

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

Guidance Notes on Grant Application

PROPOSAL FOR TIER 1 PROGRAMME

For the Tier 1 Programme, the applicant does not have to propose any programme because the programme was developed by the Research Team, involving 60 hours of training or 120 units for Secondary 1 to Secondary 3 students. However, the applicant has to tentatively provide the following information in the application form at **Appendix I** on the mode of the Tier 1 Programme adopted, including:

- the number of hours involved (10-hour core programme or 20-hour full programme);
- the programme mode (tentative time for separate units and combined units);

The available options are as follows:

Mode	Mode 1	Mode 2	Mode 3	Mode 4
Total Hours: 10 Hours (Core Programme)	2 sessions (2.5 hours per session) PLUS 5 sessions (1 hour per session)	6 sessions (30 minutes per session) PLUS 7 sessions (1 hour per session)	10 sessions (1 hour per session)	20 sessions (30 minutes per session)
Total Hours: 20 Hours (Full Programme)	4 sessions (2.5 hours per session) PLUS 10 sessions (1 hour per session)	10 sessions (30 minutes per session) PLUS 15 sessions (1 hour per session)	20 sessions (1 hour per session)	40 sessions (30 minutes per session)

** If a school has suggested other programme mode, please clearly specify in the proposal.*

- the implementation mode (Class Teacher Periods or Subjects in the Curriculum or Others*).

** If a school has chosen other implementation mode, please clearly specify in the proposal.*

PROPOSAL FOR TIER 2 PROGRAMME

- For the Tier 2 Programme, the applicant has to write a brief proposal of no more than 5 pages (excluding references) in font size “12”. The proposed programme should target the students with greater psychosocial needs identified in the Tier 1 Programme and 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 can be used to identify students for the Tier 2 Programme.
- The applicant has the choice of designing appropriate programmes that target the needs of the students with reference to the Positive Youth Development Constructs, goals and objectives covered in this project.

The proposal should include the following sections:

1. Title of the programme
2. Aims
3. Objectives
4. Proposed programme to achieve the project objectives, including :
 - the conceptual bases of the intervention model;
 - the rationale for using the model; and
 - the evidence supporting the effectiveness of the proposed approach.
5. Proposed implementation details of the programme, including :
 - the potential service targets of the participants and recruitment mechanism; and
 - the proposed content of the programme.
6. Proposed evaluation mechanisms, including :
 - 6.1 Number of programmes and participants
 - the number of programmes to be delivered; and
 - the number of participants to be served.

6.2 Evaluation mechanisms

- Form C – Subjective Outcome Evaluation Form; and/or
- The applicant may propose any additional evaluation mechanisms to evaluate the programme (e.g., qualitative evaluation and evaluation based on experimental approach).

7. Documentation of the evaluation findings

- The applicant is required to document the subjective evaluation findings based on Form C. Evaluation findings based on additional evaluation mechanisms (see Section 6.2) should also be briefly reported.

To facilitate the work of the applicants, a sample proposal set forth in *Appendix II* is included in the Guidance Notes as reference.

PROCESSING OF APPLICATIONS

The related proposals will be considered by the Social Welfare Department with the assistance of the Research Team. Three principles are involved in considering the applications:

Principle 1

- The submitted proposal should be evidence-based. The term "evidence-based" is used in the broadest sense in this context (Shek, 2002; Shek, Lam & Tsoi, 2004). It basically means that the proposed programme should be based on:
 - (a) well-articulated theories and/or well-argued conceptual frameworks; and
 - (b) available evidence showing that the proposed project has a promise in addressing the needs of the clients.
- As far as evidence is concerned, it refers to:
 - (a) published and unpublished intervention research findings in local and foreign contexts; and/or
 - (b) properly documented past practice experiences showing that the proposed programme works.
- For innovative projects where direct evidence for the effectiveness of the proposed approach may be little, a greater weight will be put on the elegance of the conceptual model and the related evidence.
- The basic emphasis here is that we should have "knowledge-based practice" and

"evidence-based practice" rather than solely "authority-based practice" or "worker-based practice".

