主題：家長與子女精神健康不容忽視

A. 內容撮要：

1. 香港精神健康現況與重要性

- 精神健康是全社會議題；近月不少市民自評一般或欠佳，部分嚴重困擾
- 估計每 7 人有 1 人一生中經歷常見心理疾病（焦慮、抑鬱、混合焦慮抑鬱、躁鬱、思覺失調、發展相關障礙）

2. 求助障礙與去污名

- 約四分之三當事人不主動求助
- 主因：污名與羞愧、認知不足、資源銜接不佳
- 行動方向：降低求助門檻與正確認識

3. 青少年與學生高風險

- 中學與大學生抑鬱/焦慮比例偏高；學業前途壓力、社交媒體疊加負荷
- 本地兒童青少年精神科個案顯著上升
- 約 75%精神健康問題於 24 歲前出現，及早辨識與介入關鍵
- 學生自殺風險上升，全社會需警覺並建立多層支援

4. 多層支援網絡（學校—家庭—社區）

- 學校：生命與情緒教育、同儕支援、教職員識別/轉介培訓、家校恆常溝通
- 家庭：開放尊重的氣氛、可安心表達；主動留意情緒與行為改變
- 社區：去污名、公眾教育、易取用資訊，擴展基層心理支援與網上資源

5. 家庭層面的可行做法

- 固定而具彈性的作息；規律運動與睡眠；限制深夜螢幕
- 安排親子對話時段；以肯定語言回應
- 共同演練求助流程與紓壓方法（如呼吸放鬆、求助句式）

6. 及早識別與求助路徑

- 警號：持續低落、明顯焦慮、失眠、食慾改變、學業/社交倒退、自責無望、談及自傷/自殺
- 第一步：向家庭醫生或學校社工求助
- 轉介：臨床心理學家或精神科醫生；並善用社區/熱線服務獲短期支援
- 急切或安全風險：即時聯絡緊急服務；精神健康支援熱線 18111

7. **家長自身的心理健康**
    - 成年人亦常面對壓力、焦慮、抑鬱；照顧者需自我照顧與求助計劃
    - 原則：先穩定自己，才能穩定家庭支持
8. **核心訊息**
    - 以聆聽、對話、行動連接專業與社區
    - 家長、學校與社區同心協作，助孩子在安全連結中建立韌性與希望

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B. 家長反思題：

1. 我最近一次留意到孩子情緒/行為變化時，有否主動開啟對話並提供可行的求助選項？還可以補上哪一步？
2. 我們家目前的「求助地圖」（校內、社區、熱線、專業）是否清晰？本週我可以和孩子一起更新哪些具體聯絡與流程（例如 18111、學校社工、家庭醫生）？

Subject: Parents and Children: Mental Health Matters

A. Content Summary:

1. **Hong Kong's mental health now and why it matters**
   • Mental health is a whole-society issue; recently many people rate their own mental health as fair or poor, some are badly troubled
   • About 1 in 7 people will have a common mental disorder in their life (anxiety, depression, mixed anxiety and depression, bipolar, schizophrenia, developmental-related disorders)

2. **Barriers to help-seeking and removing stigma**
   • About three-quarters of people do not seek help on their own
   • Main reasons: stigma and shame, low awareness, poor links to services
   • Action: lower the barrier to getting help and promote correct understanding

3. **Teens and students are high risk**
   • Rates of depression/anxiety are high in secondary and university students; study/career stress and social media add extra load
   • Local child and youth psychiatry cases have risen a lot
   • About 75% of mental health problems start before age 24; early spotting and action are key
   • Student suicide risk is rising; the whole society must stay alert and build multi-layer support

4. **Multi-layer support network (school–family–community)**
   • School: life and emotion education, peer support, staff training for spotting/referral, regular home–school communication
   • Family: open and respectful atmosphere, safe to express; actively watch for mood and behavior changes
   • Community: reduce stigma, public education, easy-to-use information; expand primary psychological support and online resources

5. **Practical family actions**
   • Stable but flexible routines; regular exercise and sleep; limit late-night screens
   • Plan parent–child talk time; respond with affirming words
   • Practice help-seeking steps and stress relief together (e.g., breathing relaxation, help-seeking phrases)

6. **Early signs and help-seeking paths**
   • Warning signs: ongoing low mood, clear anxiety, insomnia, appetite changes, decline in study/social life, guilt and hopelessness, talk of self-harm/suicide
   • First step: ask a family doctor or school social worker for help
   • Referral: clinical psychologist or psychiatrist; also use community/hotline services for short-term support
   • Urgent or safety risk: contact emergency services at once; mental health support hotline 18111

7. **Parents' own mental health**
   • Adults also face stress, anxiety, and depression; carers need self-care and a help plan
   • Principle: stabilize yourself first to stabilize family support

8. **Core message**
   • Use listening, dialogue, and action to connect with professionals and the community
   • Parents, schools, and the community work together to help children build resilience and hope in safe relationships

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B. Parent Reflection Questions:

1. The last time I noticed my child's mood/behavior change, did I start a talk and offer workable help options? What step can I add?
2. Is our family's current "help map" (in school, in the community, hotlines, professionals) clear? Which contacts and steps can I update with my child this week (for example 18111, school social worker, family doctor)?