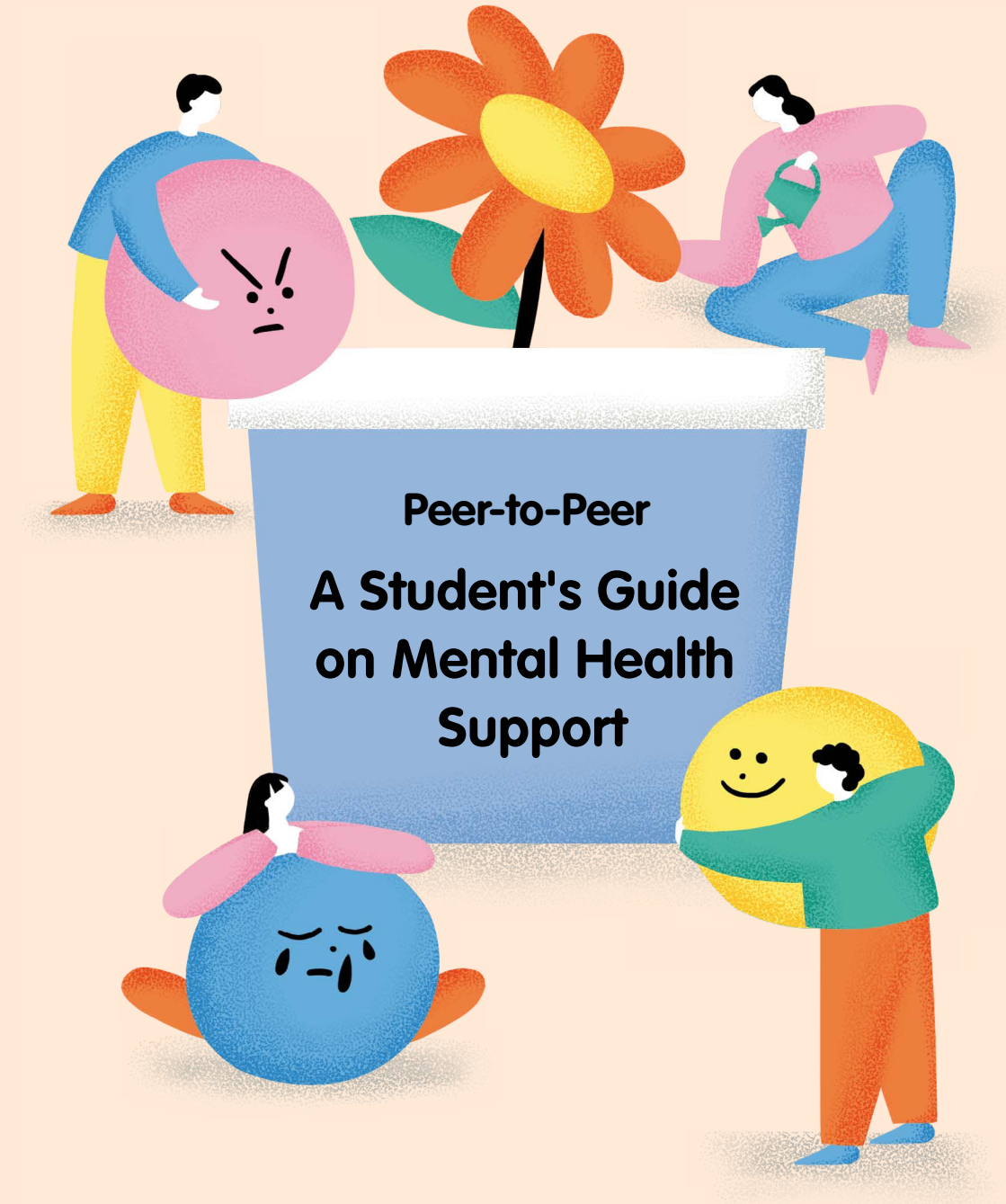
CEDARS HKU



Peer-to-Peer

A Student's Guide on Mental Health Support

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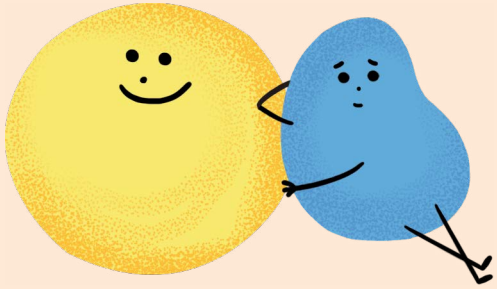
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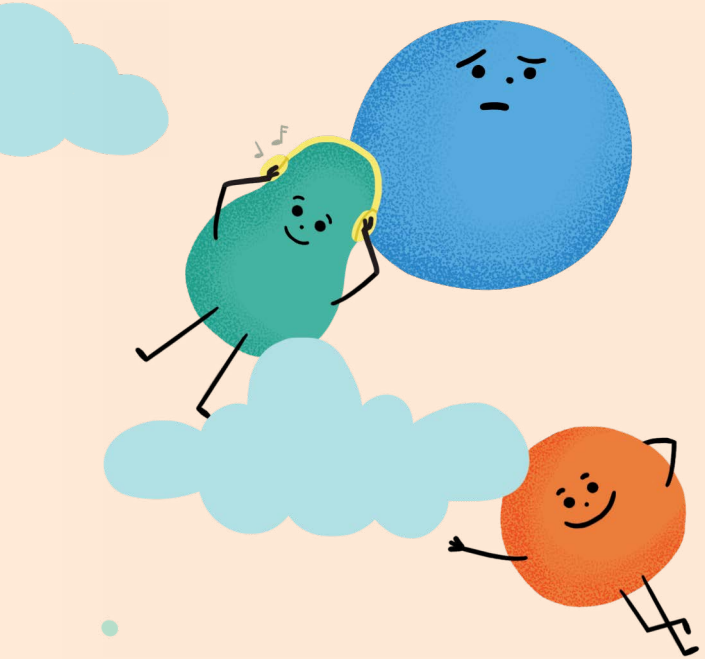
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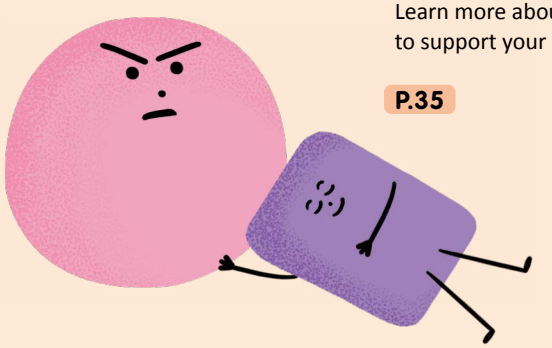
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01. INTRODUCTION TO THIS GUIDE

Why is this guide created?

