

Emotional Management of University Students in HK Can AI tools be a solution?

1155175773

1155174356

1155167651

1155143442

TAM Ho Yee

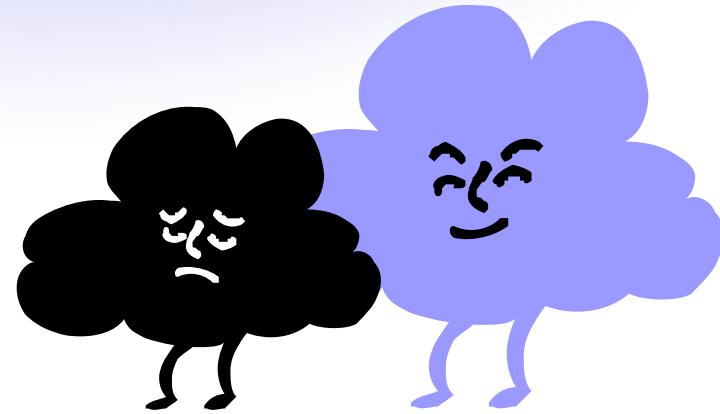
CHAN Cheuk Ka

LONG Hio Lam

ZHANG Ziang

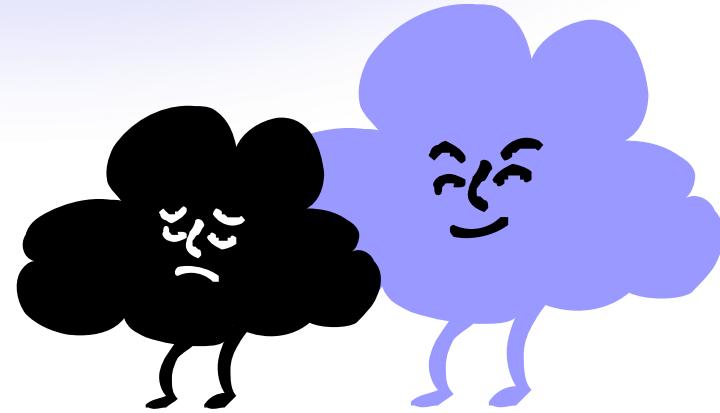
Introduction

What is Emotional Management
(情緒管理/調節)?



Introduction

The Definition of Emotional Management is - regulating emotions and to respond to the situation.



Cole, P. M., Michel, M. K., & Teti, L. O. (1994). The development of emotion regulation and dysregulation: A clinical perspective. *Monographs of the Society for Research in Child Development*, 59(2-3), 73-102.
<https://doi.org/10.1111/j.1540-5834.1994.tb01278.x>

Table of Content

01

Research Background

Introducing research aims
and the background info

02

Survey Results

Survey findings

03

Interview × Survey

Using interview results to
interpret our survey findings

04

Is AI a solution?

Discuss would AI turns to be
one of the possible solution

01

Research Background

Why & Aims

Research Background

HK Uni Student Mental Health

年輕群組自殺率近年亦見上升趨勢，去年 30 歲以下自殺率為近 8 年新高，其中 20 至 29 歲升幅最高且連續 4 年上升。

27.3% of suicide rate of University Student

Problems on Seeking Emotional Support

Hardly can find and seek support from society

Hardly affordable

Stressful Society Atmosphere

No matter working or studying are so stressful

Research Aims

- To find out factors affecting university students' emotions and their emotional management strategies
- To find out the efficiency of emotional support in universities of Hong Kong
- Discuss the possibility and feasibility of AI tools in emotional support services



02

Survey Results

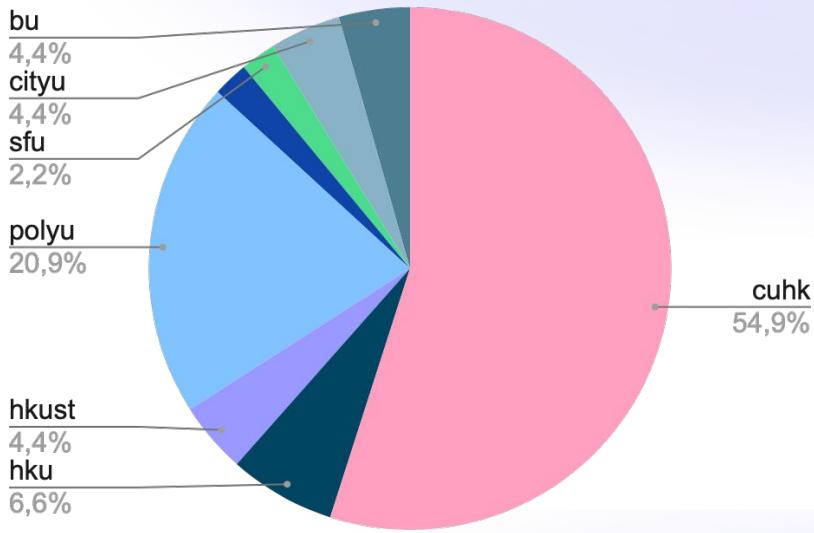
Survey Findings

Survey Challenges

- Emotional support is commonly used
- Users of emotional support services may not be willing to be interviewed

Participants' Background

University

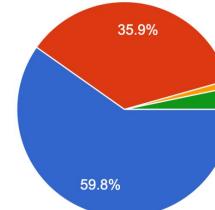


Age: 18 - 25

No.: 102

性別 Gender

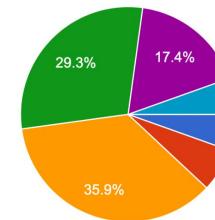
92 responses



- 男性 Male
- 女性 Female
- 其他 Other
- 保密 Prefer not to say

年級 Year of study

92 responses



- 大學一年級 - Undergraduate Year 1
- 大學二年級 - Undergraduate Year 2
- 大學三年級 - Undergraduate Year 3
- 大學四年級 - Undergraduate Year 4
- 大學五年級或以上 - Undergraduate Year 5 or above
- 碩士或以上 - Postgraduate

PSS Scale for stress measure

For each question choose from the following alternatives:

0 - never 1 - almost never 2 - sometimes 3 - fairly often 4 - very often

1. In the last month, how often have you been upset because of something that happened unexpectedly?

2. In the last month, how often have you felt that you were unable to control the important things in your life?

3. In the last month, how often have you felt nervous and stressed?

reverse scoring

4. In the last month, how often have you felt confident about your ability to handle your personal problems?

5. In the last month, how often have you felt that things were going your way?

6. In the last month, how often have you found that you could not cope with all the things that you had to do?

7. In the last month, how often have you been able to control irritations in your life?

8. In the last month, how often have you felt that you were on top of things?

9. In the last month, how often have you been angered because of things that happened that were outside of your control?

10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?

-The **Perceived Stress Scale** was developed by Sheldon Cohen in 1983

-PSS defines **Psychological stress** as the extent to which persons perceive that their **stress exceed their ability to cope**.

-Research has proven PSS a reliable scale to measure stress

Lee, E. H. (2012). Review of the psychometric evidence of the perceived stress scale. *Asian nursing research*, 6(4), 121-127.

Kechter, A., Black, D. S., Riggs, N. R., Warren, C. M., Ritt-Olson, A., Chou, C. P., & Pentz, M. A. (2019). Factors in the perceived stress scale differentially associate with mindfulness disposition and executive function among early adolescents. *Journal of child and family studies*, 28(3), 814-821.

PSS Scale for stress measure

For each question choose from the following alternatives:

0 - never 1 - almost never 2 - sometimes 3 - fairly often 4 - very often

Columns

1 少於每月 - Fewer than monthly

2 每月或更多 - Monthly or more

3 每週或更多 - Weekly or more

4 每天或更多 - Daily or more

- When designing the survey, we have **tweaked** the scoring slightly
- Easier for participants to choose between/ **interpret** the options
- More consistent answers between participants if we use **absolute frequencies** instead of **subjective frequencies**

PSS Scale Score Meaning

- Individual scores on the PSS can range from 0 to 40 with higher scores indicating higher perceived stress.
 - ▶ Scores ranging from 0-13 would be considered low stress.
 - ▶ Scores ranging from 14-26 would be considered moderate stress.
 - ▶ Scores ranging from 27-40 would be considered high perceived stress.

Score meaning proven effective

Lee, E. H. (2012). Review of the psychometric evidence of the perceived stress scale. *Asian nursing research*, 6(4), 121-127.

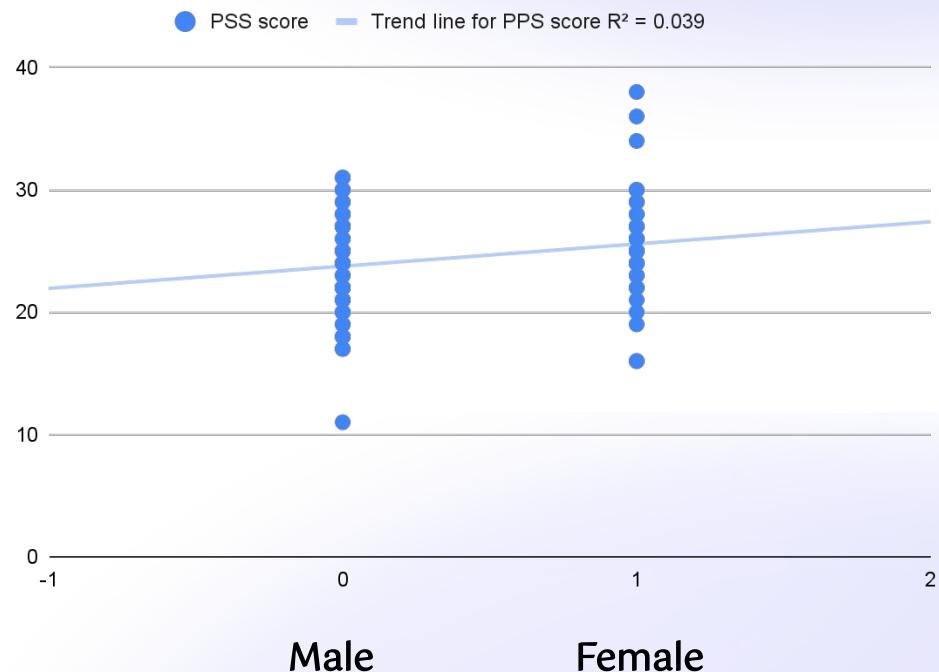
Kechter, A., Black, D. S., Riggs, N. R., Warren, C. M., Ritt-Olson, A., Chou, C. P., & Pentz, M. A. (2019). Factors in the perceived stress scale differentially associate with mindfulness disposition and executive function among early adolescents. *Journal of child and family studies*, 28(3), 814-821.