Principle 2

- The proposal should include an evaluation plan. Upon completion of the programme, the applicants must carry out the following three evaluation tasks:
 - (1) to assess whether the number of programmes delivered as well as the number of service targets served conform to the required output standards;
 - (2) to assess the participants' evaluation of the programme and the worker(s); and
 - (3) to assess the changes in the participants after joining the programme.
- Applicants are encouraged to devise other mechanisms to evaluate the proposed project. It is in fact up to the applicants to propose what evaluation mechanisms will be used (including quantitative evaluation, qualitative evaluation, mixed methods evaluation, or even constructionist and post-modern evaluation), provided that sufficient justifications are given.

Principle 3

- The total number of service targets served in the Tier 2 Programme and the proposed work done are reasonable.
- As a minimum output standard, for a school which chooses the full 20-hour Tier 1 Programme, one-fifth of the students at each secondary level and/or their parents are required to be served in the Tier 1 Programme. However, under some special circumstances (e.g., many students have value confusions over material possession and difficulty in financial management), the Tier 2 Programme targeting more than one-fifth of the students at each level could be designed within the available financial resources.
- For a school which chooses the core 10-hour Tier 1 Programme, more students at each secondary level and/or their parents are normally required to be served in the Tier 2 Programme. But the school can also flexibly determine the number of serving participants based on the actual needs.
- As there will not be any new experimental design, all experimental schools in P.A.T.H.S. I can have the flexibility in determining the Tier 1 Programme implementation and the recruitment of Tier 2 participants.

The basic orientation of the review process is not to consider the applications on a competitive basis and the objective of the process is not to create failures. A "negative screening" process (i.e., to exclude those proposals that do not meet the requirements based on the above three principles) will be carried out and grants will be awarded to applicants who meet the standards stated above.

In considering the proposals, the Research Team will also assist in refining / enhancing those proposals assessed to be borderline cases; and grants will be awarded to the applicants subject to the latter's acceptance of the suggested refinement made by the Research Team.

ASSISTANCE PROVIDED TO THE APPLICANTS

The following measures will be used to facilitate the applicants to prepare proposals for the Tier 2 Programme:

1. A sample proposal set forth in *Appendix II* are attached to the Guidance Notes.
2. For enquires, please contact Miss Tina Tang (Tel No. : 2892 5645).

REFERENCES

- Shek, D. T. L. (2002). (Ed.). Research on social work practice in Chinese communities. *Research on Social Work Practice, 12*, 485-581.
- Shek, D. T. L., Lam, M. C., & Tsoi, K. W. (2004). Evidence-based practice in Hong Kong. In B. Thyer & M. A. F. Kazi (Eds.), *International perspectives on evidence-based practice in social work* (pp. 167-181). London: Venture Press.

Appendix I: Application Form

To: Youth Section, Social Welfare Department (Room 942, 9/F, Wu Chung House, 213 Queen's Road East, Wan Chai, Hong Kong.)

Hard & Soft copies are required

For internal use only	

**P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme
(Extension Phase: School Year 2009/10)
Application Form (S.1 Level)**

PART A (To be completed by NGO operating School Social Work Service) :	
My organisation is applying to The Hong Kong Jockey Club Charities Trust for funding support to implement the "P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme" in the school as stated in PART B in the <i>2009/10 school year</i> . The proposal as listed in PART C, PART D and PART E is prepared in consultation with the school concerned.	
Name of Organisation:	(Chi) (Eng)
Name & Signature of Applicant:	(Chi) (Eng) <p align="right">Signature: _____</p>
Post of Applicant:	(Chi) (Eng)
Date :	
Address of Organisation:	(Chi) (Eng)
Name of Contact Person:	(Chi) (Eng)
Post of Contact Person:	(Chi) (Eng)
Service Unit of Contact Person:	(Chi) (Eng)
Telephone Number:	
Fax Number:	
Email Address:	
Correspondence Address:	(Chi) (Eng)
Cheque Payable To:	

Total grant applied: (please copy this “☑” sign to the appropriate box)

Maximum Funding Level Per School Per Annum Per Class Level in 2009/10 school year			
	For participating schools	For control schools	For newly joined schools
School with 4 or more classes	<input type="checkbox"/> \$120,000 (S1,S2,S3)	<input type="checkbox"/> \$120,000 (S1,S2,S3)	<input type="checkbox"/> \$120,000 (S1)
School with 1 - 3 classes	<input type="checkbox"/> \$80,000 (S1,S2,S3)	<input type="checkbox"/> \$80,000 (S1,S2,S3)	<input type="checkbox"/> \$80,000 (S1)

PART B (To be completed by School) :

I give my consent to the organisation as stated in PART A to implement the “P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme” in my school in the **2009/10 school year** and will provide necessary support for the smooth implementation of the project.

