

Quality Education Fund
Application with Grant Sought Not Exceeding \$150,000
Application Form --- Part II: Project Proposal

Project Title	Project Number
Cultivating Positive Mind and Attitudes in Youths 「樂在我心」正向心理課程計劃	2013/0353 (Revised)

Basic Information**Name of School / Organisation / Individual**

Department of Psychology, The University of Hong Kong

Beneficiaries

- (a) Sector: Pre-primary Primary Secondary Special (*Please tick*)
- (b) Students: 120 (in number)* and F1-F2 (class level/age)*
- (c) Teachers: 20 (in number)*
- (d) Parents: 20 (in number)*
- (e) Participating Schools (excluding applicant school): 1 (in number and types)*
- (f) Others (please specify): _____

** Please specify where appropriate*

Proposal**(I) Project Needs**

- (a) Please state the aims of the project in clear and concise terms.
(Example: To enhance pre-primary students' interests in reading through story-telling, singing, and drama.)
- 1) The aim of the present project is to foster positive emotion development for youths in junior forms of secondary schools through the deliverance of a positive psychology training program.
 - 2) The project promotes mental health awareness through deliverance of psychoeducation pamphlets. It also serves to share psychological knowledge and experiences with school teaching staff for their professional management of students.

- (b) (i) What are the areas of the needs and priorities of the school?
(Please tick the appropriate box(es).)
- Enhance learning and teaching to facilitate students' knowledge on subjects / learning areas / generic skills development
- Promote students' social and emotional development
- Enhance school management / leadership and teachers' professional development / wellness
- Others (please specify) _____
- (ii) Please give background information to justify the demonstrated needs as mentioned in (b)(i).
(Please tick the appropriate box(es).)
- School development plan: The project is conducted in partnership with Yan Chai Hospital Wong Wha San Secondary School. The present project supports the School's mission in providing whole-person development of students, particularly with respect to fostering positive values and adaptive skills
- Survey findings: _____
- Literature review summary: Early adolescence has been shown in previous literature as a time critical for emotional, cognitive and social development (Compas et al., 1989; Krettenauer et al., 2014; Szewedo, 2013). Drastic physical changes following puberty occurs and students of secondary school junior forms have to adjust their life and academic expectations transiting from primary schools. Positive psychology training programs have been shown to be effective in promoting mental wellbeing and reducing risks for psychopathologies later in life (e.g. Huppert & Johnson, 2010; Lohaus 2011; Shek & Ma, 2012)
- Assessments on students' performance: _____
- Relevant experiences: Previous experience of other QEF projects showed that students of junior secondary forms welcome this kind of training programs that helps them develop their adaptive thinking and coping strategies. They are also interested in learning how psychological principles can be applied in their daily life.
- Others (please specify) _____
- (c) Please elaborate the innovative ideas or new practices to enhance, adapt, complement and/or supplement the existing practices of the school.
(Example: Drama and music are effective means to stimulate students' interest in reading and help develop their multi-intelligences.)

The program is uniquely designed based on contemporary psychological principles and most updated scientific findings. The participated secondary school has never conducted this sort of positive psychology training program before and is its first attempt to form this collaboration. The partnership is innovative in transferring latest scientific knowledge and skills in positive psychology discipline into an interactive curriculum program to enhance emotional and cognitive development of students.

(II) Project Feasibility

(a) Please describe the design of the project, including:

(i) Approach/Design/Activity

(Example: The project adopts the drama-in-education strategy and uses popular children songs to arouse students' interest in reading in a fun and interactive way.)

The project content will be delivered in three ways. First, a group training program will be conducted for 120 students in Form 1-2 of secondary school. The training program consists of six sessions, each lasting for around 60 mins. The sessions will be led voluntarily by a professionally trained instructor and assisted by a research assistant. The program is designed based on scientific evidence on positive psychology literature and the session plan is listed below:

- 1) Introduction to Positive Psychology
- 2) Relations between Emotion and Cognition
- 3) The Concept of Acceptance and Relaxation Training
- 4) Compassion Focused Positive Reappraisal
- 5) Gratitude Based Positive Thinking
- 6) Summary and Daily Life Applications

The program targets to enhance students' understanding of some positive psychology principles and concepts, such that they will acquire the adaptive skills and cultivate positive attitudes in coping with daily life situations. The learning approach will be interactive, in which cartoons viewing, relaxation exercises, small group activities and discussions etc will be incorporated in class. Homework exercises will be given after each class. School teacher(s) and/or social worker will lead the classes together as co-instructor and teaching materials will be shared as the program complete.

Assessment sessions will be conducted before and after the training groups to measure any changes in skills and attitudes, as well as possible sustenance of positive mental wellbeing. Informal discussion sessions will also be conducted regularly with school teachers to monitor participated students' progress and changes.