This guide is a tool that provides you with practical tips to address common scenarios you may encounter during university life. Change is not easy. Navigating challenges at university can be daunting and difficult, especially with newfound responsibilities, routines, and way of living. We believe that peer support is powerful and knowing how to support one another can make a difference!

How to use this guide? Do I need to read the whole thing?

This guide was created with care, aiming at providing you with tips on how to better support a friend, classmate, or fellow student. It provides basic information, good practices, and resources on checking-in on and supporting your peers. The content curated in this guide is meant for general information purposes – feel free to reach out to receive supplementary information when needed! The information should not be considered as set rules to be followed, nor should it replace professional psychological advice. If you do find that your peer or you need professional help, utilise the resources provided in this guide and reach out for help.

It is not essential that you follow a general way of reading while using this guide – the guide has been divided into easy-to-read sections that can be used as a quick 'technical support' for when you need it. But of course, you are most welcome to read the complete guide too!



Acknowledgements

We would like to extend our gratitude to the following students who contributed to the making of this guide, reviewing the content, and contributing valuable student-centred feedback:

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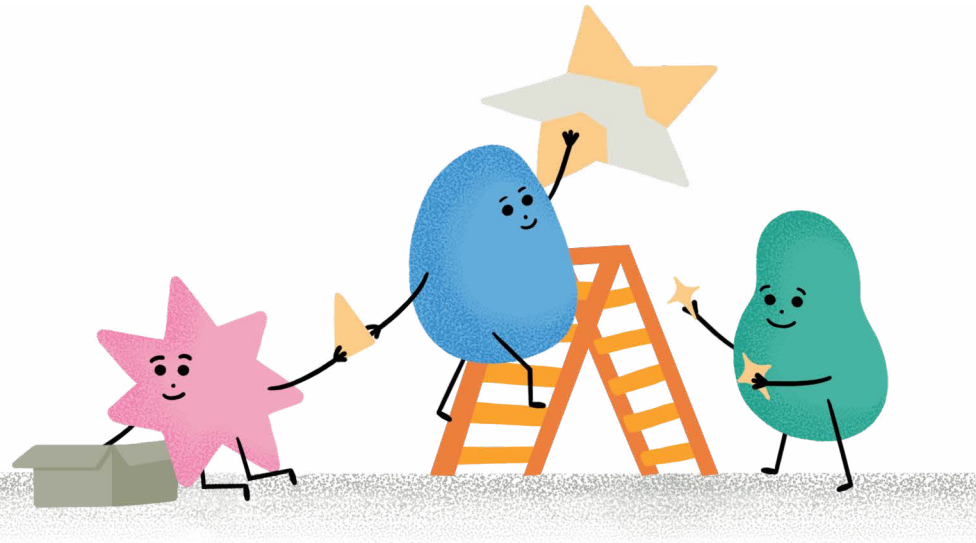
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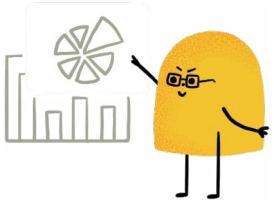
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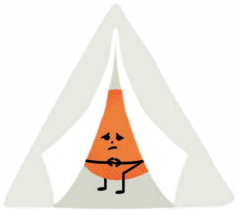
02. CATCHING OUT SIGNS OF DISTRESS – HOW TO SPOT THEM?

Common Indicators:



Behavioural Indicators

Withdrawal and isolated from social interactions (e.g. decreased classroom participation, avoiding groupwork, skipping social gatherings…)



Repeated absences or tardiness for classes or activities



Frequent complaints about university life through direct communication or social media



Shaky in voice with tremors, fidgeting, or pacing behaviours



Disorganised, rapid, or slurred speech



Aggressive or threatening behaviour (e.g., confrontational speech in class, destruction of property, etc.)

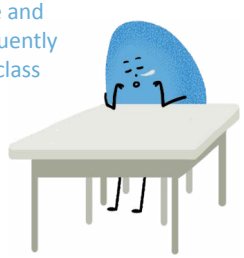


Thoughts or threats of committing violence towards others

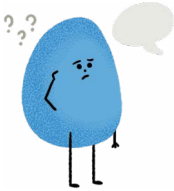


Physical Indicators

Excessive fatigue and exhaustion, frequently falling asleep in class



Inability to maintain focus in class or during conversations



Rapid deterioration of physical appearance or noticeable changes in weight



Neglecting personal hygiene



Signs of self-injury, such as cuts, bruises, or burn scars



Emotional Indicators

Extreme mood changes or excessive and inappropriate display of emotions



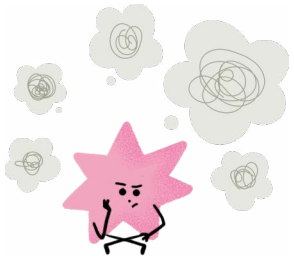
Persistent or prolonged unhappiness, (i.e., crying spells in class, meetings, or chats; frequent gestures of apology with excessive guilt or express a sense of worthlessness)



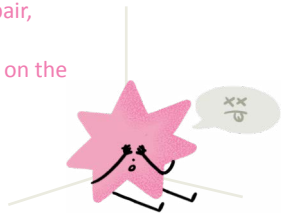
Marked irritability or hostile outbursts



Anxiety levels that are disproportionate to the actual threat posed (e.g., feeling tensed, stressed, burnt out or overwhelmed, overly worried)

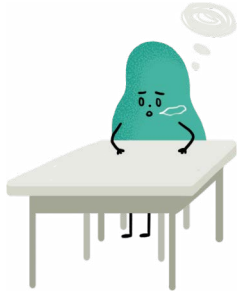


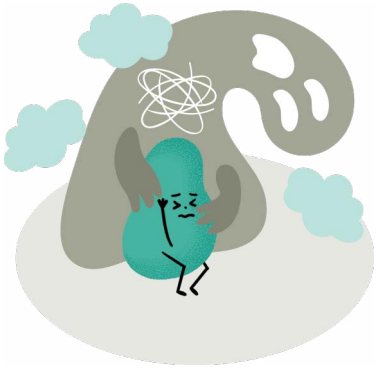
Expressions of despair, hopelessness, or a pessimistic outlook on the future



Psychological Indicators

Inability to maintain focus in class or during conversations





Gross mental impairments, including hallucinations or losing touch with reality (e.g., seeing or hearing things that others do not, or holding beliefs/actions that are significantly unrealistic)



Identifying signs of distress early can lead to meaningful support and positive change. It can also build and strengthen connections. By being proactive, you can help create a caring community where everyone feels supported and valued.



03. I WANT TO HELP A FRIEND AND SUPPORT A CLASSMATE – WHAT CAN I DO?

If you notice signs of distress in your peers, a simple check-in with them can help you gain a better understanding of their situations. Usually, they would appreciate it! Having someone to share their problems with and to gain encouragement from a peer makes them feel accepted and supported, as we all do.