Name of School:	(Chi) (Eng)
Name & Signature of Principal:	(Chi) (Eng) <div style="text-align: right;">Signature: _____</div>
Email Address:	
Date:	
School Address:	(Chi) (Eng)
Name of Contact Person:	(Chi) (Eng)
Post of Contact Person:	(Chi) (Eng)
Telephone Number:	
Fax Number:	
Email Address:	
No. of Secondary One Classes (2009/10 school year):	
Approximate No. of Secondary One Students (2009/10 school year):	
Will the school join the Basic Life Skills Training programme (Secondary One Level) of the Adolescent Health Programme in the 2009/10 school year? (please copy this “☑” sign to the appropriate box)	<input type="checkbox"/> YES <input type="checkbox"/> NO

Part C : Training for Social Workers and Teachers

In 2009/10 to 2011/12 school years, the Research Team will continue to provide 20 hours of training to the teachers and social workers who implement the Tier 1 Programme in Secondary 1, Secondary 2 and Secondary 3 levels. To cater the needs of the teachers and social workers, the format of the training programme will be restructured and redesigned. Under the new arrangement, the three-day course (20 hours) will be divided into two parts: a) 7 hours of e-learning where participants can take the training course via the Internet; and b) 13 hours of training programme delivered in workshop/lecture in an interactive mode in 2 days (6.5 hours per day).

Training programme for social workers and teachers is tentatively scheduled to be held between May and October each year. Several options of time slots will be provided each month. For each option, two training days within a week will be arranged (e.g., Monday and Tuesday, or Thursday and Friday of the week).

Please indicate below your preferred month in joining our training programme in order of priority from “1 to 6” (“1” as the first choice, “2” the second..... and “6” the last):

Month (2009)	Preference (“1” - “6”)
May	
June	
July	
August	
September	
October	

Based on the information on the preferred months for training, the Research Team will invite the applicants to further choose their preferred time slots later.

There will be two tiers of “P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme”. Please choose the programme mode and hours for the Tier 1 Programme and write up a proposal for the Tier 2 Programme.

Part D: The Tier 1 Programme

Please copy this “☑” sign to the appropriate box.

1. Please indicate your choice of programme hours for the Tier 1 Programme:

- 10-hour core programme
- 20-hour full programme

2. Please indicate your choice of programme mode for the Tier 1 Programme:

- Mode 1
- Mode 2
- Mode 3
- Mode 4
- Other modes (please specify): _____

Tier 1 Programme: Different modes for both Core and Full Programmes

Mode	Mode 1	Mode 2	Mode 3	Mode 4
Total Hours: 10 Hours (Core Programme)	2 sessions (2.5 hours per session) PLUS 5 sessions (1 hour per session)	6 sessions (30 minutes per session) PLUS 7 sessions (1 hour per session)	10 sessions (1 hour per session)	20 sessions (30 minutes per session)
Total Hours: 20 Hours (Full Programme)	4 sessions (2.5 hours per session) PLUS 10 sessions (1 hour per session)	10 sessions (30 minutes per session) PLUS 15 sessions (1 hour per session)	20 sessions (1 hour per session)	40 sessions (30 minutes per session)

3. Please indicate the expected mode of implementation of the Tier 1 Programme:

- The programme will be incorporated in the Class Teacher Periods
- The programme will be incorporated in the subjects in the curriculum (e.g., Liberal Studies, Civic Education, Life Education.....etc.). Please specify: _____
- Other modes (please provide details in question 4)

4. Related to question 3 above, if other mode is used, please elaborate the mode/activities to be used for the implementation of the required curriculum of the Tier 1 Programme:

5. If some of the units of the Tier 1 Programme will be held before 1st September, 2009, please specify the proposed arrangements:

Part E: The Tier 1 Programme

The proposal for the Tier 2 Programme should be completed by the applicant. It should be confined to no more than five pages (excluding references) and in font size “12”.

