

Title : Happiness Project: Application of Positive Psychology to Reduce Anxiety of Upper Secondary Students
 (「快樂巨升」紓減學生焦慮計劃)

1 Goals and Objectives:

1.1 Goals:

As study stress and general anxiety among upper secondary students are high, the project aims to reduce their anxiety and raise their happiness through the application of positive psychology, using the “character strengths”, “optimism” and “hope” constructs.

1.2 Objectives:

- 1.2.1 Reduce anxiety of upper secondary students and raise their happiness through class programs, workshops, whole school activities using positive psychology approach.
- 1.2.2 Equip teachers with skills and mindsets of positive psychology to reduce students' anxiety and raise students' happiness through teacher seminars, symposiums, on-site training, and involvement in whole school activities using positive psychology constructs.
- 1.2.3 Equip parents with skills and mindsets of positive psychology to reduce students' anxiety and raise students' happiness through parent workshops.
- 1.2.4 Educate youths and general public of Hong Kong about anxiety reduction and raising happiness through the creation of a web learning portal.
- 1.2.5 Create a short-term curriculum manual on anxiety reduction and raising happiness for upper secondary students.

2 Needs for the Project and Strengths of Applicant:

2.1 Needs for the Project

The anxiety level of Hong Kong secondary school students has become one of the major concerns of the society.

- ✧ A study report of 1607 students in 2011 showed that out of 1607 students, 15.2% expressed having anxiety coming from academic result, 10.2% having anxiety coming from school life, 14.9% felt anxious even with the help of other people¹
- ✧ A study by the Hong Kong Baptist University and Mental Health Association of Hong Kong in 2008 even pointed out 40.7% of respondents exhibited slight to extreme anxiety symptoms, including panic reactions, quick breathing, and social anxiety. This result is higher than the 33.2% of USA. Among them, secondary school students had the highest level of anxiety².
- ✧ Another study in 2005 on first year Hong Kong tertiary students, 41.2% of 7915 students suffered from severe anxiety, while 26.5% suffered extremely severe anxiety³.
- ✧ The anxiety level of students has high correlation with suicidal ideation. A study by the Chinese University of Hong Kong in 2006 on 327 female students aged 13-18, 47% had suicidal ideation. Suicidal ideation for those having examination anxiety doubled those who do not have such anxiety⁴.

- ✧ Past studies have also revealed the aversive effects of prolonged arousal of anxiety on students' academic performance (Yang, 2002)⁵. People with high trait anxiety would have difficulties in achieving passive concentration (Furukawa et al., 2007)⁶; trait anxiety would indirectly lead to the decline of reading speed (Hagtvet et al., 1987)⁷; high state anxiety students exhibited poorer writing creativity in terms of fluency and flexibility (Lu et al., 2005)⁸.

The high prevalence of anxiety symptoms in students is worth given attention to. Timely measures to alleviate this problem in secondary students are deemed necessary. Although there are some programs for developing resilience of the F.1 to F.3 secondary students, e.g. Positive Adolescent Training through Holistic Social Programs (P.A.T.H.S.), there is a lack of attention to the detrimental effects arisen from stress and anxiety of the upper form students. Intervention to help upper secondary students reduce study anxiety is especially necessary owing to new educational reform of 3:3:4 and the adjustment stress arising from the new curriculum, new examination system, new assessment criteria and different study methods required.

In line with the mission of whole person development of secondary school students, a structured short-term curriculum, framed by proven effective approach of positive psychology, is essential to help alleviate anxiety and raise self-efficacy and happiness of the upper form students. As students' anxiety is highly susceptible to the pressure and support of the school and family system, education to teachers and parents are essential. Besides, whole school activities to create a positive school culture are necessary. As our students are now accustomed to communicate and search for information through electronic media, creation of a web learning portal to allow easy access to information and answers to their queries will be an effective means to educate the students in this cyber age.

2.2 Strengths of Applicant:

ELCHK, Life Angel Education Centre (LAEC) is a unit of Evangelical Lutheran Church Social Service – Hong Kong. It started in September 2002 with a mission to educate people to “Concern Others, Treasure Life”. In the past, we worked closely with parents and teachers in the school setting to help students through workshops, talks, groups, experiential exercises, etc.