Here are 6 easy As in how you can start supporting your peers!

Approach

in a supportive and forthcoming manner

Appropriate

find a suitable time and venue to talk, somewhere you both feel safe, or somewhere private

Be Attentive

Stay present and allow your peer to express thoughts and feelings under a comfortable environment

Practice Active Listening

remain non-judgmental and just listen! They might not need comments or suggestions yet, let them find comfort in being heard

Appreciate

Appreciate their courage in opening up and let them know you are grateful for their sharing

Assist

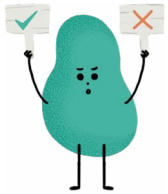
Share information for support services and encourage your peer to seek help

Open the conversation with behaviours or changes that you have observed:

"I noticed that you have not shown up in class/ gathering activities recently."

"I noticed that you are a very pessimistic person."

"I noticed that you have been looking unhappy for some time."



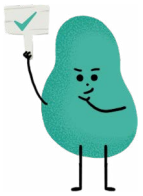
Avoid making personalized comments! Focus on what you find that's out of the blue about them.

You can follow up with

"May I know a bit more so that I can see whether I can help?"

"How can I make this better for you?"

"Do you feel like talking about it now?"

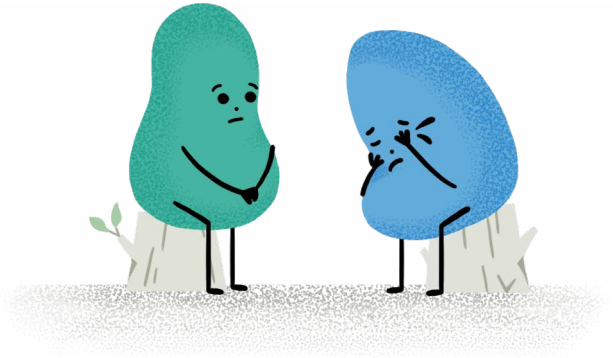


Try it out

Scenario 1

While working on a group project with your classmates, notice your peer voicing about their individual coursework. They often mention struggling to concentrate during class and feeling constantly fatigued. Your peer had been absent from several project meetings.

Questions How would you approach your peer?



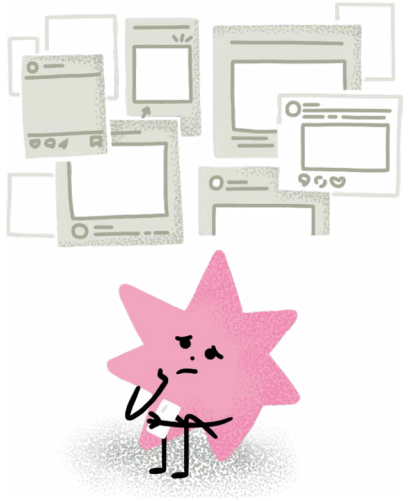
Few points to concern:	You may consider saying...
• **What indicators do you observe?** ○ Increased frequency in complaining about school work ○ Mentions of struggles in concentrating ○ Frequent absence from meetings ○ Always tired	Hey, how have you been lately? I noticed that you haven't been showing up to our meetings. Do you want to talk about it?
• **When to communicate to your peer?** ○ Find a quiet place that you and your peer can both be comfortable sharing feelings or exchanging thoughts ○ You can catch them after class, invite them for a coffee or a meal to talk	I know coursework has been overwhelming for you, have you tried taking some time off from it and just relaxing and refocusing?
• **How can you make your peer feel more supported?** ○ Make sure not to blame your peer for their actions before getting to the bottom of what is happening ○ Listen with an open attitude to support them through difficult times	I've actually been struggling with all the work too; do you want to go on a walk together to clear our heads before jumping back in?
• **If you are not close, is it still appropriate to reach out?** ○ Taking the first step could be hard, but despite not being close, approaching the situation with understanding and empathy can make your peer feel more supported and they may be more open to speak to you about their concerns ○ **Sometimes, simply taking the initiative to ask them "How are you?" with an open attitude can be helpful**	

Scenario 2

Your friend, who is pursuing a different major, has recently been sharing a lot more on their Instagram stories and threads about the mounting pressures of their coursework. It has become a recurring theme in their posts, showing stacks of books, lengthy essays, and late-night study sessions. The frequency and tone of these posts have been steadily increasing, indicating their growing stress levels.

Additionally, your friend has also been venting to you in person. During your lunch meetups, they often express their frustration about the sheer volume of reading assignments they need to manage. You have noticed a marked change in their demeanour - they seem more stressed and less cheerful than usual.

Questions How would you show concern about this observation?



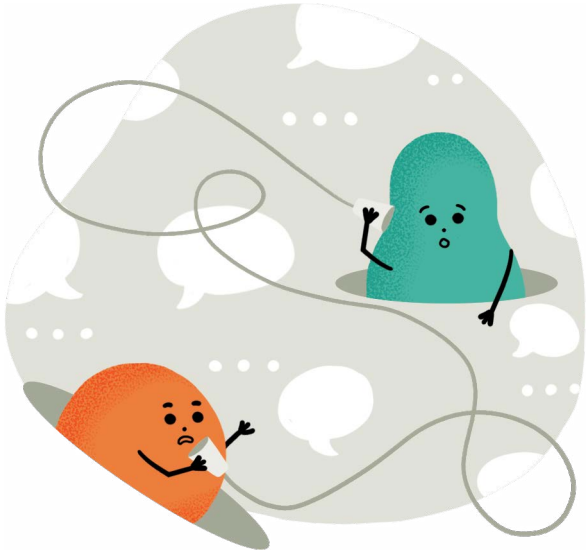


Few points to concern:	You may consider saying...
• **What indicators do you observe?** ○ Go to the section **"Catching on signs of distress – How to spot them?" (P.03)** to identify them	**You seem really stressed about schoolwork and it's starting to make me worry...Are you okay? How are you feeling lately?**
• **When to communicate with your peers?** ○ Check the **points in Scenario 1 (P.11)**	**I really want to support you through this. How can I make things better for you?**
• **How can you make your peers feel more supported?** ○ Check the **points in Scenario 1 (P.11)**	

Scenario 3

After taking the initiative to check-in with your friend, both of you start having regular check-ins. Your friend started opening up to you about her struggles. She shared her feelings of isolation, pressure of academic stress, and the challenges of maintaining a balance between her personal and academic life. Despite appreciating your consistent support and understanding, it was evident that she was still finding it hard to adapt to university life.

Concerned about her wellbeing, you decided to broach the subject of seeking professional help. You brought it up in one of your check-ins, suggesting that talking to a professional might provide her additional coping strategies. However, your friend seemed taken aback by your suggestion. "Your support is what matters, are you pushing me away?"