If the present proposal is basically the same as the one approved in previous year for the same school, please the previous proposal for reference:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> 2005/06 S.1 proposal | <input type="checkbox"/> 2006/07 S.1 proposal | <input type="checkbox"/> 2007/08 S.1 proposal | <input type="checkbox"/> 2008/09 S.1 proposal |
| | <input type="checkbox"/> 2006/07 S.2 proposal | <input type="checkbox"/> 2007/08 S.2 proposal | <input type="checkbox"/> 2008/09 S.2 proposal |
| | | <input type="checkbox"/> 2007/08 S.3 proposal | <input type="checkbox"/> 2008/09 S.3 proposal |

If the proposal has been revised, the latest version would be referred to. Please fill in “no change” or provide any new information in Sections 1-8 below:

1. Proposed programme title

2. Aims of the programme

2.1 Programme Aims

2.2 Coverage of the 15 Positive Youth Development Constructs by the programme

Please copy this “” sign to the appropriate box(es) below.

<input type="checkbox"/> Promotion of Bonding	<input type="checkbox"/> Promotion of Behavioural Competence	<input type="checkbox"/> Development of A Clear and Positive Identity
<input type="checkbox"/> Cultivation of Resilience	<input type="checkbox"/> Promotion of Moral Competence	<input type="checkbox"/> Promotion of Beliefs in the Future
<input type="checkbox"/> Promotion of Social Competence	<input type="checkbox"/> Cultivation of Self-Determination	<input type="checkbox"/> Providing Recognition for Positive Behaviour
<input type="checkbox"/> Promotion of Emotional Competence	<input type="checkbox"/> Promotion of Spirituality	<input type="checkbox"/> Providing Opportunities for Pro-social Involvement
<input type="checkbox"/> Promotion of Cognitive Competence	<input type="checkbox"/> Development of Self-Efficacy	<input type="checkbox"/> Fostering Pro-social Norms

4.3 Evidence supporting the effectiveness of the proposed approach

5. Proposed implementation details of the programme

- ※ Please state the programme content, format, number of sessions and number of participants clearly.
- ※ Please provide details of activities of the Tier 2 Programme to be held before 1st September, 2009, if any.

5.1 Potential service targets of the programme and recruitment mechanism

5.2 Proposed content of the programme

6. Proposed evaluation mechanisms
6.1 Number of programmes and participants
6.2 Evaluation mechanisms
<p>Please copy this “☑” sign to the appropriate box(es) below.</p> <p><input checked="" type="checkbox"/> Form C as provided by the Research Team will be used to assess (a) perceptions of the participants regarding the programme and the worker(s) and (b) the participants’ changes after joining the programme.</p> <p><input type="checkbox"/> Apart from Form C, the following additional evaluation mechanisms will be used:</p>
7. Documentation of the evaluation findings
8. References

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On or before 28 th Feb 2009	Submit this application form by the applicant
Jul to Aug 2009	Announce application results and pay the first instalment of grant
On or before 30 th Sept 2010	Submit the following documents to The Hong Kong Jockey Club Charities Trust by the applicant: <ul style="list-style-type: none"> ➤ Evaluation Report of the Tier 1 Programme (with the signatures of applicant NGO and school principal), Form A Total Count Sheet and Form B Total Count Sheet (both hard copy and soft copy) ➤ Evaluation Report of the Tier 2 Programme (with the signatures of applicant NGO and school principal) and Form C Total Count Sheet (both hard copy and soft copy) ➤ Income and Expenditure Statement (c.c. to the school principal) ➤ Claim Form (one for each applicant)

Please contact the following officers for further information as appropriate:

Organisation	Subject Staff	Subject Area	Telephone No.
The Hong Kong Jockey Club	Ms Cherry Leung	Funding	2966 7450
Social Welfare Department	Miss Tina Tang	Tier 2 programme	2892 5645
Research Team	Professor Rachel Sun	Tier 1 programme and evaluation	2609 7324

Appendix II: Sample

To: Youth Section, Social Welfare Department (Room 942, 9/F, Wu Chung House, 213 Queen's Road East, Wan Chai, Hong Kong.)