2.2.1 Proven Track record in Program Conduction

LAEC has delivered a lot of school based programs to primary and secondary school students, teachers, and parents. At present, we have co-operation with over 130 schools. LAEC has also participated in 「成長新動力計劃」 since 2007 with over 1200 classroom sessions having been conducted. We have expertise in using lively and dynamic program skills to develop youth positive values, helping them face their situations in a constructive way, engaging youth and collaborating with teaching professions. Satisfaction rate was over 90%.

2.2.2 Proven Track record in development of educational program packages

In the past years, LAEC has produced many high quality educational materials and training manuals. We have developed over 50 training kits for internal use, and there are ten series, including “Love

Oneself” , “Constructive Life” , “Appreciate Life” , “Healthy Life” , etc. Training kits with target groups of parents and teachers have also been developed. Among them, 「生命之旅」 life education teaching kits and CD, have been free gifts to all HK schools & NGOs since 2007. This teaching kit has been highly appraised , and over 1500 kits have been distributed by Mar., 2012. For details, please visit the website at www.lifeangel.org.hk.

2.2.3 Experience in developing Programs Using Positive Psychology Construct

All the social workers under LAEC and [redacted] have received in house training on positive psychology. [redacted] has implemented different kinds of programs in secondary schools using positive psychology constructs, including mindfulness, flow, gratitude, positive emotion, etc. These include classroom programs, groups, and whole school activities. According to the feedbacks of the service users, the programs helped them develop positive feelings and attitudes towards life, enhanced their self-esteem, and they took positive actions to face life adversities.

More-over, in order to prepare for this QEF project, two pilot schools are selected for running study anxiety reduction classroom programs using “character strengths”, “optimism” and “hope” in January 2013.

2.2.4 Support from [redacted] and [redacted]

[redacted] has provided school social work service for over 30 years. Currently, stationing school social work service is provided to 18 secondary schools and 6 primary schools. There will be full support from [redacted]. Their extensive and intensive professional counseling and program experience helps to tailor-made this QEF project for F.4 students according to their real study situation.

2.2.5 Support from [redacted]

[redacted] who has a lot of experiences in positive psychology and research will act as our project consultant, advise the actual classroom manual production and program designs for assembly talks and parenting workshops and act as the speaker in our kick off seminar and positive psychology symposium.

2.2.6 Established Network with Schools in Hong Kong

As mentioned before, LAEC at present has co-operation with over 130 schools.

[redacted] covers 18 secondary schools and 6 primary schools in East and West New Territories. [redacted] also have co-operation with over 30 schools in their service boundary.

2.3 Preparation for this QEF project:

As mentioned earlier, all social workers of LAEC and [redacted] have received in house training on positive psychology. Besides, we have researched and compiled an initial manual. Two

pilot schools has committed to a trial project with a 6-session anxiety reduction classroom program using positive psychology in January 2013. With this QEF project approval, the trial manual can be refined with the consultation from university scholar and clinical psychologist and programs can be extended to other schools with manpower support from QEF.

We have sent out co-operation questionnaires and received positive feedbacks from at least ten schools to join this project. Therefore we have full confidence to launch this project once funding approval is received.

3 Target Groups and beneficiaries:

One upper form students and teachers from 10 schools.

Whole school students and 500 parents from 10 schools.

Target Groups	Projected Attendance	
Kick Off Seminar for professionals	(10 schools+ open recruit) x 1session	100
Teacher on-site training	6 sessions (1hr) x 10 schools	200
Upper form classroom program	3 to 5 classes x 6 sessions (40mins) x 10 schools	8,000
Positive Psychology Symposium & Teaching Kit Dissemination	100 teachers/social workers/parents x 1 session	100
Upper form assembly talks	400 students x 10 schools	4,000
Whole school positive psychology activities	10 schools (800 students x10 schools)	8,000
Parents education program	50 parents x 10 schools	500
Website Visitors		10,000
Total Beneficiaries		30,900

4 Concept:

Positive psychology is a shift from studying psychopathology to studying ways of enhancing healthy mental states and life satisfaction. Its leading figure, M Seligman has quoted numerous studies to show that positive psychology is effective in the prevention of psychopathology. Within positive psychology, there are a number of constructs related to the alleviation of anxiety. The constructs employed in this project are "Character Strengths", "Optimism" and "Hope" ⁹.