Few points to concern:	You may consider saying…
• **How can you avoid making your friend feel abandoned when suggesting they seek professional help?** ○ Explore what you can help with on the academic side – like note sharing or studying together ○ Explain how professional help can supplement your support ○ Check in with their feelings after your suggestion ○ Help them recognise the limitations of your role as a friend ○ Reassure them that you will be with them every step of the way, even after seeking professional help! • **Offer to explore more information with your friend if they feel overwhelmed**	**Of course, I'm not pushing you away, it's just that I have my limits as your friend. I'm going to be here for you, but I won't be able to offer advice like professionals can.** **I know this is a lot to take in. How are you feeling about what I've suggested? Remember, it's absolutely okay to ask for help, and it doesn't make you any less strong or capable.** **As much as I would love to help you with everything, there are just some things that are beyond my understanding and expertise. I care about you too much to risk giving you the wrong advice. That's why I believe a professional could really help in this situation.** **I'll be here for you, every step of the way, even as you talk to a professional.**



Normally, no one wants to be forced to see a counsellor or psychologist. Your peers may be hesitant about seeking help for various reasons, such as:

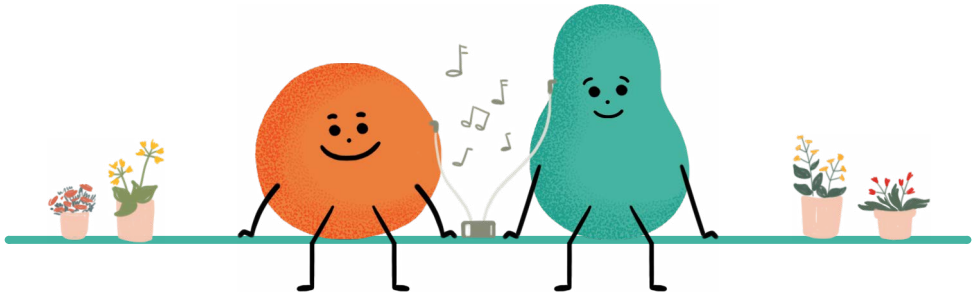
- Not wanting to be perceived as weak around friends
- Not wanting to be labelled as having certain problems

Sharing personal feelings and experiences with a professional, who is a total stranger at the first instance, may take a lot of courage. It can be challenging for some people to overcome their struggles or worries before taking the step to reach out for help.

So, you may ask, **"What can I do if my peer refuse/resist to seek help?"**

Few points to concern:

- **Be patient,** your peers may need a little more time and space to settle their struggles
- **Listen** to and **acknowledge** their concerns and worries about seeking help
- Let them know that taking a step to seek help is a **sign of courage and maturity**! Seeking help allows one to acknowledge and work on difficulties faced in life, which can lead to personal growth
- Remind them that **counselling is not only for crises**
- Reassure them about the **confidentiality** of personal information in counselling service
- **Continue to support** your peer while recognizing your own limitations, and follow-up with them after a while to see if they had changed their mind about seeking help
- **Slow down expectations** and **give them time** to process the idea of seeking help. The duration can vary but the process could look like this:
  - They might take a month to take in the concept of mental health issues, being more aware of it in their day-to-day life. Take another month to find the internal motivation to seek help. Eventually they might be open to receive regular professional support to help with their situation
- Encourage them to **find stress-relief strategies** that work for them. You can even **explore this together** with them!
- Offer to go to first appointment with your friend in distress



You may consider saying...

I understand that this may take time and I'm here for you – take the time you need to work through your struggles.

I want you to feel comfortable sharing your concerns about seeking help. Let's talk them through when you're ready.

Seeking help doesn't mean you need someone to solve your problems for you, it actually shows maturity and courage on your part to seek personal growth!

Not everyone goes to counselling during hardships, people go to explore options to help navigate challenges.

Things you share with the counsellor is confidential – they're professionals who are ethically obligated to respect your privacy.

I am still going to be here for you – let's check in after a while to see how you feel about seeking help?

I know it's a lot to process. Take your time to process all this. It's okay if you need a month, or even two, to feel ready to seek professional help.

Let's find some stress-relief strategies together. What activities make you feel relaxed?

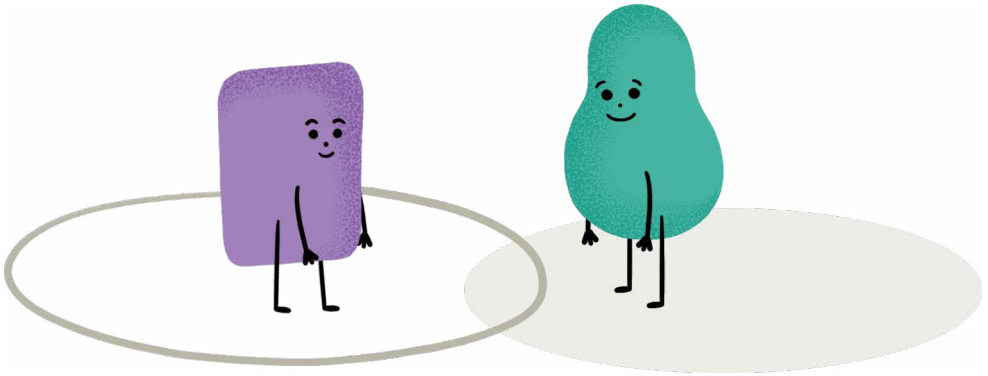
We can go to the first appointment together to check out the service?

Scenario 4

Your groupmate from a project recently expressed to you about using the counselling and psychological services at CEDARS. You expressed you are glad to hear the news. Should you proceed to ask your groupmate for detailed information about his experience?

Consider a few things before delving into their experience, such as your relationship with them and how comfortable they may be talking about their experience. Remember to take it at each other's pace and respect each other's boundaries.

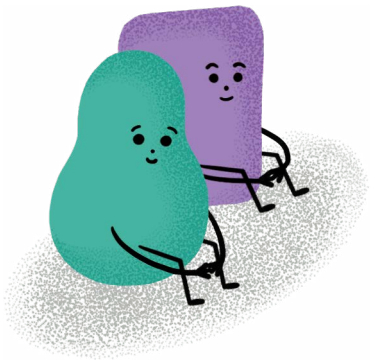
Questions As a peer, I may not be able to provide continuous support to my struggling peer. What can I do about this?