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(Extension Phase: School Year 2009/10)
Application Form (S.1 Level)**

PART A (To be completed by NGO operating School Social Work Service) :	
My organisation is applying to The Hong Kong Jockey Club Charities Trust for funding support to implement the "P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme" in the school as stated in PART B in the 2009/10 school year . The proposal as listed in PART C, PART D and PART E is prepared in consultation with the school concerned.	
Name of Organisation:	(Chi) 香港基督教全人服務中心 (Eng) Hong Kong Holistic Care Christian Association
Name & Signature of Applicant:	(Chi) 陳志成 先生 (Eng) Mr. Chan Chi Shing Signature: <u>Chan Chi Sing</u>
Post of Applicant:	(Chi) 總幹事 (Eng) Executive Director
Date :	12/2/2009
Address of Organisation:	(Chi) 香港銅鑼灣正義道 432 號 9 字樓 (Eng) 9/F, No. 432 Justice Road, Causeway Bay, Hong Kong
Name of Contact Person:	(Chi) 張樂恩 小姐 (Eng) Ms. Cheung Lok Yan
Post of Contact Person:	(Chi) 學校社工 (Eng) School Social Worker
Service Unit of Contact Person:	(Chi) 尖沙咀青少年綜合服務中心 (Eng) Tsim Sha Tsui Youth & Children Integrated Services Centre
Telephone Number:	1234 5678
Fax Number:	1234 6789
Email Address:	happy@growth.com.hk
Correspondence Address:	(Chi) 九龍尖沙咀飛躍街 555 號地下 (Eng) G/F, No. 555 Growth Street, Tsim Sha Tsui, Kowloon
Cheque Payable To:	Hong Kong Holistic Care Christian Association

Total grant applied: (please copy this “☑” sign to the appropriate box)

Maximum Funding Level Per School Per Annum Per Class Level in 2009/10 school year						
	For participating schools		For control schools		For newly joined schools	
School with 4 or more classes	<input checked="" type="checkbox"/>	\$120,000 (S1,S2,S3)	<input type="checkbox"/>	\$120,000 (S1,S2,S3)	<input type="checkbox"/>	\$120,000 (S1)
School with 1 - 3 classes	<input type="checkbox"/>	\$80,000 (S1,S2,S3)	<input type="checkbox"/>	\$80,000 (S1,S2,S3)	<input type="checkbox"/>	\$80,000 (S1)

PART B (To be completed by School) :

I give my consent to the organisation as stated in PART A to implement the “P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme” in my school in the **2009/10 school year** and will provide necessary support for the smooth implementation of the project.

Name of School:	(Chi) 真理中學 (Eng) Tseng Li Secondary School
Name & Signature of Principal:	(Chi) 何志行 先生 (Eng) Mr. Ho Chi Han Signature: <u>Ho</u>
Email Address:	hochihan@tlss.com
Date:	12/2/2009
School Address:	(Chi) 九龍尖沙咀學士道 89 號 (Eng) No. 99 Bachelor Road, Tsim Sha Tsui, Kowloon
Name of Contact Person:	(Chi) 王國輝 先生 (Eng) Mr. Wong Kwok Fai
Post of Contact Person:	(Chi) 輔導主任 (Eng) Guidance Master
Telephone Number:	1456 7890
Fax Number:	1456 1234
Email Address:	wongkwokfai@tlss.com
No. of Secondary One Classes (2009/10 school year):	4
Approximate No. of Secondary One Students (2009/10 school year):	160
Will the school join the Basic Life Skills Training programme (Secondary One Level) of the Adolescent Health Programme in the 2009/10 school year? (please copy this “☑” sign to the appropriate box)	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

Part C : Training for Social Workers and Teachers

In 2009/10 to 2011/12 school years, the Research Team will continue to provide 20 hours of training to the teachers and social workers who implement the Tier 1 Programme in Secondary 1, Secondary 2 and Secondary 3 levels. To cater the needs of the teachers and social workers, the format of the training programme will be restructured and redesigned. Under the new arrangement, the three-day course (20 hours) will be divided into two parts: a) 7 hours of e-learning where participants can take the training course via the Internet; and b) 13 hours of training programme delivered in workshop/lecture in an interactive mode in 2 days (6.5 hours per day).

Training programme for social workers and teachers is tentatively scheduled to be held between May and October each year. Several options of time slots will be provided each month. For each option, two training days within a week will be arranged (e.g., Monday and Tuesday, or Thursday and Friday of the week).

Please indicate below your preferred month in joining our training programme in order of priority from “1 to 6” (“1” as the first choice, “2” the second..... and “6” the last):

Month (2009)	Preference (“1” - “6”)
May	3
June	1
July	2
August	4
September	5
October	6

Based on the information on the preferred months for training, the Research Team will invite the applicants to further choose their preferred time slots later.