PSS Scale Score Meaning

- Individual scores on the PSS can range from **10** to 40 with higher scores indicating higher perceived stress.
 - ▶ Scores ranging from **10-20** would be considered low stress.
 - ▶ Scores ranging from **21-30** would be considered moderate stress.
 - ▶ Scores ranging from **31-40** would be considered high perceived stress.

Score meaning used by Government of New Hampshire, USA

No Correlation between gender and stress



P-Value = 0.078 > 0.05

性別和壓力沒有關聯

	Male PSS	Female PSS
Mean	23.75925926	25.57575758
Variance	17.35604472	23.25189394
Observations	54	33
Hypothesized Mean Difference	0	
df	60	
t Stat	-1.79332488	
P(T<=t) one-tail	0.03898055086	
t Critical one-tail	1.670648806	
P(T<=t) two-tail	0.07796110172	
t Critical two-tail	2.000297759	

Comparison

Fyp 問卷結果	<table border="1"><thead><tr><th></th><th>Male PSS</th><th>Female PSS</th></tr></thead><tbody><tr><td>Mean</td><td>23.75925926</td><td>25.57575758</td></tr><tr><td>Variance</td><td>17.35604472</td><td>23.25189394</td></tr></tbody></table>		Male PSS	Female PSS	Mean	23.75925926	25.57575758	Variance	17.35604472	23.25189394
	Male PSS	Female PSS								
Mean	23.75925926	25.57575758								
Variance	17.35604472	23.25189394								
2017-2020年 「聯校心理健康推廣計劃」 (訪問976名大學生)	-女性壓力指數比男性高，但沒有明顯關聯 (P-Value = 0.078 > 0.05) -研究反映男女情況有差異 -整體健康狀況女 性明顯較男同學差									

<https://www.cityu.edu.hk/zh-hk/media/press-release/2020/08/22/diaochafaxianguoqusanniandaxueshengxingfuganjishenghuomanyidudie-lianxiaoxinlijiankangtuiguangjihua-zhujijiyingduikunnan-chinese-version-only>

2016年10月港大醫學院《香港醫學雜誌》問卷(訪問1119名大學生)

DOI: 10.12809/hkmj176915

Conclusion: Female gender was not associated with mild to severe anxiety and depression symptoms

TABLE 5. Binary logistic regression model for the effects of multiple covariates on the odds of having mild to severe anxiety symptoms, based on the 7-item Generalised Anxiety Disorder scale

	Coefficient	Standard error	P value	Odds ratio (95% confidence interval)
Female gender	0.319	0.169	0.059	1.38 (0.99-1.92)

TABLE 4. Binary logistic regression model for the effects of multiple covariates on the odds of having mild to severe depressive symptoms, based on the 9-item Patient Health Questionnaire

	Coefficient	Standard error	P value	Odds ratio (95% confidence interval)
Female gender	-0.301	0.185	0.103	0.74 (0.52-1.06)

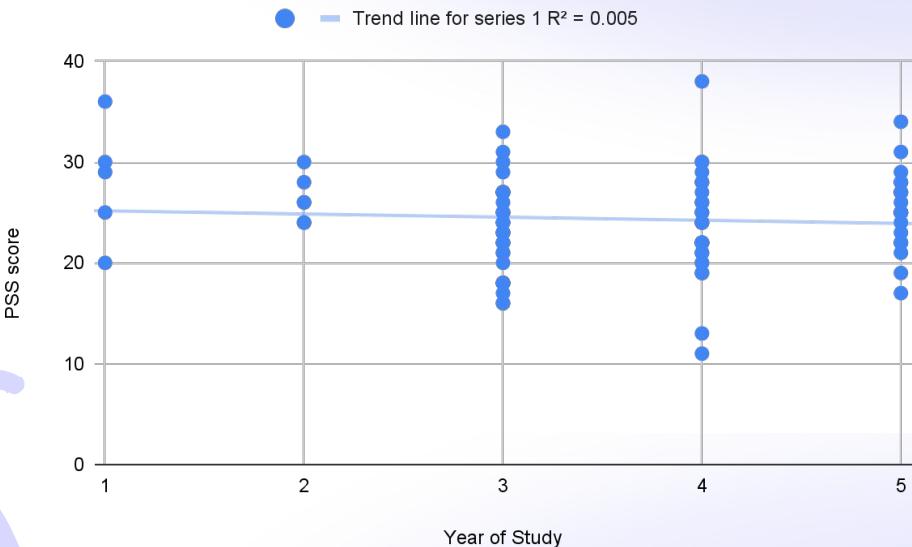
FYP問卷數據

	Male PSS	Female PSS
Mean	23.75925926	25.57575758
Variance	17.35604472	23.25189394

P-Value = 0.078 > 0.05

	Male PSS	Female PSS
Mean	23.75925926	25.57575758
Variance	17.35604472	23.25189394
Observations	54	33
P(T<=t) two-tail	0.07796110172	
t Critical two-tail	2.000297759	

No Correlation between Year of study and stress



P-Value = 0.49 >> 0.05

大學年級和壓力沒有關聯

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	10.27175793	10.27175793	0.4591596717	0.4997946545
Residual	88	1968.628242	22.37077548		
Total	89	1978.9			

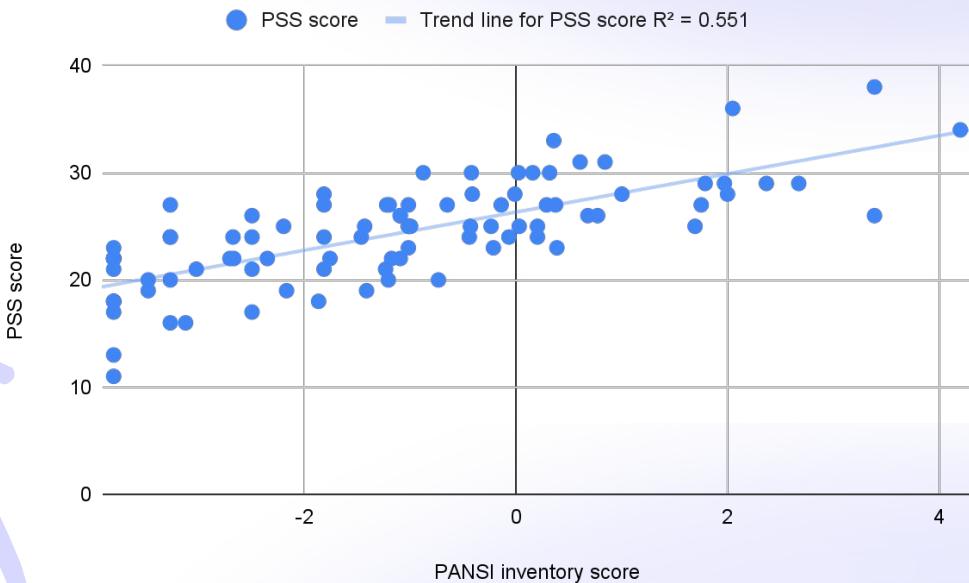
PANSI Inventory for suicide ideation test

Item	Factor 1 (PANSI-NSI)	Factor 2 (PANSI-PI)
11. Felt lonely or sad that you wanted to kill yourself so that you could end your pain	0.820	—
7. Thought you could not find solution to a personal problem	0.773	—
5. Thought you could not accomplish something important in your life	0.681	—
9. Thought about killing yourself because you felt like a failure in life	0.617	—
1. Considered killing yourself	0.583	—
3. Felt hopeless and wondered	0.536	—
10. Thought problems were overwhelming that suicide was the only option for you	0.403	—
4. Felt unhappy about your relationship with someone that you wished you were dead	0.385	—
reverse scoring		
13. Felt that life was worth living	—	0.820
12. Felt confident about ability to cope with most of the problems in your life	—	0.812
14. Felt confident about your plans for the future	—	0.799
2. Felt you were in control	—	0.593
6. Felt hopeful about the future because things were working out well for you	—	0.455
8. Felt excited because you were doing well at school or at work	—	0.327

- The Positive and Negative Suicide Ideation (PANSI) Inventory
- Measures the frequency of positive and negative thoughts related to **suicidal behavior**
- Research has proven PANSI a reliable test to measure **suicide ideations**

Aloba O, Adefemi S, Aloba T. Positive and Negative Suicide Ideation (PANSI) Inventory: Initial Psychometric Properties as a Suicide Risk Screening Tool Among Nigerian University Students. Clinical Medicine Insights: Psychiatry. 2018;9. doi:10.1177/1179557317751910