Few points to concern:	You may consider saying…
• Be honest, let your peer know that you have your limits as a friend	I'm always going to have your back, but since I'm not a professional, my advice may not be the best fit for your current situation.
• Talk about what sort of support you can and cannot offer, as well as your expectations for each other	
• Care for yourself as you would care for your friends, show yourself some grace!	
• Acknowledge and accept the complexity of the situation and know you are not to blame if things go out of your control	I might not be able to offer professional advice, but I can keep you company by still being your study-buddy, gym-partner!
• Seek help and support when you need to! You do not need to isolate yourself while supporting others	

Questions I find it hard to offer support on my own, what can I do?

- In case you encounter difficult situations when offering support to peers, you may reach out to CEDARS and talk to the Duty Counsellor
- Join Mental Health First Aid (MHFA) course to enhance your knowledge and readiness
- Join Peer Impact Network (PIN) and look for mutual support from like-minded peers





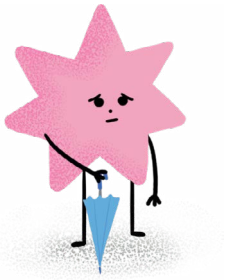


04. HOW CAN I SUPPORT MY PEERS FACING SUICIDAL RISK?

Scenario 1

Your friend who previously shared her struggles with adjusting to university life had been receiving professional support from Counsellors at CEDARS. She appeared to have resolved the issues after a while and told you she withdrew the service. But recently, you noticed that she have been posting more poetry and songs on Instagram stories that explores death-related ideas, often expressing she would like to "end it all."

You noticed her spending more time alone and you have reached out a few times to ask how she is doing, but your friend often brushes you off and tells you "It won't matter soon." Today in class, you cannot locate your friend in the classroom but saw that she posted a picture of a rooftop captioning "goodbye." As you are about to go look for your friend, she shows up in class and sits next to you without saying a word. You are concerned about your friend as you think she is facing suicidal risk.





Questions

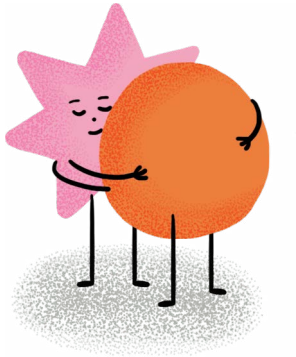
Should I have intervened with the situation at first?

Yes! If you get the slightest hint of your peers thinking about suicide, do **ASK** if they have the thoughts or plan.

Will asking my peers directly induce or exacerbate their suicidal thoughts?

No. Research has shown that **talking about suicidal thoughts openly and respectfully reduces ones' suicidal ideation and increases the likelihood of ones' help-seeking behaviours**. Most people would feel relieved having the opportunity to talk about their experiences and combat their feelings of loneliness.

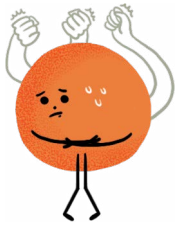
A way of asking can be, "I can see that you are having a tough time, and you have been feeling quite sad lately. Are you experiencing any thoughts of hurting yourself or ending your life?"



What should I do if I suspect my peers are at imminent risk of harming themselves or others?

When your peers are at imminent risk of harming themselves or others, **it may look like this:**

Talking About Harm: saying things like "I'm going to hurt myself" or "I'm going to hurt someone"



Having Dangerous Items: possessing items that could be used to hurt themselves or others, like pills or weapons, and talking about plans to use them



Acting Very Different: suddenly giving away their things or talking a lot about death



Isolating and Withdrawing from Everyone: withdrawal from hangouts, skips classes, and avoids everyone while expressing hopelessness



In case of situations where there is imminent harm posed to your peers or others:

- Call **999** for help
- If it is a case on emergency on campus, call **(852) 3917 2882** for assistance from the Security Control Centre

Reminder : When calling in an emergency

1. **Stay calm,** take some **deep breathes** if you need to
2. Briefly describe **what had happened** and **the current situation**

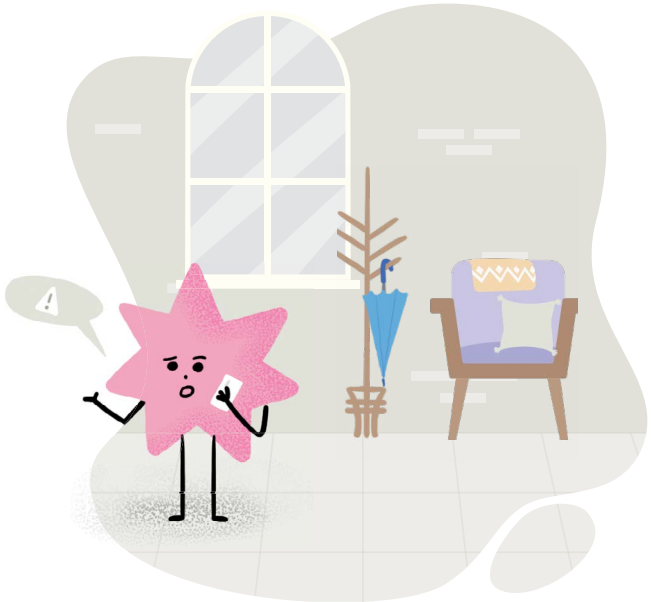
For example:

"Hello, I need immediate help. My name is Chan Tai Man. I am at the Main Library in HKU. I'm worried about my friend who had been talking about ending her life and I think she's serious this time. Her name is Sarah Lee. I just got a text from her saying that she is 'tired of going on' and started sending goodbye messages to me and our friends. We saw her earlier today before class. We suspect that she is at the top of X building since we saw her post it on her social media a few minutes ago."

3. State the **exact location** with **accuracy** – note the direction your peer had taken if they already left.
4. Leave **your name** and **contact details** for follow up

If it's not an emergency, you can consider:

- Encouraging your peer to seek professional support on campus
- Going through the list of support in Section 5 together for support outside of campus

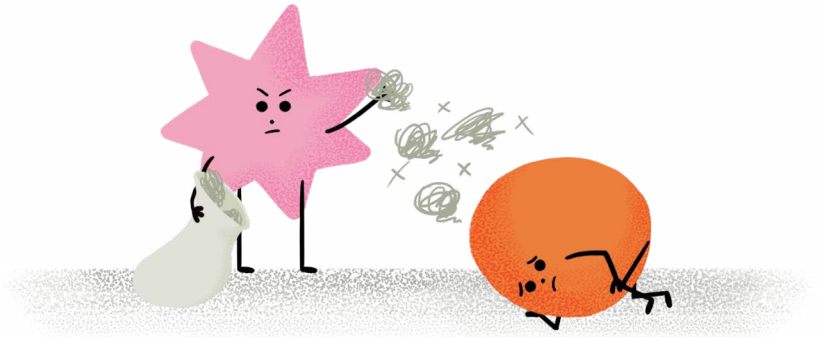


Responding to the situation:

- Encourage **open conversation** about their situation and **listen attentively**
- **Do not promise secrecy** if a suicide plan is revealed
- Actively seek help and support, **don't deal with the situation alone**
- In a crisis, disclose the situation to helping professionals, or emergency authorities

⚠ Ensure the **individual's safety** while **keeping yourself safe:**

  - If the individual is not physically present, attempt to **locate** them
  - If the individual is in an unsafe location, encourage them to **move to a safer place**
  - Encourage the person to put down any harmful objects and **stay away from danger**
  - Do not forcibly take away any dangerous objects
  - Stay with the person or ensure they are with someone who can care for them
  - Do not leave the person alone if the risk of harm is imminent



Look for signs from your interactions that indicate a desire to live, such as speaking of the future with hope and plans to achieve their desires and dreams, lightened mood and showing interest in new things, or activities that they used to enjoy.