There will be two tiers of “P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme”. Please choose the programme mode and hours for the Tier 1 Programme and write up a proposal for the Tier 2 Programme.

Part D: The Tier 1 Programme

Please copy this “☑” sign to the appropriate box.

1. Please indicate your choice of programme hours for the Tier 1 Programme:

- 10-hour core programme
- 20-hour full programme

2. Please indicate your choice of programme mode for the Tier 1 Programme:

- Mode 1
- Mode 2
- Mode 3
- Mode 4
- Other modes (please specify): _____

Tier 1 Programme: Different modes for both Core and Full Programmes

Mode	Mode 1	Mode 2	Mode 3	Mode 4
Total Hours: 10 Hours (Core Programme)	2 sessions (2.5 hours per session) PLUS 5 sessions (1 hour per session)	6 sessions (30 minutes per session) PLUS 7 sessions (1 hour per session)	10 sessions (1 hour per session)	20 sessions (30 minutes per session)
Total Hours: 20 Hours (Full Programme)	4 sessions (2.5 hours per session) PLUS 10 sessions (1 hour per session)	10 sessions (30 minutes per session) PLUS 15 sessions (1 hour per session)	20 sessions (1 hour per session)	40 sessions (30 minutes per session)

3. Please indicate the expected mode of implementation of the Tier 1 Programme:

- The programme will be incorporated in the Class Teacher Periods
- The programme will be incorporated in the subjects in the curriculum (e.g., Liberal Studies, Civic Education, Life Education.....etc.). Please specify: _____
- Other modes (please provide details in question 4)

4. Related to question 3 above, if other mode is used, please elaborate the mode/activities to be used for the implementation of the required curriculum of the Tier 1 Programme:

Unit BO 1.1 “Be Both Friend and Tutor” & BO 1.2 “The Power of Personality” would be taught in the Summer Orientation Day Camp.

5. If some of the units of the Tier 1 Programme will be held before 1st September, 2009, please specify the proposed arrangements:

Unit BO 1.1 “Be Both Friend and Tutor” & BO 1.2 “The Power of Personality” would be taught in the Summer Orientation Day Camp.

Part E: The Tier 2 Programme

The proposal for the Tier 2 Programme should be completed by the applicant. It should be confined to no more than five pages (excluding references) and in font size “12”.