4.1 "Character strengths" : Previous researches showed that dysfunctional anxiety and avoidant behavior were the result of low self-efficacy beliefs for managing difficult situations (Bandura, 1997)¹⁰. There are six virtues and 24 character strengths under positive psychology. Seligman pointed out that finding out one's signature strengths and using them is the key to leading a good life, increasing learning effectiveness, and enhancing resilience against adversity¹¹.

4.2 "Realistic Optimism" is the expectation that good things will occur in one's life. Optimists tend to be confident and persistent in the face of adversity. "Realistic Optimism" is achieved by understanding

the role of pessimistic thoughts on our emotions and behavior, identifying negative beliefs, disputing them, and then become energized to take positive actions to face adversity and difficulties. Anxiety and despair are thus relieved¹².

- 4.3 “Hope” is defined as the perceived ability to produce “pathways” to achieve desired “goals” in the future and to “motivate” oneself to use those pathways (Synder, 1994)¹³. However, the goals set need to match with the students’ abilities. If the goals are set too unrealistically and are unattainable, i.e. challenges exceed abilities, anxiety will result. Skills of realistic goal setting, pathway, and ways to sustain and boost up motivation will be practiced¹⁴.

5 Innovation

- 5.1 In the past, many mental health projects tend to target against depression, but this project target against study anxiety which is very prevalent in Hong Kong.
- 5.2 In the past, those projects that aim at relieving anxiety usually employ Cognitive Behavioral Therapy approach, or emotional management approaches. This project aims at relieving anxiety AND raising happiness using “positive psychology” which aims at promoting character strengths and positive subject experiences rather than focusing on problem behaviors.
- 5.3 In the past few years, those projects that employ “positive psychology” approach usually focus on “gratitude”, “positive emotions” and “hope”. This project employs the constructs of “Character Strengths”, “Optimism” and “Hope”, which are deep underlying factors associated with anxiety.
- 5.4 The prevailing mental health or whole person education curriculum target mostly for lower secondary form students (e.g. PATHS which is subsidized by , , BLST provided by). This project targets at upper form students who face much greater study stress than lower form students.
- 5.5 In Hong Kong, there is a web-based learning portal for understanding and coping with depression (憂鬱小王子). This project will set up a web-based learning portal for understanding and coping with anxiety. This will be a very effective means for youths and general public in this cyber age to acquire proper education on anxiety anytime, anywhere using computers or smart phones.

6 Involvement of Teachers and Principals

- 6.1 All principals of those schools launching classroom programs will be visited to explain the theory base of positive psychology and to discuss about ways to enhance positive psychology culture in the school. Principals are invited to join the Kick Off Seminar for professionals and Positive Psychology Symposium & Teaching Manual Dissemination.
- 6.2 Class Teachers (or designated teachers) of those students who receive classroom programs are invited to attend the Kick Off Seminar for professionals and Positive Psychology Symposium & Teaching Manual Dissemination
- 6.3 For the first year classroom programs, the respective class teachers are invited to be helpers in the process. This aims to let the teachers observe actual skills in implementation of positive psychology package. They will become the core positive psychology team in the school who may implement the

packages themselves in the future, and they may also design whole school activities later with the help of school social workers.

7 Implementation Plan and Time Schedule

7.1 Implementation Plan : August 2013---July 2014

7.1.1 Development of “Happiness—Anxiety Reduction Classroom Teaching Manual” (August 2013)

- ✧ Objectives: To develop a short-term curriculum manual on anxiety reduction and raising happiness for upper form secondary students using positive psychology constructs with the concerted effort of senior social worker, clinical psychologist, and university scholar,
- ✧ Content:
 - There will be six 40 minutes sessions so that all schools may easily adopt the manual.
 - Three constructs under positive psychology will be adopted to reduce anxiety and raising happiness, namely using own “character strengths” , “optimism” and “hope” .
 - The manual will be implemented in 10 schools. An experienced social worker will be responsible for conducting focus group with students and teachers respectively afterwards so as to modify the manual before final printing.
 - The worker will also provide guidance and counseling support to needy students of the participating schools.
 - Dissemination of the final manual will be made in a Positive Psychology symposium and also through mail to secondary schools that did not send representatives to attend the seminar.