High Stress and suicide thoughts are correlated



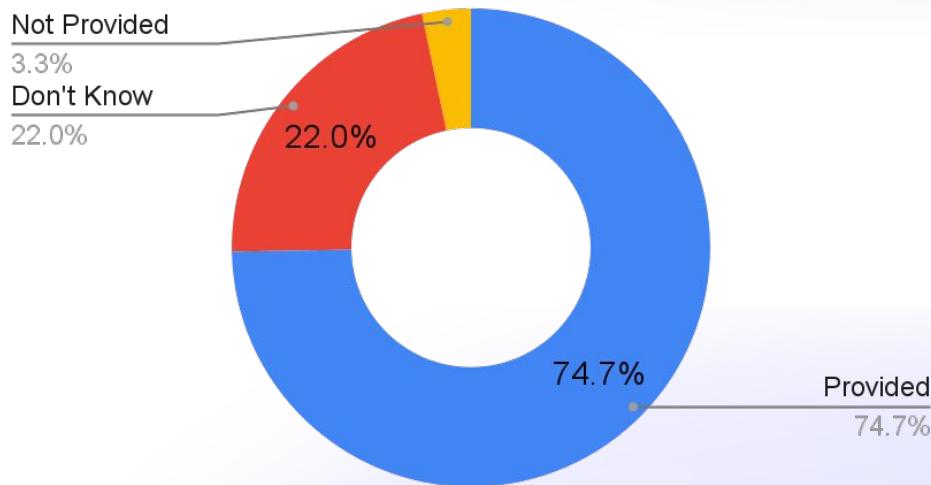
P-Value = $1.11 \times 10^{-16} << 0.05$

壓力和自殺念頭有關聯

	df	SS	MS	F	Significance F
Regression	1	1095.365977	1095.365977	109.0984653	0.00000E+00
Residual	88	883.534023	10.04015935		
Total	89	1978.9			

Students are not familiar with school emotional support services

Do you know if your university provides emotional

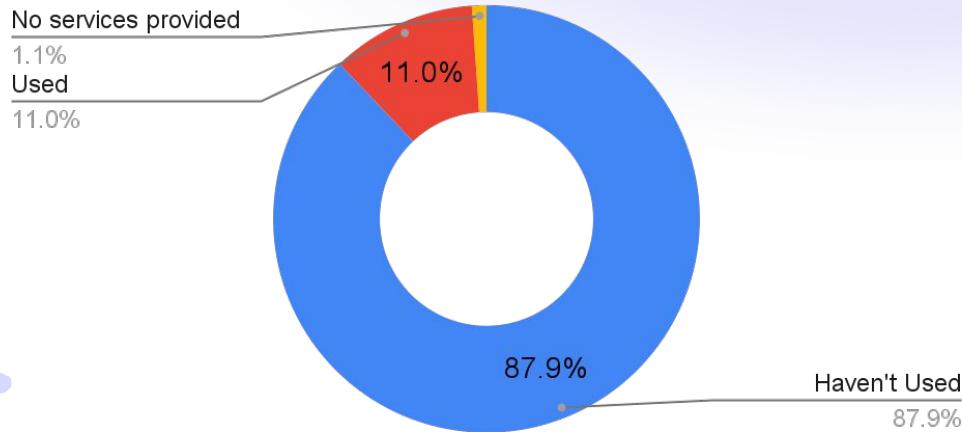


No.	University	Do you know if your university provides emotional support services?
27	eduhk	Not Provided
79	polyu	Not Provided
86	cuhk	Not Provided

- 學生不清楚學校是否有提供情緒支援服務
- 有學生誤以為學校沒有提供情緒支援

Low usage of emotional support services

Have you used the provided in-school emotional support

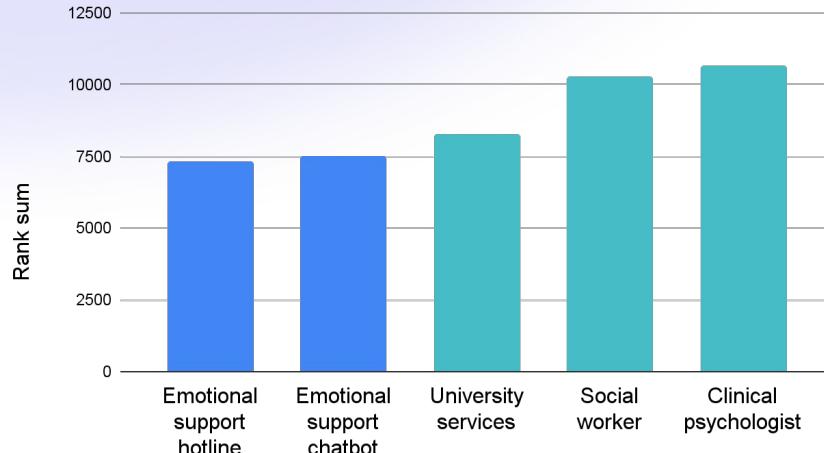
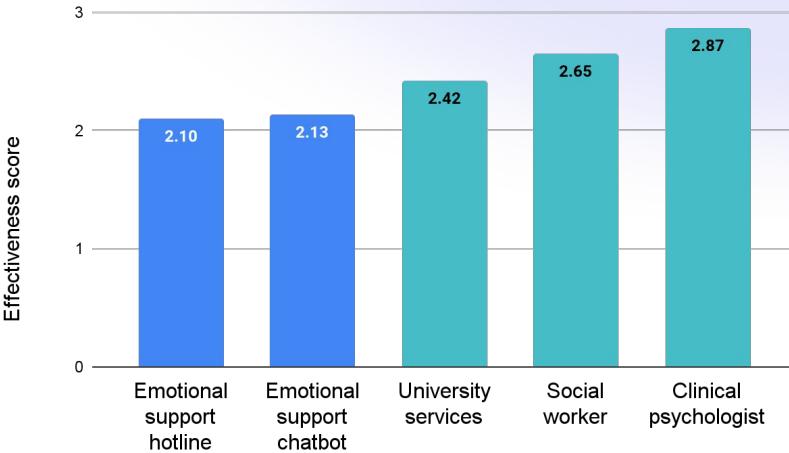


- 學校情緒支援服務的使用率低

- 而使用過情緒支援服務普遍感到滿意

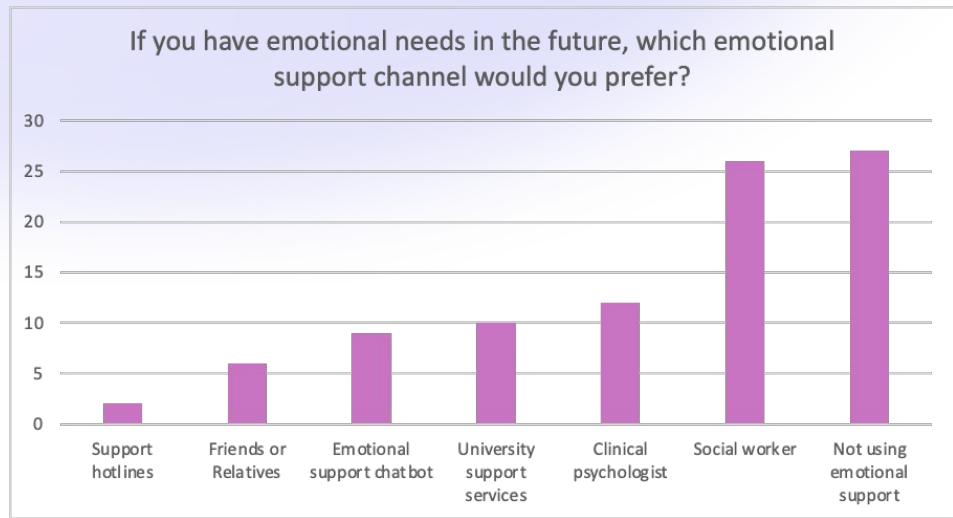
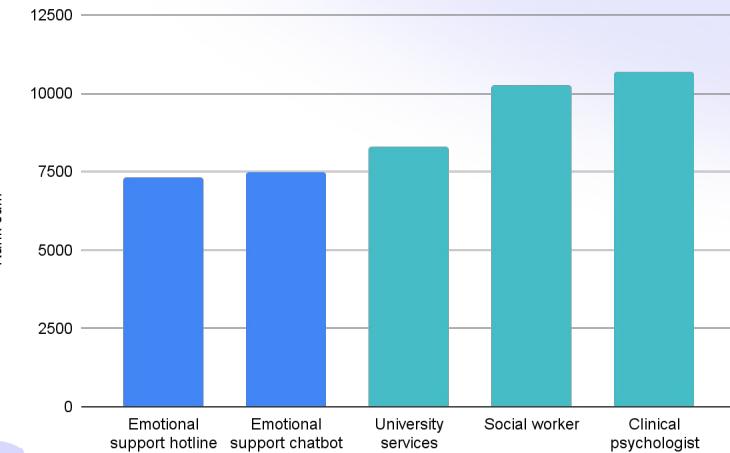
No.	Have you used the provided in-school emotional support services?	Please rate the service.
1	Used	10
56	Used	10
86	Used	10
6	Used	8
24	Used	7
34	Used	7
55	Used	7
22	Used	5
76	Used	5
29	Used	4

Rating effectiveness of emotional support services



- Students think **face-to-face services** are more effective
- Students think services professionals are more effective

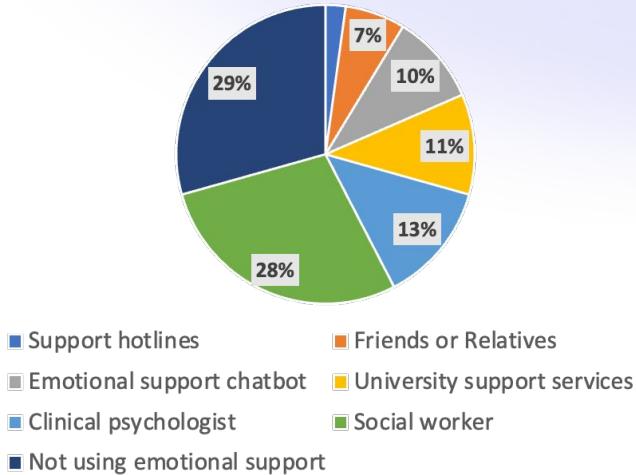
Emotional support services preference



- Students prefer not using emotional support
- Social worker is the most preferred support service
- Trend follows the effectiveness ranking, except social worker is more preferred over psychologist despite higher effectiveness scores

Emotional support services preference

Which emotional support channel would you prefer?



