediate response

2. Rhythmic Interaction
- – Sense of togetherness
- – A moment of connection, discovery, or empowerment
- – Feeling confident about the ability to participate
- – Keep client 's autonomy and control
- – Familiar with client's stage of problem
- – Pay attention to the occurrence of critical moment
- – Be aware of client's disturbed emotion

3. Meaning Making
- – Workers must try to understand the youth's contextual reality
- – Search for a mutual reality
- – Curious about their own and youth stories
- – Making meaning by acting with purpose
- – Chatting, staying passive, showing constant concern
- – Curiosity
- – Externalization

4. **Atmosphere**
   – To create an engaging environment that support interactions
   – Non-judgmental
   – Giving compliments
   – Expressing agreement
   – Use of lovely emoticons

Books

Bloom & Walz (2000). *Cybercounseling and cyberlearning: strategies and resources for the millennium.* Alexandria, VA: American Counseling Association.

Derrig-Palumbo & Zeine (2005). *Online Therapy: a therapist's guide to expanding your practice.* Norton and Company, Inc, NY.

Evans, J (2009). *Online counseling and guidance skills: a resource for trainees and practitioners.* SAGE.

Mallen, M., & Vogel, D. (2002). Working toward online counselor training: dynamics of process and assessment. In A. Rochlen (Ed.), Appeal and relative efficacy of online counseling: Preliminary findings. Symposium conducted at the annual convention of the American Psychological Association, Chicago.

Suler, J (2004). The psychology of text relationship. In R. Kraus et al. (Eds.) *Online counseling: a handbook for mental health professionals.* London: Elsevier Academic Press. p.19- 49.

Jones & Stokes (2009). *Online counseling : a handbook for practitioners.* Palgrave Macmillan

Journals

Barrak, A., Hen, L., Boniel-Nissim, M. and Shapira, N. (2008). ' A comprehensive review and a meta-analysis of the effectiveness of internet-based psychotherapeutic interventions', Journal of Technology in Human Services, 26, pp.109-60.

Biocca, F., Harms, C. & Burgoon, J. (2003). Towards a more robust theory and measure of social presence: review and suggested criteria. *Presence: Teleoperators and Virtual Environments, 12,* 456-480.

Cook, J. E. & Doyle, C. (2002). Working alliance in online therapy as compared to face to face therapy: Preliminary results. *Cyber-counseling and Behavior, 5,* 95-105.

Day, S.X., Schneider, P.L. (2002). Psychotherapy using distance technology: A comparison of face-to-face, video, and audio treatment. Journal of Counseling Psychology, 49, pp.499-503.

Dunn, K. (2012). A qualitative investigation into the online counseling relationship: to meet or not to meet, that is the question. Counseling and Psychotherapy Research: Linking research with practice, *12,* 316-326.

Holmes, C. & Foster. V. (2012). A preliminary comparison study of online and face-to-face counseling: client perceptions of three factors. *Journal of Technology in Human Services, 30,* 14-31.

King, R. et al. (2006). Online counseling: The motives and experiences of young people. *Counseling and Psychotherapy Research, 6,* 169-174 .

Krueger, M. (2005). Four themes in youth work practice. Journal of Community Psychology, 33(1). pp.21-29.

Liebert, T., Archer, J. and Munson, J. York, G. (2006). An exploratory study of client perceptions of internet counseling and the therapeutic alliance. *Journal of Mental Health Counseling, 28,* 69-84.

LaMendola, W. (2010). Social work and social presence in an online world. *Journal of Technology in Human Services, 28,* 108-119.

Murphy, L. J. & Mitchell, D. L. (1998). When writing helps to hear: e-mail as therapy. *British Journal of Guidance and Counseling, 26,* 21-32.

Walther, J. B. (1995). Relational aspects of computer-mediated communications: experimental observations over time. *Organization Science, 6,* 182-203.

Williams, R., Bambling, M., King, R., & Abbott, Q. (2009). 'In-session processes in online counseling with young people: An exploratory approach',
Counseling and Psychotherapy Research, Vol. 9(2), pp.93-100.

THANK YOU!

Q & A Session