7.1.2 Kick Off Seminar for professionals (October, 2013)

- ✧ Program Duration and Sessions: 3 hours, 1 session
- ✧ Objectives and Content:
 - To help Class Teachers (or designated teachers) of those students who receive classroom programs and other interested professionals understand the nature of anxiety disorder and how the school can alleviate anxiety of students and raise happiness of students.
 - Introduce the objectives, contents, and implementation skills of this project
 - Equip participants with mindset and skills of positive psychology with special attention to “character strengths” , “optimism” and “hope” and how each of them can reduce anxiety and raise happiness of students.
- ✧ Speakers: clinical psychologist, university lecturer, and social work supervisor

7.1.3 Happiness—Anxiety Reduction Classroom Programs (October 2013 to June 2014)

- ✧ Target Group: the participating schools may choose one upper form students
- ✧ Program Duration and Sessions:
 - 6 classroom sessions x 40 minutes x 10 schools x 3 to 5 classes (subject to school’s capacity)
- ✧ Objectives:
 - To reduce the anxiety level and raise happiness of upper form secondary students
 - Equip students with knowledge and application skills of 3 constructs under positive

psychology (namely using own character strengths, optimism and hope)

- To consolidate students' experience through classroom exercises, experiential games, worksheets, homework assignments, and interaction between classmates.
- To provide on-site training to teachers by their watching and assisting social workers implement the positive psychology program package.
- To provide initial follow up counseling after each session. Referral to school social workers will be made if necessary.

✧ Content of the Six Sessions:

1. "You can choose happiness" : introduce positive psychology and character strengths.
2. "Character Strengths" : consolidate students' understanding of own character strengths and learn to use their character strengths to overcome life challenges and anxiety.
3. "Optimism I" : introduce the concept of optimism, the role of pessimistic thinking in causing anxiety, and increase skills of identifying one's pessimistic belief.
4. "Optimism II" : Equip students with skills of increasing optimism including changing pessimistic beliefs, modeling after optimistic people, recalling success experiences, etc.
5. "Hope I" : explain "Hope" theory, i.e. the importance of setting realistic "goals" , with suitable "pathways" , and "agency" (persistent actions) to avoid unnecessary anxiety.
6. "Hope II" : consolidate students' ability to set realistic goals and increase goal achieving "agency" through mutual support, designing own mottos, etc.

7.14 Assembly Talks for Upper Form Students (October 2013 to June 2014)

✧ Program Duration and Sessions: 1 to 1.5 hours x 10 schools

✧ Objectives:

- To equip all upper secondary students in the serving schools with knowledge of anxiety handling skills using positive psychology approach
- To cultivate a positive atmosphere among upper form secondary students

✧ Content:

- Positive psychology mindset and skills will be introduced.
- Basing on the experience of the classroom programs, our senior social worker will pick out issues that most students experience anxiety and make in-depth discussion
- Self-aid booklet on how to deal with anxiety will be distributed

7.15 Parenting Programs (October 2013 to June 2014)

✧ Program Duration and Sessions: 1 to 1.5 hours x 10 schools

✧ Objectives:

Equip parents with skills and mindsets of positive psychology to reduce students' anxiety

✧ Content:

- Positive psychology mindset and skills will be introduced.
- Basing on the experience of the classroom programs, our senior social worker will pick out

important issues that most students experience anxiety and alert the parents how to help their students reduce anxiety and raise happiness using positive psychology approach

7.1.6 Whole School Activities (October 2013 to June 2014)

- ✧ Program Sessions: 2 sessions X 10 schools
- ✧ Objectives: To cultivate a positive atmosphere among all teachers and students in the serving schools with the use of positive psychology to reduce anxiety and raise happiness of students
- ✧ Content:
 - With the advice from clinical psychologist and university lecturer, our senior social worker will design different packages of whole school activity with the use of positive psychology.
 - Different themes from positive psychology will be adopted. Our experienced social worker will discuss with the principals and teachers about the needs and focus of the school.
 - For schools that have received classroom programs, the teachers and students will be invited to become the core group for launching whole school activities
 - Activities include game stalls, exhibitions, class activities, slogan/postcard competitions, etc.