-FYP 問卷調查29%不會尋求幫助

精神健康素養：只有三成二受訪學生表示有心理健康問題時會尋求協助；兩成表示不會，並有四成六表示不一定

多大程度上同意以下問題內容	平均分	非常不同意(1)	不同意(2)	中立/不知道(3)	同意(4)	非常同意(5)
尋求協助 (Help-seeking)						
與某人談論我的感受有助於改善心理健康。	3.21	10.7%	6.4%	45.4%	25.9%	11.6%
我很樂意與我的同伴/朋友談論我的感受。	3.26	10.8%	7.7%	40.1%	27.5%	13.9%
如果我患有心理健康問題，我會尋求協助。	3.11	11.6%	9.0%	46.9%	22.0%	10.5%
我很樂意向我身邊的成年人談論我的感受。	2.99	13.7%	12.6%	45.3%	17.8%	10.7%
如果我患有精神疾病，我會與其他人談論它。	2.92	14.3%	12.1%	47.9%	18.4%	7.3%

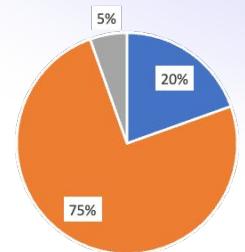


- 香港中學生精神健康素養的2024年7-8月調查結果（訪問826中學生）

-19.6%不會尋求幫助

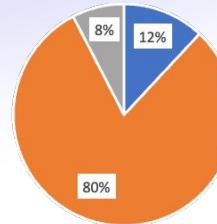
Other emotional support services used by students

Emotional support chatbot



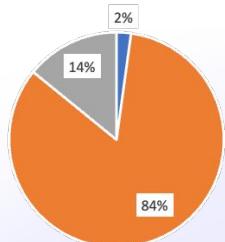
■ Never heard of it ■ Never used ■ Used

Psychologist



■ Never heard of it ■ Never used ■ Used

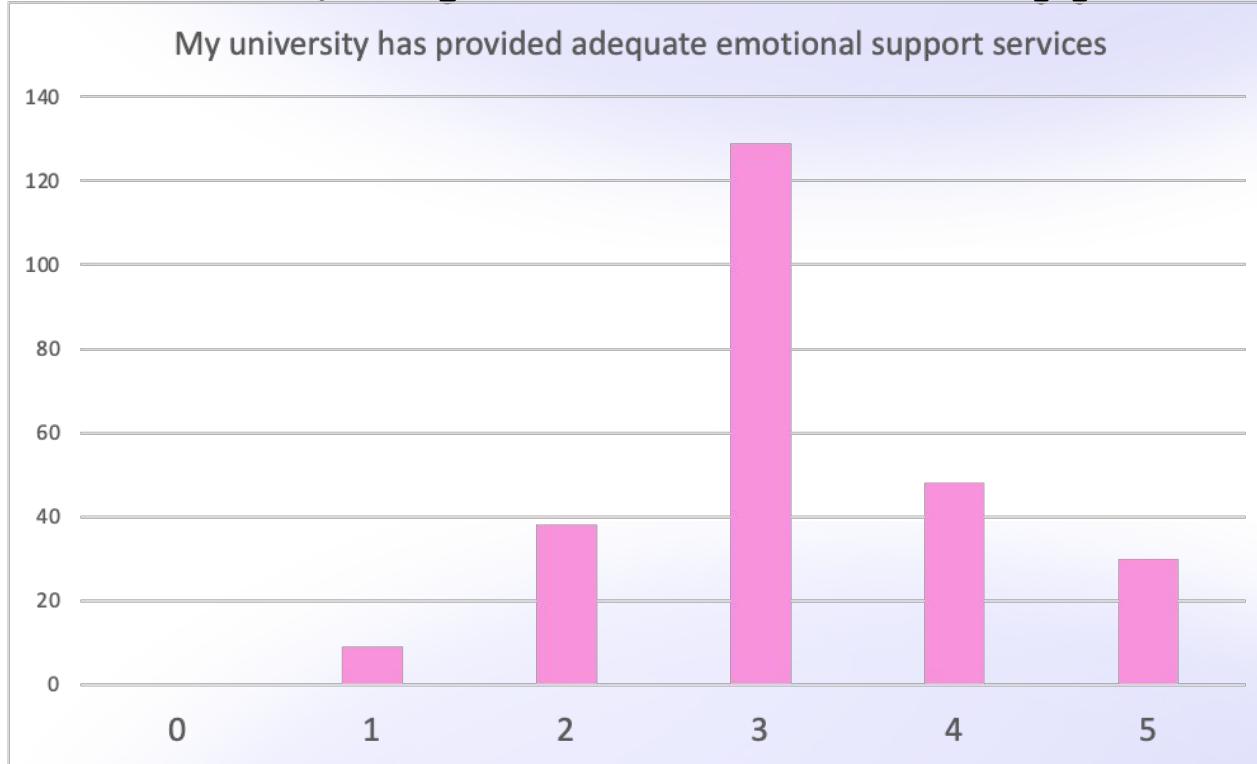
Social worker



■ Never heard of it ■ Never used ■ Used

- Emotional support services is not commonly used

Adequacy of Emotional Support Services



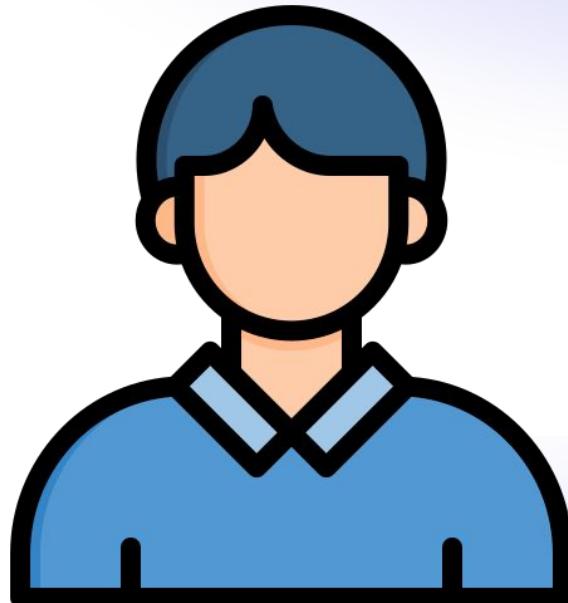
大部分人給予3分

-反映大學不了解學校的情緒
支援服務

Survey Challenges

- Emotional support is commonly used
- Users of emotional support services may not be willing to be interviewed
- Harder to find male interviewees

Interview with users of school emotional support services



-UST Year 5 Male Student

-因為mid term考得不好唔好而見counsellor

-並沒有嚴重焦慮億餘、自殺念頭

-對於情緒支援服務非常滿意

-並不太想身邊同學知道

Interview with users of school emotional support services

身邊例子：

同學親眼目睹學校有人自殺，想即時預約 counsellor

獲通知counsellor booking已full
最早能在2星期後見面



Emotional Support Services Dilemma

uBuddies X Dr. Dog Cheering Visit 🐶

UC

④ uBuddies CU Peer Counsell... Yesterday at 10:45 AM

To: uBuddies CU Peer Counselling Network

Dr. Dog Cheering Vis... 333.1 KB +1 more

Download All • Preview All

大家好！我哋係uBuddies😊
一年容易又就黎final，唔知大家最近如何？可能你正為group project焦頭爛額，或者日日夜夜都摺暳library溫書😔 係時候比自己抖抖氣～uBuddies將會同Animal Asia嘅導師一齊舉辦「Dr Dog Cheering Visit」比大家同狗狗互動，放鬆下😊。
活動分三個sessions，每個session會進行大概20分鐘，過程中可以同狗狗醫生合照📷。
如果有興趣就唔好等啦🎉，名額有限，快啲報名啦😊 呢次活動歡迎所有中大本科生同學報名參加。

日期：21/11/2024 (Thur)

時間：HKT 16:00-17:00

地點：聯合書院胡忠圖書館 G/F

人數：15

截至日期：15/11/2024 23:59

香港中文大學
CUHK

學生事務處心理健康及輔導中心
Wellness and Counselling Centre
Office of Student Affairs

ABOUT WACC ▾ PSYCHOLOGICAL COUNSELLING SERVICE ▾ S

Wellness and Counselling Centre > Psychological Counselling Service > Getting to Know Counselling

Getting to Know Counselling

Through psychological counselling, students are encouraged to understand the nature of their difficulties, develop different perspectives as well as learn effective coping skills. Counselling is also a learning process which facilitates self-exploration and continuous personal development.

Counsellors from [Wellness and Counselling Centre \(WACC\)](#) are ready to accompany you as you adjust to university life or overcome hurdles and brave stormy weather.

You may benefit from seeing a counsellor when you:

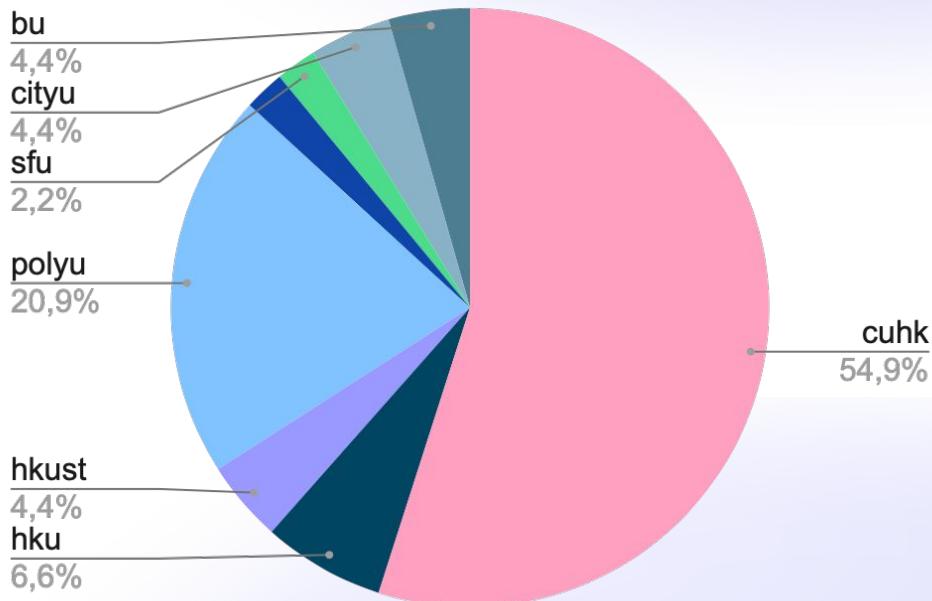
- Experience problems in adapting to the university environment
- Feel unhappy, unmotivated or troubled for prolonged periods
- Wish to understand more about yourself
- Feel that you are not doing as well as you should in your studies
- Wish to improve your relationships