Second, psychoeducation pamphlets relating to a variety of positive psychology topics (e.g. acceptance, gratitude) will be delivered to school. The pamphlets target all Form 1 to Form 2 secondary students at the school with the objective to promote mental health awareness.

Third, a teacher workshop and a parent workshop will be organized by the end of school year in sharing experiences conducting the training groups and introducing concepts and knowledge in relevant psychology topics to teachers and parents. The workshop will be voluntarily conducted by professional psychologist(s) in our project team.

(ii) Key Implementation DetailsProject period: 05/2015 (month/year) to 04/2016 (month/year)

Month / Year	Content / Activity / Event	Target Beneficiary/ Participants
May 2015	- Recruitment of research assistant - Preparing workshop materials	
Jun – Aug 2015	- Conduct teacher and parent workshops - Developing group training programs and preparing assessment tools - Recruiting participating students	Approx. 40 teachers and parents
Sep – Dec 2015	- Conduct pre-training assessment - Implementation of the training program - Conduct post-training assessment	120 F1-F2 students
Jan – Feb 2016	- Design and delivery of psychoeducation pamphlets	150 F1-F2 students
Mar – Apr 2016	- Data analysis and report preparation	

(b) Please explain the extent of teachers' and/or principal's involvement and their roles in the project.

(i) Number of teachers' involved and degree of input (time, types, etc.):

One teacher (social worker) of the school will be involved in helping coordination (e.g. recruiting students, liaising with program instructors, booking classroom venues, arranging data collection, teacher workshop and parent workshop). The social worker (and/or other school teachers) will also be helping to design the curriculum of the student training program and also instruct the groups as co-leader(s).

All school teachers (around 20) are eligible to attend the teacher workshop in relation to understanding students' emotional needs and enhancement of coping skills in youths. Specifically, the workshop will be targeting positive psychology and students' development. In addition, a parent workshop will also be delivered on emotional management. Both teacher and parent workshops will be conducted voluntarily by the professional psychologists in our team.

(ii) Roles of teachers in the project: (Please tick the appropriate box(es).)

Leader

Co-ordinator

Developer

Service recipient

Others (please specify) _____

- (c) Please provide the budget of the project and justify the major items involved.

Grant Sought: HK\$ 95,100

Budget item*	Expenditure Detail		Justification
	Item	Amount (\$)	
i) Staff	Half Time Research Assistant \$7660 per month (including MPF) x 12 months	\$91,920	One half time research assistant (RA) is required for 12 months. The duties include helping to liaise with school, prepare training materials, implementing the training program, collecting data and basic analyses of results.
Sub-total (Staff)		\$91,920	
ii) Service			
iii) Equipment			
iv) Works			
v) General expenses	Miscellaneous (e.g. Stationery, CD and Group Materials, Small Gifts)	\$500	Consumables such as stationery, data CDs, and small gifts (e.g. bookmarks, stickers) for students as prizes will need to be purchased.
	Photocopying and Printing Costs	\$2,600	Expenditures are estimated on printing program booklets, handouts, homework, activity worksheets as well as certificates and pamphlets.
Sub-total (General Expenses)		\$3,100	
vi) Contingency			
Total Grant Sought (\$):		\$95,020 (round up to \$95,100)	

* Please cross out as appropriate

Report Submission Schedule

I / My school / My organization commit(s) to submit proper reports in strict accordance with the following schedule :

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Final Report 1/5/2015 - 30/4/2016	31/7/2016	Final Financial Report 1/5/2015 - 30/4/2016	31/7/2016

Assets Usage Plan

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
audio and video equipment				<i>Not applicable at the time being</i>
book & VCD				
computer hardware				
computer software				
musical instrument				
office equipment				
office furniture				
sports equipment				
Others				

Note: for use by school / organization / in other projects (please provide details of the department / centre to which the asset will be deployed and the planned usage of the asset in activities upon project completion).

(III) Expected Project Outcomes

(i) Please describe how to evaluate the effectiveness of the project;

(Please tick the appropriate box(es).)

Observation: Group instructor will observe students' participation and feedbacks during group sessions.

Focused group interviews: _____

Pre- and post-activity surveys: Self-report questionnaires including the Cognitive Emotion Regulation Questionnaire (CERQ) will be administered to assess students' positive change(s) before and after the training program. It is expected that students who received the training will show significant enhancement in the average scores of positive coping subscales (e.g. CERQ-acceptance, positive refocusing/reappraisal subscales) at post-intervention assessment.

Performance change of students in assessment: _____

Others (please specify) Informal discussion will also be regularly conducted with school teachers to understand students' progress if any.

and (ii) Please state the project deliverables or outcomes.

(Please tick the appropriate box(es).)

Learning and teaching materials (Teaching powerpoints, activity worksheets and homework materials will be made available to the school)

Resource package

DVD

Others (please specify) Psychoeducation pamphlets on positive psychology will be delivered to the school