7.1.7 Positive Psychology Symposium & Teaching Manual Dissemination (July 2014)

- ✧ Program Duration and Sessions: 3 hours
- ✧ Objectives:
 - To promote adoption of positive approaches among teachers, social workers and parents to reduce anxiety through illustration of effectiveness of the “Happiness Project”
 - To allow participants gain more in-depth understanding of positive psychology through the application of “character strengths” , “optimism” and “hope” in different situations.
 - Dissemination of Teaching Manual
- ✧ Content:
 - University lecturer and clinical psychologist will be invited to make more in-depth discussion on “character strengths” , “optimism” and “hope” .
 - Teachers, parents and students will share their experience of strengthening these three constructs in a video format.
 - Findings about the anxiety situation and the effectiveness of the Teaching Manual will be shared. Manual will be disseminated.

7.1.8 Creation of a Web Learning Portal about Anxiety Disorder.

- ✧ Implementation Period: November, 2013 to June, 2014
- ✧ Objectives:
 - Provide an easy access web platform for youths and general public of Hong Kong to understand symptoms of anxiety disorder and ways to handle anxiety with a positive approach
 - Reduce anxiety and raise happiness of youths and general public of Hong Kong through the

creation of a web learning portal.

◇ Content:

- Our experienced social worker will write up the material for the web learning platform with the consultation of clinical psychologist and university lecturer
- There will be animation design through purchase of professional service
- The construction of the web learning portal will be contracted out to computer experts.
- Teachers, parents, and students will be invited to focus group interviews to collect views for modifying the content and design before final launching of the web learning portal in June 2014.
- A press conference will be organized to announce the launching of the web learning portal
- After launching of the web learning platform, there will be follow-up support for students and parents in need.

7.2 Time Schedule

Year	Month	Work
2013	August	<ul style="list-style-type: none"> ◇ Staff Recruitment , orientation and training ◇ Recruitment of 2013-14 Academic Year Serving Schools ◇ Visits to Principals of Serving Schools and discuss on co-operation in enhancing positive psychology culture in their schools ◇ Preparation and Production of Teaching Manual and related logistics ◇ Preparation and Production of Program Packages for Assembly Talks and Parenting Programs ◇ Preparation and Production of Program Packages for Whole School Activities ◇ Preparation and Production of Student self-aid booklet
2013	October	<ul style="list-style-type: none"> ◇ Kick Off Seminar for Professionals
2013 to 2014	October to June	<ul style="list-style-type: none"> ◇ Implementation of Classroom Programs to 10 schools, around 5 schools in each semester, with initial follow-up counseling afterwards ◇ Implementation of Assembly Talks ◇ Implementation of Parenting Programs ◇ Implementation of Whole School Activities ◇ Collection of data for the classroom program evaluation ◇ Compile materials for the website
2013 to 2014	November to June	<ul style="list-style-type: none"> ◇ Prepare for quotation procedures for Website Production ◇ Call for Tender for Website Production ◇ Website layout design and audio-visual materials production ◇ Website System development

		<ul style="list-style-type: none"> ❖ Website Trial Run and Modification
2014	May To June	<ul style="list-style-type: none"> ❖ Data input and analysis of evaluation of school programs ❖ Focus groups to evaluate the classroom package and make Video Records ❖ Fine tuning and modification of Classroom Program Manuals ❖ Printing of Classroom Program Manuals
2014	July	<ul style="list-style-type: none"> ❖ Positive Psychology Symposium & Teaching Manual Dissemination ❖ Website Kick Off and Press Release ❖ Follow up support for students and parents in need after launching of the web learning platform ❖ Compilation of Evaluation Report

8 Product and Outcome

8.1 Product and Output:

- ✧ 1 web-based learning portal for understanding and coping with anxiety,
- ✧ 500 positive psychology classroom program manuals targeting at anxiety reduction,
- ✧ 1 Kick Off Seminar for professionals
- ✧ 1 Positive Psychology Symposiums
- ✧ 40 teachers having received on-site training of positive psychology programs,
- ✧ 10 schools having one upper form students that receive 6 sessions of positive psychology classroom programs targeting at anxiety reduction (around 250 sessions)
- ✧ 10 sessions of assembly workshops
- ✧ 10 schools having whole school activities with positive psychology
- ✧ 10 sessions of parent education programs