大學情緒支援為鼓勵同學使用，一直歡迎所有同學使用，沒有明確篩選制度

但可能導致情緒支援資源不能被有效分配

Participants' Background

University



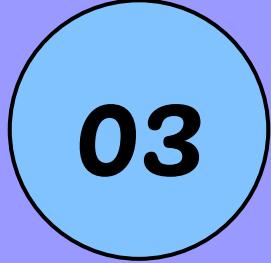
Age **18 - 25**

Despite being red,
Mars is a cold place

70K

Mercury is the closest
planet to the Sun

35K



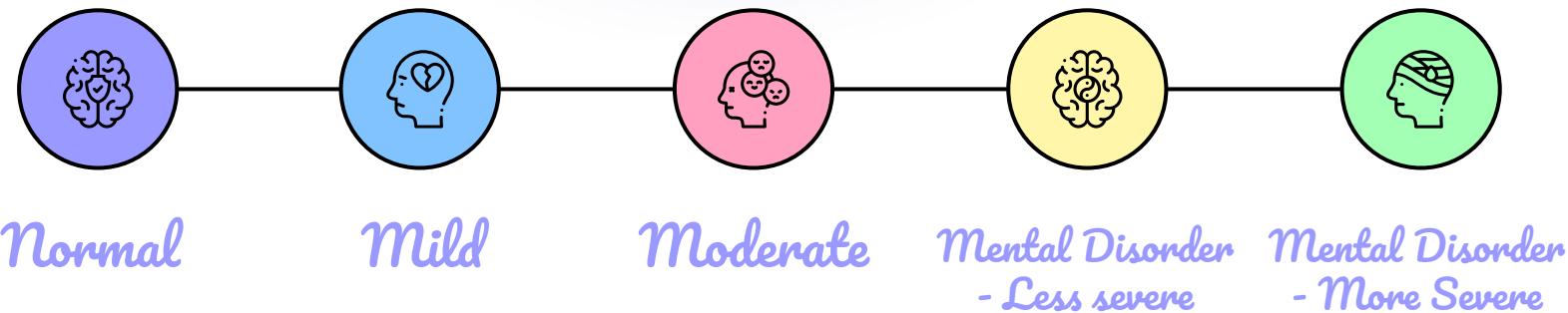
03

Interview × Survey

Using interview results to interpret our survey findings

Mental Healthiness

States of Mental Health



Zimmerman, M., Morgan, T. A., & Stanton, K. (2018). The severity of psychiatric disorders. *World psychiatry : official journal of the World Psychiatric Association (WPA)*, 17(3), 258-275. <https://doi.org/10.1002/wps.20569>

Normalising abnormal mental health

- Although the university students are in high stress and strong emotion, but they think that this is a normal situation
- During interview, they think although their survey stress score is moderate to high, they are still fine
- This shows that Uni student in HK normalise the high pressure environment, which is not healthy

Normalising abnormal mental health

- Under the cultural background and factors of traditional Chinese thoughts, students in Hong Kong are more likely to not seeking support, and try to normalise the high pressure situation due to the society atmosphere
- 69% of university undergraduates are currently showing common mental disorder symptoms, such as depression and anxiety

Lo, S. M., Wong, H. C., Lam, C. Y., & Shek, D. T. (2020). Common mental health challenges in a university context in Hong Kong: A study based on a review of medical records. *Applied Research in Quality of Life*, 15, 207-218.

Uni Emotional Support are not enough

- Although most of the university in Hong Kong has established emotional and mental support for students, it's not enough for huge numbers of University students' in HK
- Hardly can have an appointment (中大有晴), the 24-hours hotline cannot get through
- Lack of publicity and awareness
- Hard to contact and afterwards following
- Passive Uni Emotional support services

Qualitative Research

Interview with a practising counsellor

What do you think triggers the emotional challenge for university students?

「一個好重要嘅過渡期」

人生八階

Eight Stages of Psychosocial
Development

By Erik Erikson

階段	心理社會危機	心理效能
嬰兒期 (0-1歲)	信任VS不信任	希望
幼兒期 (2-3歲)	自主VS羞恥及懷疑	意志力
學前期 (4-5歲)	自發VS罪惡感	意義
童年期 (6-12歲)	勤奮VS自卑	能力感
青年期 (13-18歲)	自我認同VS身份混淆	忠誠
青壯年期 (19-25歲)	親密VS隔離	愛
中年期 (26-65歲)	生產VS停滯	關懷
老年期 (65歲或以上)	完整VS絕望	智慧

Successful resolution of each stage fosters healthy psychological development and contributes to overall well-being, and vice versa

Transition Period

- New environment
- Expectation & Reality
- Comparison with past peers
- Enlargement by social media



Any observations about emotional management from youngsters?



「喺 Threads 講好過去搵 counsellor」



Any observations about emotional management from youngsters?



「見過 Gen Z 嘅 Threads po 自己嘅
DASS2 result 去搵同溫層但拒絕搵
counselling 」

Any observations about emotional management from youngsters?

DASS21 is a self-report questionnaire assessing depression, anxiety, and stress through three subscales. Each subscale has seven items rated on a 0-3 scale based on the past week, making it a useful tool for identifying and monitoring these psychological conditions in clinical and research settings.

DASS21		Name: _____	Date: _____		
<p>Please read each statement and circle a number 0, 1, 2 or 3 which indicates how much the statement applied to you over the past week. There are no right or wrong answers. Do not spend too much time on any statement.</p>					
<p>The rating scale is as follows:</p>					
0	Did not apply to me at all				
1	Applied to me to some degree, or some of the time				
2	Applied to me to a considerable degree or a good part of time				
3	Applied to me very much or most of the time				
1 (s)	I found it hard to wind down	0	1	2	3
2 (a)	I was aware of dryness of my mouth	0	1	2	3
3 (d)	I couldn't seem to experience any positive feeling at all	0	1	2	3
4 (a)	I experienced breathing difficulty (e.g. excessively rapid breathing, breathlessness in the absence of physical exertion)	0	1	2	3
5 (d)	I found it difficult to work up the initiative to do things	0	1	2	3
6 (s)	I tended to over-react to situations	0	1	2	3
7 (a)	I experienced trembling (e.g. in the hands)	0	1	2	3
8 (s)	I felt that I was using a lot of nervous energy	0	1	2	3
9 (a)	I was worried about situations in which I might panic and make a fool of myself	0	1	2	3
10 (d)	I felt that I had nothing to look forward to	0	1	2	3
11 (s)	I found myself getting agitated	0	1	2	3
12 (s)	I found it difficult to relax	0	1	2	3
13 (d)	I felt down-hearted and blue	0	1	2	3
14 (s)	I was intolerant of anything that kept me from getting on with what I was doing	0	1	2	3
15 (s)	I felt I was close to panic	0	1	2	3

Any observations about emotional management from youngsters?



without.s_ 20/4/24

...

我覺得 threads 最棒的是，
在聊到這些情緒問題，
憂鬱症也好，自殘也好，甚至自殺也好，
我們能接觸到同溫層。

跟病友一起同行，
我們可以把情緒攢在陽光下，
讓自己知道我們不是這個世界的異類。

2.8K

144

123



Any observations about emotional management from youngsters?



laugh_after_dark 4d

...

如果你有點emo
又不確定應該找誰聊
我還蠻建議可以找 chatGPT 聊聊的
(用語音功能 更有真實感)

指令下「你可以假設你是一名心理諮詢師陪我聊天嗎」
剛剛聊了半小時
心情變好了

*有心理及情緒問題還是建議找專業諮詢師諮詢，我上述單純只是心情不好的時候可以有一個閒聊但正面回饋的聊天對象。

3.2K

99

168

380

04

Is AI a solution?

Can AI solve the problem?



What stops them from seeking professional help from counselor?

「家醜不可外揚」

「唔去理，就無事」

「報喜不報憂」

「搵人幫手 = 弱」

3



Can counselling becomes more effective and easy in a self operation mode, with the help of AI?

AI emotional support chatbot: Pi

The image shows a mobile application interface for the Pi AI chatbot. On the left, there's a sidebar with a 'Discover' button (highlighted in orange) and a 'Profile' button. The main content area starts with a greeting: 'Good evening'. Below it is a call-to-action: 'Download your Pi conversation history' with a 'Manage history' link. There are two cards: one for 'Tell me a joke Pi...' and another for 'Foods for better gut health'. A 'All Bookmarks' button is visible. At the bottom of the sidebar is a 'Get more focused' card with a person working at a desk. The main body of the app has a yellow header bar with a speaker icon and a microphone icon. The text 'Hey there, great to meet you. I'm Pi, your personal AI.' is followed by 'My goal is to be useful, friendly and fun. Ask me for advice, for answers, or let's talk about whatever's on your mind.' A question 'How's your day going?' is displayed. At the bottom is a search bar with 'Talk with Pi' and a small blue icon. A note at the very bottom states: 'By using Pi, you agree to our [Terms](#) and [Privacy Policy](#)'.

Good evening

Discover

Profile

Download your Pi conversation history

Manage history

Tell me a joke Pi...

Foods for better gut health

All Bookmarks

Get more focused

Hey there, great to meet you. I'm Pi, your personal AI.

My goal is to be useful, friendly and fun. Ask me for advice, for answers, or let's talk about whatever's on your mind.

How's your day going?

Talk with Pi

By using Pi, you agree to our [Terms](#) and [Privacy Policy](#).

