

## **P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme**

### **Frequently Asked Questions**

#### **-- Project Design --**

- 1. Will the Research Team provide teaching manuals for the Tier 1 Programme of the Secondary One, Secondary Two and Secondary Three levels?**

Yes. Teaching manuals for the Tier 1 Programme of Secondary One to Three (both Chinese and English versions) will be provided to the participating social workers and teachers. In addition, 20-hour training at each level will be provided to facilitate them to implement the programme.

- 2. As the Tier 1 Programme is to be developed by academics, would it be too theoretical and not practical?**

Academics, psychologists, social workers and teachers with front line experience have been involved in the development of Tier 1 Programme. As such, we are conscious of the practical needs of the schools. Pilot teaching on the materials developed have also been carried out to ascertain their practicality. Besides, we would hold focus groups with teachers and social workers to collect feedback on the programme.

- 3. The Project has great vision and the right orientation. However, can the objectives of the Project be achieved within the 20-hour Full Programme?**

If a school chooses the 20-hour Full Programme, the students will altogether receive 60 hours of training in junior secondary years (Secondary One to Secondary Three). With reference to available programmes in the literature, this level of dosage is considered sufficient to promote the positive development of young people.

**4. Do the programmes of the Project include any outdoor activities?**

For the Tier 1 Programme, the Research Team has designed some units that can be implemented outside the classroom. For the Tier 2 Programme, applicant NGOs/schools can tailor appropriate outdoor activities to address the needs of their students.

**5. Depending on the individual needs, can the schools propose other modes of implementing the Tier 1 Programme?**

Generally speaking, the applicant NGOs/schools should choose one of the four proposed standard modes. However, if schools have special needs, they can clearly specify the proposed implementation mode with reasons in the application proposal. Nevertheless, the guiding principle is that the Tier 1 Programme should not be implemented in an over-intensive manner and the number of hours should not be less than the proposed number of hours.

**6. Is there any standardized screening mechanism similar to the one of the Understanding the Adolescent Project (UAP) for identifying students to participate in the Tier 2 Programme of the Project?**

There is no standardized screening mechanism for the Project. Social workers and teachers may identify the students with greater psychosocial needs in the Tier 1 Programme and/or via other sources. It is recommended that information based on multiple sources, including objective assessment tools (e.g., Family Assessment Instrument, Life Satisfaction Scale, Hong Kong Student Information Form), teachers' ratings, student records and other relevant quantitative and qualitative information based on systematic assessment, to be used to identify students for the Tier 2 Programme.

**7. What is the rationale behind the requirement of providing the Tier 2 Programme to at least one-fifth of the students? For a school which chooses the core programme of the Tier 1 Programme (i.e., 10-hour programme), how many students should be served in the Tier 2**

## **Programme?**

Research findings have suggested that roughly one-fifth of adolescents would need help of a deeper nature. Therefore, the Tier 2 Programme will generally be provided for at least one-fifth of the students (and/or their parents) who have greater psychosocial needs at each level.

For schools that only adopt the core programme of the Tier 1 Programme (i.e., 10-hour programme), it is anticipated that more students should be involved in the Tier 2 Programme within the available financial resources. However, there is flexibility in adjusting the number of participants in accordance with the actual needs of students. In the extension phase of Project P.A.T.H.S., there is a higher flexibility in the number of participants.

- 8. Related to Question (7), any flexibility the NGOs/schools may exercise if they have difficulties in engaging or serving the required number of students in the Tier 2 programme?**

As a general guideline, it is expected that at least one-fifth of the adolescents at each secondary level of the Tier 1 participants and/or their parents will participate in the Tier 2 Programme. For unsatisfactory recruitment, the NGOs/schools are suggested to provide intensive training for the recruited participants.

On the contrary, the Tier 2 Programme targeting more than one-fifth of the students at each level could be designed within the available resources if there is such a need (e.g., many students have value confusions over material possession and difficulties in financial management). In the extension phase of Project P.A.T.H.S., there is a higher flexibility in the number of participants.

- 9. The Programme will be implemented at different Secondary levels in the same school year, is it necessary to design completely different activities in the Tier 2 Programme for students at different Secondary levels?**

It is up to the applicant NGOs/schools to decide on the content of the Tier 2 Programme with their working partners. It is acceptable for NGOs/schools to implement similar programmes at different levels provided that it is beneficial to the development of the students.

**10. Is it necessary for the Tier 2 Programme for Secondary One to Three be interfaced?**

The content of the Tier 2 Programme is entirely designed by the applicant NGOs/schools. They may decide whether the programmes for different levels need to be interfaced according to the needs of students and context of individual schools.

**11. What are the similarities and differences between the Tier 1 Programme of this Project and the Adolescent Health Programme implemented by the Department of Health?**

For the Tier 1 Programme of this Project, there are 20 hours of training in each of the junior secondary school years (i.e., 60 hours in total for three school years). For the Adolescent Health Programme, the sessions in Secondary 2 and Secondary 3 are booster sessions. We encourage school social workers to further understand the two programmes and recommend the schools to consider the needs of their students when choosing the programmes.

**12. What are the differences between the Project P.A.T.H.S. and the Understanding the Adolescent Project (UAP)?**

The Project P.A.T.H.S. is a holistic, systematic and multi-year programme for junior secondary students comprising both universal positive youth development programme (Tier 1 Programme) addressing the generic needs of students and selective programme (Tier 2 Programme) targeting students with greater psychosocial needs. While for the UAP, it mainly targets at identifying Secondary One students with developmental needs through the use of a specially designed screening tool and providing them with primary preventive programme.