8.2 Outcome

- ✧ Attendants of the Kick Off Seminar and Positive Psychology Symposiums can grasp the core concepts of Positive Psychology, especially in the areas of enhancing character strengths, optimism, and hope.
- ✧ Teachers with on-site training can conduct the classroom teaching manual with attitude and skills that will promote the positive psychology of students.
- ✧ Parents can understand the core concepts of positive psychology, see the need to change from a punitive or laissez-faire approach to a positive and empowering approach when they interact with their children.
- ✧ Students having attended the classroom programs will experience decrease in anxiety level and increase happiness level
- ✧ Students having attended the assembly workshops and whole school approach activities can understand they can choose to be happy and positive even when they face adversity and stress.

9 Evaluation

- ✧ Progress report will be submitted half year after the project is launched. Final evaluation report will be submitted at the end of the project.
- ✧ Pre-test and post-test will be conducted for classroom program participants, focus group will be conducted for evaluation of the Website, while other programs will be evaluated through feedback forms.
- ✧ Classroom programs participants: 1 class will be selected out of each 10 schools to conduct pre-test and post-test to measure the difference in anxiety level and happiness level. For other schools, just feedback forms will be collected at the end of the 6th session.
- ✧ Kick Off Seminar and Positive Psychology Symposiums: 70% of participants feedback they can grasp the core concepts of Positive Psychology, 70% of participants express satisfaction towards the event
- ✧ Teachers with on-site training: 70% express they understand the concepts and skills of the classroom

programs with reference to the manual

- ✧ Parents : 70% express they can understand the core concepts of positive psychology, 70% express they will try to apply the knowledge of parenting
- ✧ Assembly workshops and whole school approach activities: 10% of participants will be given questionnaires, 70% express they will try to be positive even when they face adversity and stress.

10 Sustainable Effect

- ✧ The Senior Social Worker will compile the manual for classroom programs. With the experience of conducting programs in 10 schools and having feedback from teachers and students, this social worker will refine the teaching manual, clearly listing out the objectives of each lesson, program activities, debriefing notes, worksheets, program materials, and a CD with powerpoints. This manual will be disseminated to all secondary schools in Hong Kong. Together with the positive psychology symposium, even teachers outside of those 10 schools will find the manual user friendly and can conduct the classroom programs independently in the future. The effect of this project will be extended to all schools in Hong Kong.
- ✧ The respective class teachers of those 10 schools who have received on-site training can observe actual skills in implementation of positive psychology package. They will become the core positive psychology team in the school who may implement the package themselves in the future, and they may also design whole school activities later. Thus all students in those schools will receive benefit.
- ✧ The students that receive classroom programs have more intensive training in “character strengths” , “optimism” and “hope” . They will be able to lead a more positive life style and cope with adversity for the rest of their life.
- ✧ The parents who have received education in positive psychology will be able to adopt a more positive approach in parenting even after the project terminated.
- ✧ The web learning portal will allow youths and general public of Hong Kong to access information about anxiety and learn initial ways to help alleviate anxiety.

11 Promotion and Publicity

- ✧ Invitation letters will be sent out to secondary schools that have close co-operation with our agency once the project is approved. Stationing school social workers will be invited to share the need with the principals. Initially, there are already over 10 schools that showed interest in the project. It will not be difficult to recruit 10 schools for classroom programs.
- ✧ Publicity of the teacher seminar, symposium, teaching manual and web learning portal will also be made through the local principal associations in our serving districts (including Tseung Kwan O, Tai Po, Sheung Shui, Tin Shui Wai, Yuen Long, and Tuen Mun) and through fax to all secondary schools in Hong Kong.
- ✧ There will be press release upon the launching of the web learning portal so that the general public will know and use this web resource. This is a means to promote positive psychology approach to the general public to enhance their mental health.