I have a bad day, I feel down because I have to do a presentation this afternoon and I feel very stressed

I'm sorry to hear that, that sounds tough. Presentations can be nerve wracking and it's normal to feel stressed about it. Remember, you are capable and prepared. Do you want to talk through your presentation, or are you feeling worried about something else?

yah i wanna talk about it...

Okay, I'm here to listen and help you work through it. What specific parts of the presentation are you stressed about? Is it a specific part of the content, or just the idea of presenting in general?

I feel it's a lot of workload and I didn't do a good job at all

Well, that's definitely not the best feeling. Maybe you could start by breaking it down a little bit. Start with one part of the workload you are comfortable with, and then you can move on to the next one. Remember, you can always go back and revise things. Do you have any specific concerns about the content of your presentation?

i just don't wanna continue with it anymore, i wanna drop out of university

Okay, it's totally understandable to feel overwhelmed and exhausted, but I'd encourage you to consider the bigger picture before making a decision like dropping out. Let's take a minute to talk through your options. Is there anything else

Helplines in Hong Kong for suicide.

撒瑪利亞會 The Samaritans, 24 Hour Multi-Lingual Suicide Prevention Services

All topics Everyone

撒瑪利亞會是一個義工主導、獨立、非宗教的組織，於1974年在香港成立，旨在為感到絕望和有自殺念頭的人們提供情緒支援。我們相信，能被傾聽意味著生與死的區別。我們的核心服務是24/7/365...



Open 24/7

Volunteers

2896 0000

samaritans.org.hk



Hong Kong's Chinese University launches AI chatbot to provide mental health support amid rising demand for counselling services

- 👉 Platform integrates generative AI into the existing Jockey Club TourHeart+ project and offers free online therapy, self-help tools to the city's university students
- 👉 Schools have struggled to meet requests for mental health services, saying complexity of student concerns has also intensified

Listen to this article ▶

by Kelly Fung | Published: 4:43pm, 19 Apr, 2024 ▾



Jockey Club x CUHK: 心導遊 project

The screenshot shows the homepage of the TourHeart website. At the top left is the logo for the Jockey Club TourHeart Project. The top right features navigation links: "關於我們" (About Us), "與阿本聊天" (Talk to Ah Ben), "活動" (Events), "文章" (Articles), "互動旅程" (Interactive Journey), "大專心理健康支援" (Mental Health Support for Undergraduates), "我的練習" (My Practice), "我的課程" (My Course), "EN", and a user profile icon with the letter "A". The main content area has a yellow background. On the left, there's an illustration of a person interacting with a smartphone. The phone screen displays a character named "同阿本傾偈" (Talk to Ah Ben). A speech bubble from the phone says "介紹練習俾你處理情緒?" (Introduce exercises to help you handle emotions?). Another speech bubble says "好呀" (Good). On the right, the text reads "體驗升級版聊天機械人" (Experience the upgraded version of the chatbot) and "情緒低落？焦慮不安？孤獨和憤怒？與聊天機械人穿梭探索各種情緒。它會因應你的情緒狀態，推介針對性練習。" (Depression? Anxiety? Loneliness and Anger? Explore various emotions with the chatbot. It will respond to your emotional state and recommend targeted exercises.). A large orange button labeled "開始聊天" (Start Chatting) is centered below the text. At the bottom center, there are three small colored dots (yellow, orange, red).

<https://wacc.osa.cuhk.edu.hk/psychological-counselling-service/waccxtourheart/>

Turns out it is not really AI-driven, but instead a preset chatting experience to access your emotional management status and provide solution

The screenshot shows a mobile application interface with a teal header bar. On the left is a white speech bubble containing a cartoon character icon and the text "阿本". On the right is another white speech bubble with the same character icon and the text "話題 X".

Left Side (User):

- Message 1: "歡迎你！我係虛擬伙伴阿本，會喺呢度陪住你"
- Message 2: "係呢，我點稱呼你好呀？"
- Message 3: "Hi Annie, 好榮幸認識到你"
- Message 4: "喺深入探索「心導遊+」前，邀請你先做個心理健康評估，俾我了解你多啲 😊"
- Message 5: "呢個評估，可以幫你了解自己最近嘅心理健康狀況，亦話俾我知你嘅需要，等我可以分享更多適合你嘅資源"
- Message 6: "更多關於評估嘅資料，可以喺「個人資料」入面嘅「有疑問嗎」搵到"

Right Side (Virtual Companion):

- Message 1: "感謝你嘅回答 🙏"
- Message 2: "初步評估顯示，你嘅抑鬱情緒係 19 分 (最高係 27 分)，而焦慮情緒係 10 分 (最高係 21 分)。"
- Message 3: "見到你最近有想死或者自殘嘅想法"
- Message 4: "多謝你嘅信任，話我知你嘅辛苦"
- Message 5: "就住你現時嘅情況，網上自助服務未必最能夠照顧到你嘅需要"
- Message 6: "以下係一系列緊急求助熱線，你可以隨時打電話俾佢哋，聯繫受過訓練嘅專業人員，希望幫到你獲得所需要嘅支援。"
- Sub-message 1: "香港撒瑪利亞防止自殺會 [2389 2222](#)"
- Sub-message 2: "生命熱線 [2382 0000](#)"
- Sub-message 3: "明愛向晴熱線 [18288](#)"
- Sub-message 4: "撒瑪利亞會 [2896 0000](#)"

Bottom Left (User Input):

- 可以
- 我未準備好

Bottom Right (Send Button):

Can AI counselling chatbot solve youngsters' reluctance to talk to counsellor?

「body language, 微表情, body
language, 呢啲AI睇唔到, 唔夠有效」



‘The use of “body” language by an adequately motivated counselor, can communicate to the client the fact that his emotional needs will be partially filled in the counseling setting.’

The Importance of "BODY" LANGUAGE in Counseling
ROUTH, THOMAS A.



Can AI counselling chatbot solve
youngsters' reluctance to talk to
counsellor?



「搵AI傾好過完全唔搵傾」

Do you think projects like 心導遊
can help counselling process

「都有少少用嘅, social media level 易接
觸到, alert咗有意識先」



Is there any PRO of using AI in
counselling process?



「AI(暫時)唔會有越線嘅問題」

3



Qualitative Research

Interview with the students

Thoughts about AI



Interview : Mostly Negative Thoughts

Main Pt: AI cannot understand complex human emotion

Hardly can do real therapy

Not sure if AI chatbot works

Afraid cannot providing real supportment

Thoughts about AI



Some neutral point

Might works if someone alone who cannot find others for a talk (giving 即時 response)

Easy to access and affordable

Calm the users' emotions

3



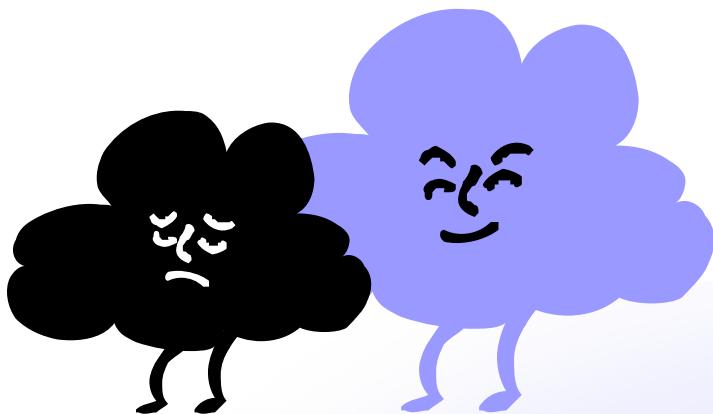
What now?

On the status quo and using AI as support channel



University Counsellors

- Can be an effective safety net for suicide prevention
- Can be effective in the short term

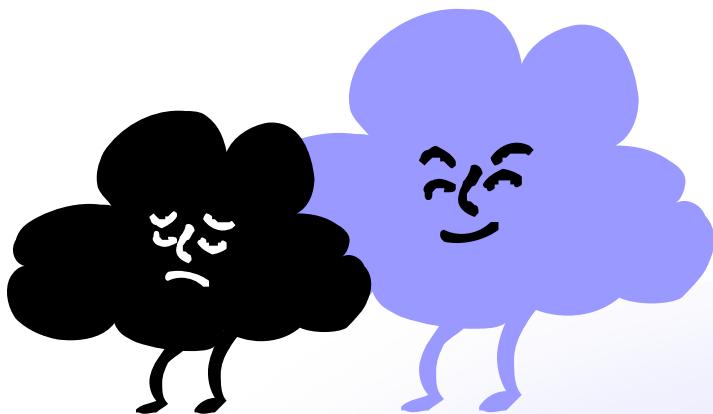


Diab, P., & Andrews, K. (2024). Supports for university counselors impacted by student suicide: A systematic review and thematic synthesis. *Death Studies*, 48(6), 609-620. <https://doi.org/10.1080/07481187.2024.2304780>

University Counsellors

BUT...

- University emotional counselling services are underfunded
- Very high counsellee-to-counsellor ratio
- Counsellors unable to cater for each student's needs



Diab, P., & Andrews, K. (2024). Supports for university counselors impacted by student suicide: A systematic review and thematic synthesis. *Death Studies*, 48(6), 609-620. <https://doi.org/10.1080/07481187.2024.2304780>

Survey Feedback

你有沒有甚麼想分享的？

Anything you want to share?