They could be laughing at your jokes again or suddenly expressing their feelings a bit more. You could encourage self-preservation by highlighting the change in their mood, regained interests, letting them know that you see them getting better.



"I'll be here with you every step of the way"

Suicidal Warning Signs – A Checklist

If you or your peer have **one or more symptoms**, you are encouraged to seek advice from CEDARS

- ◯ Preoccupied with death and dying-related thoughts
- ◯ Search for ways and means to end their lives, such as ways to access to lethal pills or rooftops of buildings
- ◯ Sense of helplessness, hopelessness of the future and feeling trapped
- ◯ Feeling lonely and burdensome
- ◯ Feeling isolated with a lack of sense of belongingness
- ◯ Engaging in maladaptive coping for their distress (i.e., reliance on drug or alcohol use, over-eating, excessive exercising, etc)
- ◯ Use of self-harm to punish themselves or to alleviate pain
- ◯ Acting impulsively or sudden commitment to risk-taking, reckless, and impulsive behaviours (e.g., taking revenges, taking on extreme sports, novelty seeking, etc.)
- ◯ Giving up support and social connections, isolating or withdrawing from others
- ◯ Putting personal affairs in order or giving away priced possessions (e.g., asking a friend to take good care of their pets or collectables)
- ◯ Impressions of sudden improvement in mood after prolonged period of depression without apparent reasons

If you are unsure on how to help, you can contact the Duty Counsellor of CEDARS for advice to support your friend.

Contact the Duty Counsellor

(852) 3917 8388

cedars-mwb@hku.hk

Screening Hours:

Mondays - Fridays

10:00am - 1:00pm | 2:00pm - 5:00pm

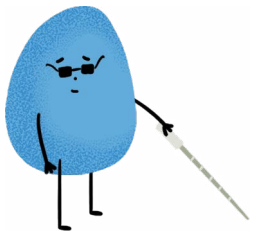


05. SUPPORTING YOUR PEERS

Supporting Peers with disabilities or Special Educational Needs (SEN)

At HKU, disabilities and SEN are usually categorised into 4 major types:

Physical and Sensory Disabilities



e.g., Visual Impairment (VI), Hearing Impairment (HI) and Physical Impairment (PI)

Learning and Developmental Disabilities



e.g., Specific Learning Disabilities (SLD) (e.g., Dyslexia), Attention-Deficit / Hyperactivity Disorder (AD/HD), Autism Spectrum Disorder (ASD) and Developmental Coordination Disorder (DCD)

Mental Health Issues



e.g., Depressive Disorder and Anxiety Disorder

Other Disabilities



e.g., Chronic medical illnesses (e.g., cancer, diabetes), acquired brain injury and more than one type of disabilities



Not all students with SEN suffer from mental illnesses. However, students with learning disabilities typically exhibit more symptoms of depression than the general population, and students with disabilities report more anxiety and academic-related stress compared with students without disabilities.

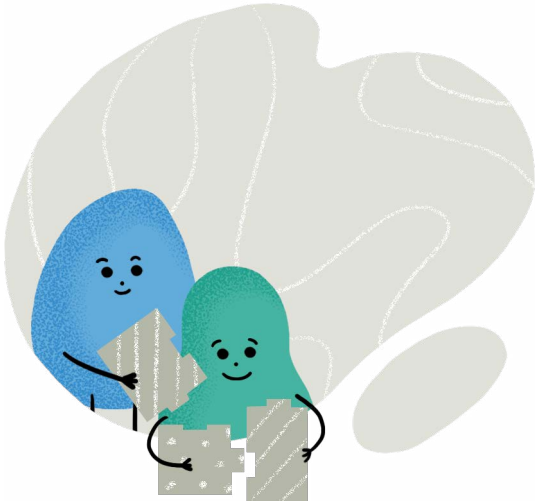
Even though you may not be able to provide professional support to your peers with SEN, it is encouraged that you show your support by engaging with them while providing reassurance in situations they might find difficult!

You can always encourage your peers with a diagnosed and documented disability or SEN condition to approach Student Support and Inclusion (Diversity and Inclusion), CEDARS. Our Case Manager will discuss the special educational needs and concerns of the registered student and explore possible ways to accommodate their needs. Eligible students may also apply for funding support for special medical interventions related to their conditions.

Contact Student Support and Inclusion (Diversity and Inclusion), CEDARS

(852) 3910 3200

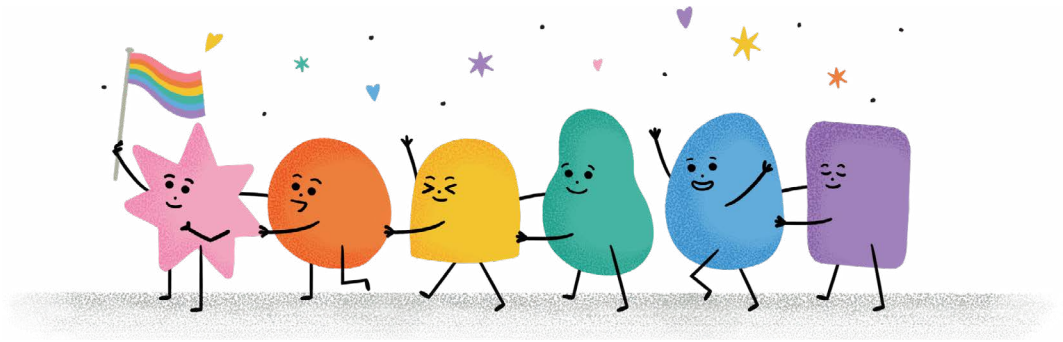
inclusion@hku.hk



Supporting Peers who Identify as LGBTQIA+

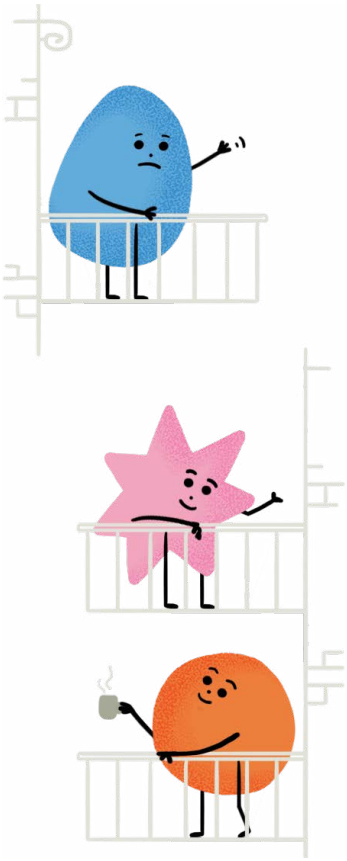
What can I do to be supportive?