12. Budget

Item	Budget Breakdown	Amount	
Staff Cost	1. An Experienced Social Worker : (\$27,245 + \$1250) (Salary and MPF) X 12 months = \$341,940	\$341,940	Subtotal (1)
	2. Part-time Social Worker \$8,960 X 12 months X 1.05(Salary and MPF)= \$112896	\$112,896	\$454,836
Service Cost	1. Training Fees for Classroom Programs (1 class is taken up by the experienced social worker, the other 4 classes will need free lance social workers): \$500 X 6 sessions X 35 classes	\$105,000	
	2. Design and Printing Fees with CD for Final Classroom Teaching Manual: \$30 X 500 copies	\$15,000	
	3. Consultation Fee for University Associate professor: \$900 x 6 times	\$5,400	
	4. Consultation Fee for Clinical Psychologist: \$900 x 4 times	\$3,600	
	6. Speaker Fee for 2013 Kick Off Seminar (university scholar/clinical psychologist) \$930 X 3 hr	\$2,790	
	7. Speaker Fee for 2014 Positive Psychology Symposium (university scholar/clinical psychologist) \$930 X 3 hr	\$2,790	Subtotal (2)
	8. Website Design , Construction, System Development	\$100,000	\$234,580
General Expenses	Kick Off Seminar Venue, handouts & Others	\$3,000	
	Classroom Program Students Manual Production, Video production for the Symposium with sharing from teachers, students, Transportation of teaching manuals, student self-aid booklets, souvenirs, Printing of questionnaires, photocopying, stamps, envelopes and miscellaneous expenses	\$25,000	
	Classroom Program materials (eg. bookmarks, souvenir files) \$8 X 35 students X 5 classes* X 10 schools	\$14,000	
	Positive Psychology Symposium Venue, handouts & Others \$3,000 x 1 session	\$3,000	
	Upper form assembly talks \$500 X 10 schools	\$5,000	
	Whole school positive psychology activities \$4,000 X 10 schools	\$40,000	
	Parents education program \$500 X 10 schools	\$5,000	
	Travelling cost of the workers between various working spots	\$5,000	
	Student self-aid booklet for Upper Form Assembly Talks \$10 X 500 X 10 sch	\$50,000	Subtotal (3)
	Audit Fee \$5,000 x 1	\$5,000	\$155,000
Contingency	Contingency cost	\$14,984	\$14,984
	Total Amount: (Application amount from QEF)		\$859,400

* to be confirmed with schools

13 Report Submission Schedule

Project Management		Financial Management	
Report Type & Period	Deadline	Report Type & Period	Deadline
Progress Report 01/08/2013 – 31/01/2014	28/02/2014	Interim Financial Report 01/08/2013 – 31/01/2014	28/02/2014
Project Final Report (Overall) 01/08/2013 – 31/07/2014	31/10/2014	Final Financial Report 01/02/2014 – 31/07/2014	31/10/2014

Staff Responsibility and Education Requirement:

1. An Experienced Social Worker (This person must be experienced and mature enough to handle needs of teachers & parents and to handle all the overall co-ordination and management):

Education Requirement: Social Work degree and 3 years experience in youth work

- ✧ Co-ordination of the whole project,
- ✧ Develop Teaching manual for students
- ✧ Develop parent workshop manual
- ✧ Develop whole school approach activities manual
- ✧ Conduct classroom programs in each school
- ✧ Conduct school-based parent education programs
- ✧ Launch whole school approach activities
- ✧ Co-ordinate and Launch the Kick-off Seminar and Positive Psychology Symposium
- ✧ Monitor the website construction service and launching process
- ✧ Compile materials for the website
- ✧ Conducting evaluation activities and writing reports.

2. A Part-time Social Worker:

Education Requirement: Registered Social Worker with associate degree

- ✧ Assist in the co-ordination work and program material preparation of the experienced social worker
- ✧ Assist in large programs including Kick-off Seminar, Symposium, Parents Workshops, etc.
- ✧ Data entry and Compilation of pre-test and post-test questionnaires, evaluation forms, focus group interview records, etc
- ✧ Handle financial bills, accounting, daily logistics and phone enquiries, etc
- ✧ Replacement for the social worker in-charge when frontline programs clashes in time. As schools have examination weeks, with many school holidays, while classroom programs, parents programs, assembly workshops, whole school activities, will mainly be conducted between September and early December or between late February and May, these programs will easily clash in time. A part-time social worker is highly needed to replace the full time social worker when programs of different schools clash with each other. Free lance social worker is not preferred in order to ensure consistent service quality.

References/ End Notes

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