10 responses

Feeling worried about important examinations and assignments

校內社工難約，有心，但唔到肉
感覺學生最需要喺係同行

NA

想知多d關於抗焦慮嘅方法，包括臨床心理學上嘅治療手段

siuuu

沒有。

nope

Good survey design bros

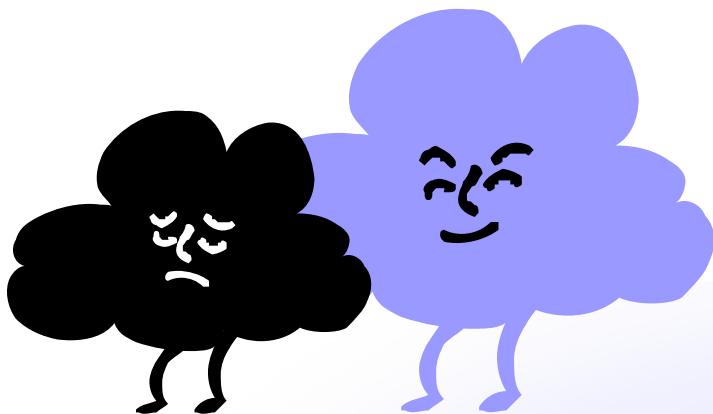
University Counsellors

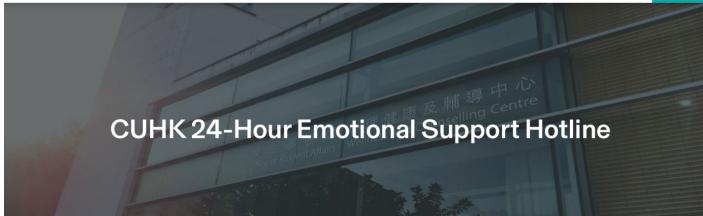
University counsellors

- Inadequate staff can lead to counsellor emotional exhaust and burnout
- Failed counselling (e.g. student suicide) can lead to counsellor trauma
- **Lacks long-term sustainability**
- Needs supporting methods like integrating mental health in curriculum

Diab, P., & Andrews, K. (2024). Supports for university counselors impacted by student suicide: A systematic review and thematic synthesis. *Death Studies*, 48(6), 609-620. <https://doi.org/10.1080/07481187.2024.2304780>

Pérez-Marín, M., Lacomba-Trejo, L., Giménez-Benavent, S. et al. Mental health promotion and suicide prevention in emerging adulthood: importance of psychoeducational interventions in University students. *Curr Psychol* 43, 22333-22345 (2024). <https://doi.org/10.1007/s12144-024-05932-7>





Wellness and Counselling Centre > Psychological Counselling Service > CUHK 24-Hour Emotional Support Hotline

CUHK 24-hour Emotional Support Hotline

This 24-hour hotline serves to provide emotional support to CUHK full-time students and part-time PGDE students. The service is provided by professional counsellors of the Christian Family Service Centre (CFSC).

CUHK 24-hour Emotional Support Hotline: 5400 2055



Who will answer my call?



What languages are available?



What procedure will I go through if I call this hotline?



What procedure will I go through if I call this hotline?

When you call, you will be asked to provide your student ID to confirm your eligibility for the service. After that, you will be able to talk to a counsellor about your situation.

Why do I need to provide my SID?



Why do I need to provide my SID?

We understand that providing your student ID during a time of emotional distress might feel challenging. Given available resources, we are grateful for your understanding of this practice as we hope to limit the service to CUHK students only.

CUHK

24-hr hotline

- Counsellors are outsourced
- Questionable anonymity (needs to provide SID)



Chat Support

陪 SHALL
我 WE
講 TALK



What even is AI?

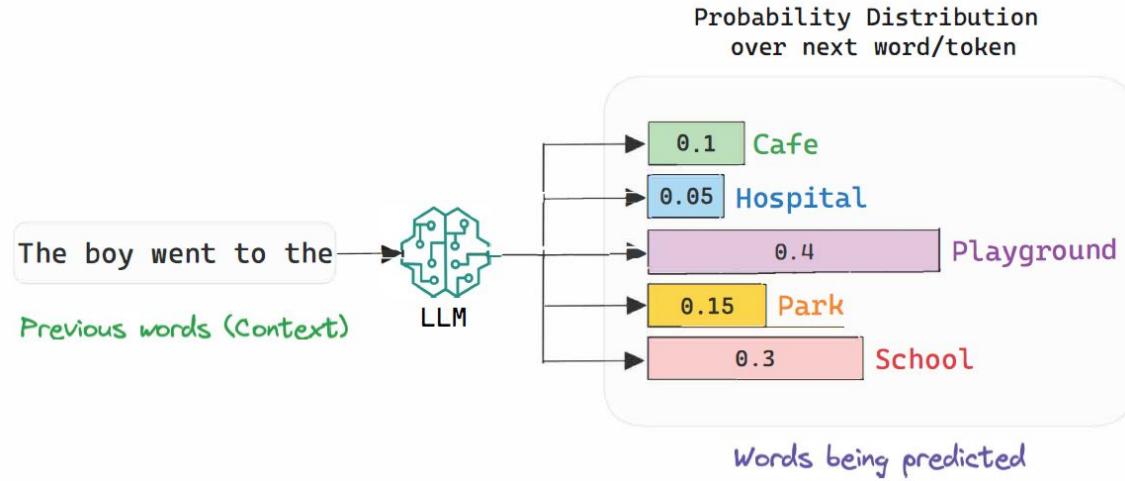
The diagram illustrates a sequence of operations on two rows of data. On the left, row 1 contains '1' in cell A1 and '2' in cell A2. An arrow points to the right, where row 1 now contains '1' in cell A1 and '2' in cell A2, while cell A2 has been replaced by a small icon representing a transformation or processing step. Row 2 contains '10' in cell A10.

A	B
1	1
2	2
3	
4	
5	
6	
7	
8	
9	
10	10
11	

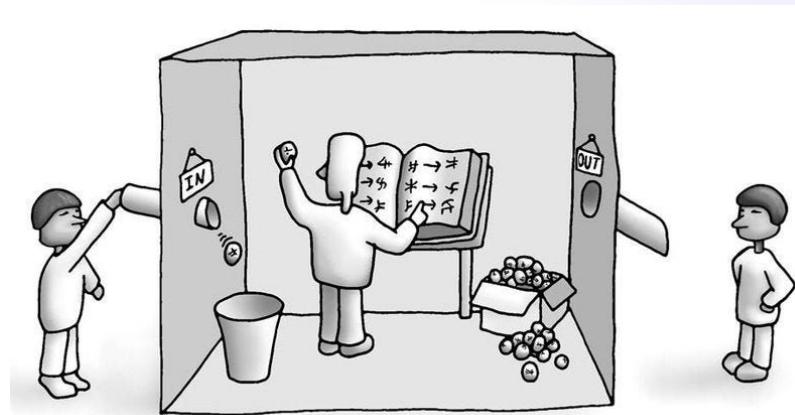
The diagram illustrates a sequence of operations on multiple rows of data. On the left, row 1 contains 'Sample 1' in cell A1 and 'Picture 2' in cell A2. An arrow points to the right, where row 1 now contains 'Sample 1' in cell A1 and 'Picture 2' in cell A2, while cell A2 has been replaced by a small icon representing a transformation or processing step. Row 2 contains 'Picture 6' in cell A10.

A	B
1	Sample 1
2	Picture 2
3	
4	
5	
6	
7	
8	
9	
10	Picture 6
11	

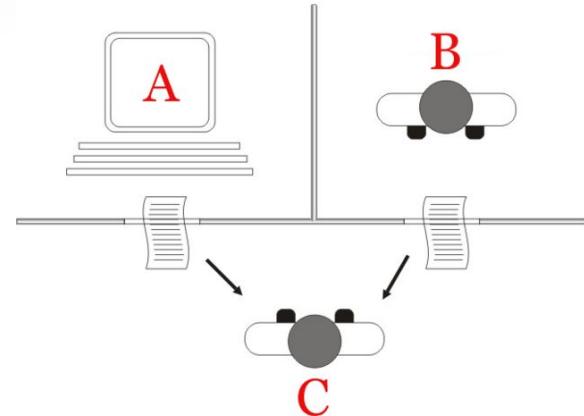
LLM (Large Language Model): GPT, etc...



What even is AI?



Chinese Room Thought Experiment
Response =? Comprehension/Understanding



Turing Test
Can the machine generate responses
that are indistinguishable from a
human's?

Chat Support vs Chatbot

In **text-based contexts** (e.g. support chat),
AI chatbots can be **more effective** than human chat support

- AIs **focus on listening** and avoid giving excessive practical suggestions vs Humans **over-sharing** thoughts and more judgemental



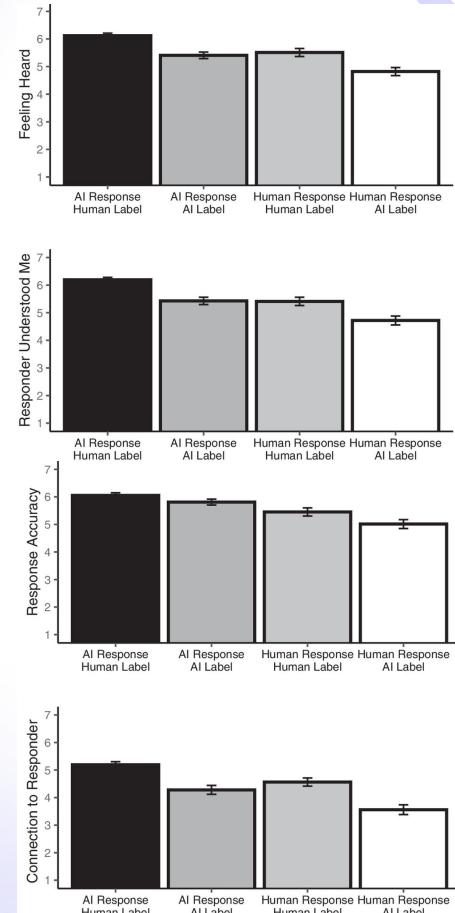
Yin Y, Jia N, Wakslak CJ. AI can help people feel heard, but an AI label diminishes this impact. Proc Natl Acad Sci U S A. 2024 Apr 2;121(14):e2319112121. doi: 10.1073/pnas.2319112121. Epub 2024 Mar 29. PMID: 38551835; PMCID: PMC10998586.