- Take time to learn about the LGBTQIA+ community and related issues. This includes debunking myths or misconceptions against the community and understanding their needs over assuming what might be helpful for them
- Familiarise with gender-neutral language – such as using the term “partner” instead of “boyfriend” or “girlfriend”
- Familiarise yourself with community resources to provide appropriate support when needed
- Always refer to your peers with their preferred name
- Avoid making assumptions about your peers’ sexual orientation or relationships
- Be aware of subtle discrimination such as social exclusion or microaggressions
  - Learn mone about social exclusion (P.28) and microaggressions (P.29)



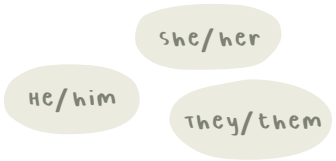
Social exclusion

- Excluding an LGBTQIA+ individual from social events
- Excluding an individual from team activities or leadership roles in an academic setting based on their sexual orientation or gender identity

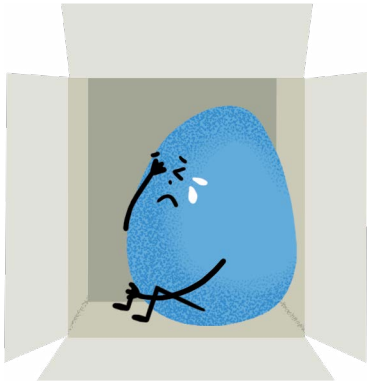


Microaggressions

- Refusing to use a person's preferred pronouns, despite being corrected



- Making **assumptions or stereotypes** about an individual **based on their sexual orientation or gender identity**
  - For example:
  - Assuming all gay men must love fashion
  - Thinking all lesbian women are athletic
  - Assuming all transgender people would prefer to undergo gender affirming surgeries
  - Presuming all LGBTQIA+ people must have experienced bullying or hardship
  - Expecting that a queer person can and should answer all questions about LGBTQIA+ issues
- Using phrases that **belittle or dismiss a person's identity**
  - "You don't look gay/ bisexual /transgender /queer / etc." – this implies that there's a certain way people of different sexual orientations or gender identities should look, it **sustains stereotypes** and can be **harmful to individuals**
  - "Are you sure you're not just confused?" – undermines the person's ability to understand their own feelings and identity
  - "But you've dated men/women before" – invalidates the person's disclosed identity, past relationships do not determine their current identity
  - "So, who's the man/woman in the relationship?" – this statement enforces heteronormative stereotypes onto same-sex relationships, ignoring the fact that not all relationships need to adhere to traditional gender roles
  - "You're just trying to be trendy" – implies that being LGBTQIA+ is a choice made to fit in or stand out, rather than a core aspect of a person's identity



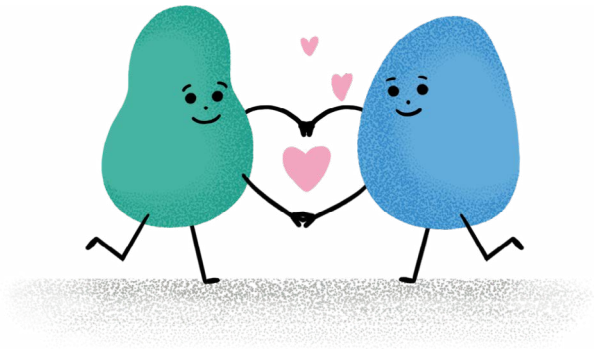
Questions How do I spot signs of bullying, discrimination, or harassment?

Report to authorities, if you observe the following...

Examples of subtle signs	Examples of obvious signs
• Social exclusion – excluding an individual from interactions and discussions intentionally • Rumour spreading – sharing false or damaging information about others • Silent treatment • Microaggression • Unequal opportunities • Offensive jokes • Unwanted attention • Invasion of personal space	• Physical aggression • Verbal abuse • Cyberbullying • Unequal treatment • Explicit bias • Denying rights • Stalking • Threats • Sexual Harassment* *Sexual harassment involves unwelcomed sexual behaviour that offends, humiliates, or intimidates anyone, irrespective of gender. Both the harasser and victim can be of any gender

If you or your peers in the LGBTQIA+ community are experiencing distress and would like to seek mental health assistance, please be assured that **CEDARS is gender-affirming**.

We handle enquiries, make necessary arrangements, and provide counselling support to students on gender-related issues. **All information is handled in a strictly confidential manner**.



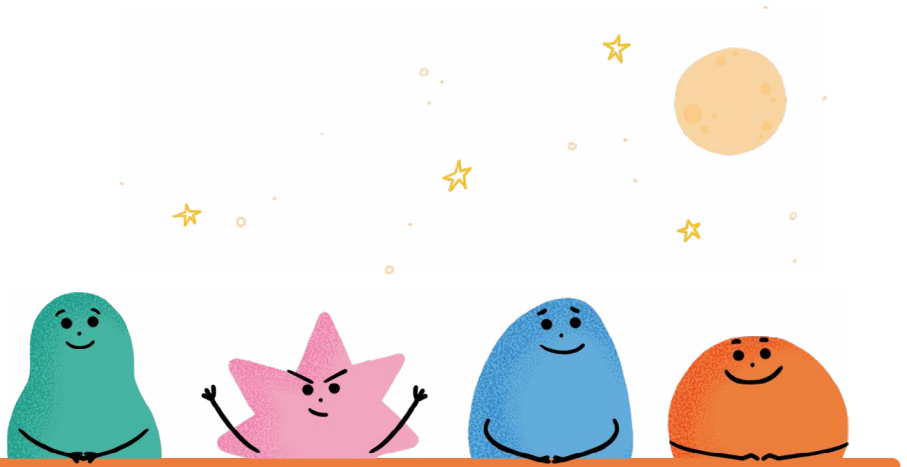
06. USEFUL RESOURCES

Service and Support in the Community

In case you prefer seeking help outside of campus or after office hours, there are service providers available in the community. Note that some counselling services mentioned below may have a subjected fee depending on the operating agency.