Chat Support vs Chatbot

In **text-based contexts** (e.g. support chat),
AI chatbots can be **more effective** than human chat support

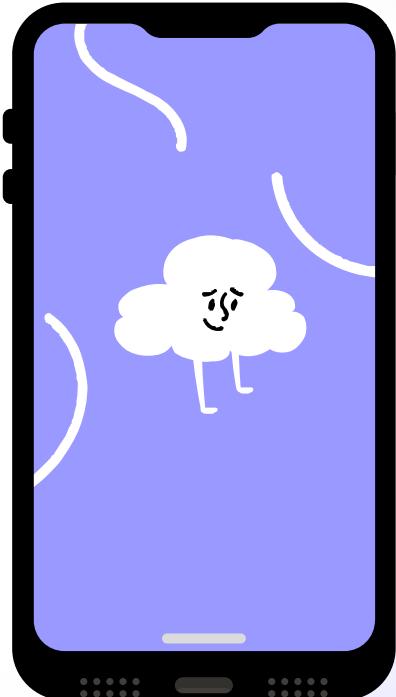
- AIs have **higher empathic (同理心) accuracy** vs humans

but if user knows it is AI, effectiveness will decrease but still be better than human effectiveness overall



Yin Y, Jia N, Wakslak CJ. AI can help people feel heard, but an AI label diminishes this impact. Proc Natl Acad Sci U S A. 2024 Apr 2;121(14):e2319112121. doi: 10.1073/pnas.2319112121. Epub 2024 Mar 29. PMID: 38551835; PMCID: PMC10998586.

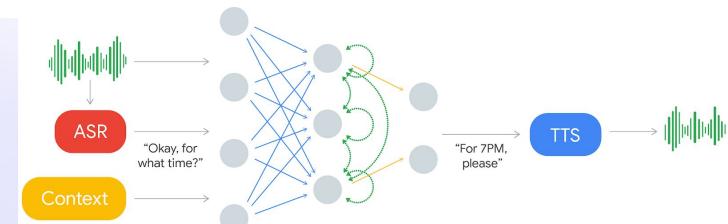
Ethical?



Can AI replace human chat support?

- Higher empathic accuracy
- Higher effectiveness
- Higher accessibility

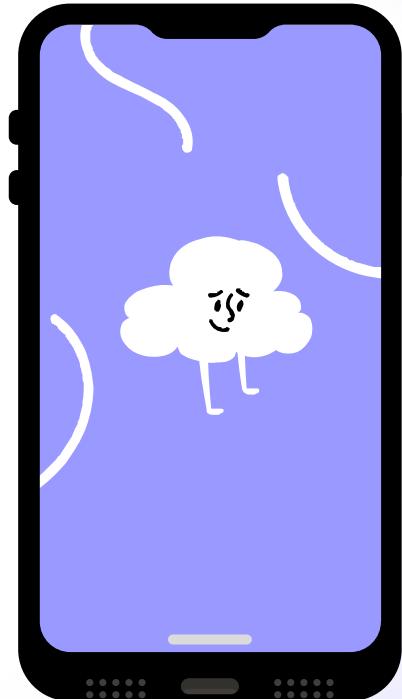
Can AI replace human hotline support?



Conclusion

- Students
 - Anyone can emotional support
 - Do not be afraid to use AI chat bot
- Friends
 - Treat emotional support users as normal, try to understand before assuming the worst
- School
 - Invest more resources into providing emotional support
 - Set up a filtering system for students seeking help

Reciprocal Self-Disclosure



- **Reciprocal self-disclosure** (counsellor sharing their own stories) is an important part of emotional support
- AIs cannot do that without deception

Thanks!

Do you have any questions?

youremail@freepik.com

+91 620 421 838

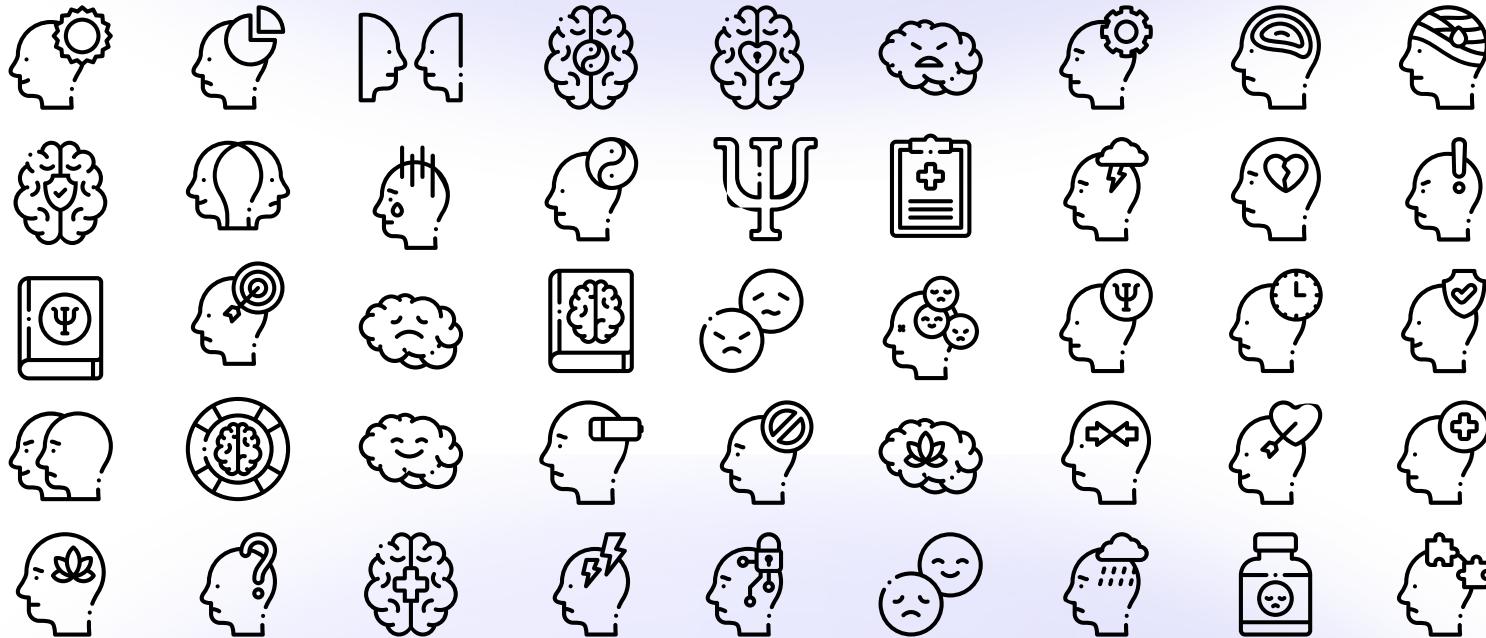
yourwebsite.com



CREDITS: This presentation template was created by [Slidesgo](#), and includes icons by [Flaticon](#), and infographics & images by [Freepik](#)

Please keep this slide for attribution

Icon Pack



Alternative Resources

Here's an assortment of alternative resources whose style fits the one of this template:

Vectors

- Hand drawn data concept illustrated
- Hand drawn flat design pastel color background



Resources

Did you like the resources on this template? Get them for free at our other websites:

Photos

- [Upset man in therapy close up](#)
- [Young person with anxiety talking to specialist](#)

Vectors

- [Cloud hand drawn](#)
- [Hand drawn mental health instagram post](#)
- [Bubble chat for messenger application in flat style](#)
- [Brain infographic template in pastel colors](#)

Icons

- [Icon Pack: Mental Health | Lineal](#)

Instructions for use

If you have a free account, in order to use this template, you must credit **Slidesgo** by keeping the **Thanks** slide. Please refer to the next slide to read the instructions for premium users.

As a Free user, you are allowed to:

- Modify this template.
- Use it for both personal and commercial projects.

You are not allowed to:

- Sublicense, sell or rent any of Slidesgo Content (or a modified version of Slidesgo Content).
- Distribute Slidesgo Content unless it has been expressly authorised by Slidesgo.
- Include Slidesgo Content in an online or offline database or file.
- Offer Slidesgo templates (or modified versions of Slidesgo templates) for download.
- Acquire the copyright of Slidesgo Content.

For more information about editing slides, please read our FAQs or visit Slidesgo School:

<https://slidesgo.com/faqs> and <https://slidesgo.com/slidesgo-school>

Instructions for use (premium users)

As a Premium user, you can use this template without attributing Slidesgo or keeping the "Thanks" slide.

You are allowed to:

- Modify this template.
- Use it for both personal and commercial purposes.
- Hide or delete the "Thanks" slide and the mention to Slidesgo in the credits.
- Share this template in an editable format with people who are not part of your team.

You are not allowed to:

- Sublicense, sell or rent this Slidesgo Template (or a modified version of this Slidesgo Template).
- Distribute this Slidesgo Template (or a modified version of this Slidesgo Template) or include it in a database or in any other product or service that offers downloadable images, icons or presentations that may be subject to distribution or resale.
- Use any of the elements that are part of this Slidesgo Template in an isolated and separated way from this Template.
- Register any of the elements that are part of this template as a trademark or logo, or register it as a work in an intellectual property registry or similar.

For more information about editing slides, please read our FAQs or visit Slidesgo School:

<https://slidesgo.com/faqs> and <https://slidesgo.com/slidesgo-school>

Fonts & colors used

This presentation has been made using the following fonts:

Pacífico

(<https://fonts.google.com/specimen/Pacifico>)

Gotu

(<https://fonts.google.com/specimen/Gotu>)

#000000ff

#81c3ffff

#c7a9e7ff

#ffa0c0ff

#ffffffff

#a2ffb3ff

#ffa2a2ff

#fff55a2ff

Storyset

Create your Story with our illustrated concepts. Choose the style you like the most, edit its colors, pick the background and layers you want to show and bring them to life with the animator panel! It will boost your presentation. Check out how it works.



Pana



Amico



Bro



Rafiki



Cuate

Use our editable graphic resources...

You can easily resize these resources without losing quality. To change the color, just ungroup the resource and click on the object you want to change. Then, click on the paint bucket and select the color you want. Group the resource again when you're done. You can also look for more infographics on Slidesgo.