The following are some of the governmental and non-governmental service providers.*

Emergency Service	
Estates Office, HKU – 24-hour Security Control Centre	(852) 3917 2882
University Health Service, HKU – Emergency Medical Services (Office hours)	(852) 3917 1999
Police	(852) 999
Emergency Ambulance Service (Fire Services Communications Centre)	(852) 2735 3355
Queen Mary Hospital (Public)	Accident & Emergency (A&E) Department
Counselling Services outside of HKU	
Jockey Club Electronic Clinic for Psychological Services (JC eClinic)	https://eclinic.hk/e_clinic/ (852) 2363 2771 jceclinic@nlpra.org.hk
St. John's Cathedral's Counselling Services	https://www.sjccs.hk/contact/ (852) 2525 7207 / (852) 2525 7208 info@sjccs.hk
Satir Counselling	Application: https://hksatir.org/
T.N.Foo Centre for Positive Mental Health	https://tnfc.mhahk.org.hk/ (852) 3583 1196 tnfc@mhahk.org.hk
United Christian Nethersole Community Health Service – Emotional Health & Counselling Service	https://www.ucn.org.hk/en/services/ emotional-health-counselling-service/ (852) 2349 3212 info.ehcs@ucn.org.hk
The Ethnic Minority Well-being Centre (for South Asians or Southeast Asians)	https://emwbc.zubinfoundation.org (852) 9682 3100
Breakthrough Counselling Centre (for people aged 19 to 30)	https://www.breakthrough.org.hk/en/ about-breakthrough/interpersonal-ministry/ breakthrough-counselling-centre (852) 2632 0777 btcc@breakthrough.org.hk



Online Services	
Open Up – Jockey Club Online Youth Emotional Support	https://www.openup.hk https://www.facebook.com/hkopenup (852) 9101 2012 hkopenup
The Jockey Club TourHeart+ Project – self-help psychological interventions	https://www.jcthplus.org
uTouch online & WhatsApp counselling (for university students) Tue to Thu: 4pm to 10pm; Fri to Sat: 4pm to 2am	utouch.hk @utouch_hkfyg (852) 6277 8899 @utouchsocialworker
"Counseline@MHAHK" – Online counselling via mobile app, Mental Health Association of HK Mon to Fri: 2pm to 10pm	"Counseline@MHAHK" can be downloaded from the Apple Store or Google Play for free
LevelMind@JC	https://www.levelmind.hk
ChatPoint (Chat窿) – Online Chat Service (Chinese), The Samaritan Befrienders Hong Kong Mon to Fri: 4pm to 1am; Sat, Sun and public holidays: 8pm to 1am	https://chatpoint.org.hk/#/home
Say Something Web Chat by Suicide Prevention Services Mon to Sun: 6pm to 12am	https://saysomething.solutiononehk.com/SPS/

24 Hours Hotlines	
The Samaritan Befrienders Hong Kong	(852) 2389 2223
The Samaritans – 24-hour Multilingual Suicide Prevention Services	(852) 2896 0000
Suicide Prevention Services	(852) 2382 0000
Suicide Prevention Services – Youth Link (for people aged under 24)	(852) 2382 0777
Caritas Family Crisis Support Centre	(852) 18288
Social Welfare Department Hotline (may be transferred to the Tung Wah Group of Hospitals hotline)	(852) 2343 2255
Tung Wah Group of Hospitals (TWGHs) CEASE Crisis Centre	(852) 18281
24-hour Hospital Authority Psychiatric Hotline	(852) 2466 7350
24-hour Mental Health Support Hotline	(852) 18111
Other Hotlines	
HKFYG Hotline Counselling Services Mon to Sat: 2pm to 2am	(852) 2777 8899
YWCA Hotline Mon to Fri: 7pm to 9:30pm	(852) 2711 6622

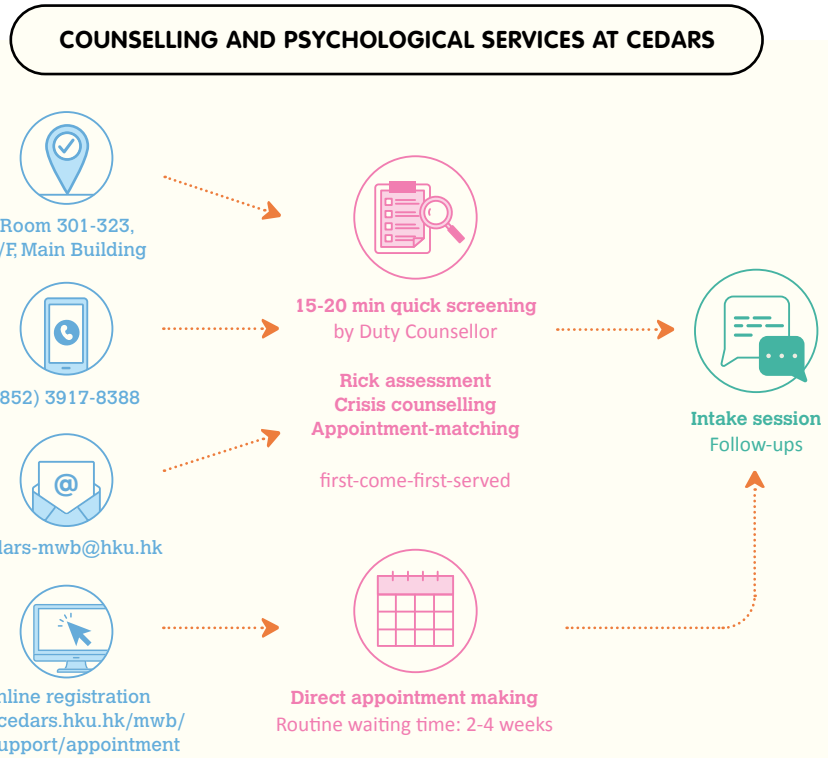
Important Note

* CEDARS does not assume responsibility for the quality of services provided by the listed agencies. Inclusion on this non-exhaustive list does not imply endorsement and omission does not indicate disapproval.





Counselling service at HKU – how it works



Learn more about how to support your peers (PIN and MHFA)

Peer Impact Network (PIN) - programme intended to connect and support students to share their mental health experiences and raise awareness Check out the website or call to enquire!

Mental Health First Aid (MHFA) - a course that trains you to help someone in a mental health crisis.

Offered by CEDARS – look out for dates!

07. IT CAN GET TOO MUCH, AND IT'S OKAY IF IT DOES!

Throughout this guide, a lot has been said about support for your peers. But self-care is equally important! The information provided can also be helpful to you too.

Remember to seek healthy ways to relief your own stress and reach out for help if you feel the situation is getting difficult to manage.

There are numerous resources available to you too.

Try our self-help e-workbooks or read about it if you feel like you need some time to reset.

Browse Self-help Information:



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