<p>If the present proposal is basically the same as the one approved in previous year for the same school, please <input checked="" type="checkbox"/> the previous proposal for reference:</p> <p> <input type="checkbox"/> 2005/06 S.1 proposal <input type="checkbox"/> 2006/07 S.1 proposal <input type="checkbox"/> 2007/08 S.1 proposal <input type="checkbox"/> 2008/09 S.1 proposal <input type="checkbox"/> 2006/07 S.2 proposal <input type="checkbox"/> 2007/08 S.2 proposal <input type="checkbox"/> 2008/09 S.2 proposal <input type="checkbox"/> 2007/08 S.3 proposal <input type="checkbox"/> 2008/09 S.3 proposal </p> <p>If the <input checked="" type="checkbox"/> proposal has been revised, the latest version would be referred to. Please fill in “no change” or provide any new information in Sections 1-8 below:</p>					
<p>1. Proposed programme title</p> <p>Application of Problem Solving Therapy (PST) - Mental Health Programme For Adolescents</p>					
<p>2. Aims of the programme</p> <p>2.2 Programme Aims</p> <p>To promote the mental health of stressed adolescents using principles of Problem Solving Therapy</p> <p>2.2 Coverage of the 15 Positive Youth Development Constructs by the programme</p> <p>Please copy this “<input checked="" type="checkbox"/>” sign to the appropriate box(es) below.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> <input type="checkbox"/> Promotion of Bonding <input checked="" type="checkbox"/> Cultivation of Resilience <input type="checkbox"/> Promotion of Social Competence <input checked="" type="checkbox"/> Promotion of Emotional Competence <input checked="" type="checkbox"/> Promotion of Cognitive Competence </td> <td style="width: 33%; padding: 5px;"> <input type="checkbox"/> Promotion of Behavioural Competence <input type="checkbox"/> Promotion of Moral Competence <input type="checkbox"/> Cultivation of Self-Determination <input type="checkbox"/> Promotion of Spirituality <input type="checkbox"/> Development of Self-Efficacy </td> <td style="width: 33%; padding: 5px;"> <input type="checkbox"/> Development of A Clear and Positive Identity <input type="checkbox"/> Promotion of Beliefs in the Future <input type="checkbox"/> Providing Recognition for Positive Behaviour <input type="checkbox"/> Providing Opportunities for Pro-social Involvement <input type="checkbox"/> Fostering Pro-social Norms </td> </tr> </table>			<input type="checkbox"/> Promotion of Bonding <input checked="" type="checkbox"/> Cultivation of Resilience <input type="checkbox"/> Promotion of Social Competence <input checked="" type="checkbox"/> Promotion of Emotional Competence <input checked="" type="checkbox"/> Promotion of Cognitive Competence	<input type="checkbox"/> Promotion of Behavioural Competence <input type="checkbox"/> Promotion of Moral Competence <input type="checkbox"/> Cultivation of Self-Determination <input type="checkbox"/> Promotion of Spirituality <input type="checkbox"/> Development of Self-Efficacy	<input type="checkbox"/> Development of A Clear and Positive Identity <input type="checkbox"/> Promotion of Beliefs in the Future <input type="checkbox"/> Providing Recognition for Positive Behaviour <input type="checkbox"/> Providing Opportunities for Pro-social Involvement <input type="checkbox"/> Fostering Pro-social Norms
<input type="checkbox"/> Promotion of Bonding <input checked="" type="checkbox"/> Cultivation of Resilience <input type="checkbox"/> Promotion of Social Competence <input checked="" type="checkbox"/> Promotion of Emotional Competence <input checked="" type="checkbox"/> Promotion of Cognitive Competence	<input type="checkbox"/> Promotion of Behavioural Competence <input type="checkbox"/> Promotion of Moral Competence <input type="checkbox"/> Cultivation of Self-Determination <input type="checkbox"/> Promotion of Spirituality <input type="checkbox"/> Development of Self-Efficacy	<input type="checkbox"/> Development of A Clear and Positive Identity <input type="checkbox"/> Promotion of Beliefs in the Future <input type="checkbox"/> Providing Recognition for Positive Behaviour <input type="checkbox"/> Providing Opportunities for Pro-social Involvement <input type="checkbox"/> Fostering Pro-social Norms			
<p>3. Specific objectives to be achieved</p> <p>1. To help adolescents identify current life problems that are antecedents of maladaptive responses, such as a sense of hopelessness;</p> <p>2. To cultivate problem solving skills that enable adolescents to resolve their life problems more</p>					

- effectively; and
3. To reduce maladaptive responses of the clients.

4. Proposed intervention model to achieve the project objectives

The present project will utilize the principles of Problem Solving Therapy (PST) as the guiding framework to run two mental health promotion courses (D’Zurilla & Nezu, 1999; Nezu, Nezu & Perri, 1989) for adolescents. Because there are cross-cultural differences in stress, coping, and problem solving, adaptation of the programme content to suit the local scene and additional sessions will be designed (Satterfield, 2002; Shek, 2002). Construction of indigenous training materials will also be attempted.

4.1 Conceptual bases of the intervention model

Problem solving therapy is a cognitive-behavioural approach to treatment and prevention of mental disorders (Steiman & Dobson, 2002). A review of the literature shows that cognitive-behavioural principles and programmes have been widely used to treat and prevent adolescent emotional problems by different professionals (e.g., Compton, March, Brent, Albano, Weersing & Curry, 2004; Possel, Horn, Groen & Hautzinger, 2004), including the social work field (Thyer & Wodarski, 1998a, 1998b). With specific reference to the model advanced by D’Zurilla and Nezu (1999) and Nezu et al. (1989), the assertions and principles in the PST model are as follows:

- In many psychological disturbances, a reduced ability on the part of the clients to manage and solve day-to-day problems is observed.
- The ways individuals solve their problems (such as success or failure) in life determine their emotional states. Maladaptive emotional responses (e.g., hopelessness) would emerge if a person cannot solve his/her problems in an adequate manner.
- Emotional disturbances arise from deficiencies in any one or a combination of the five major components of problem solving: problem orientation, problem definition and formulation, generation of alternative solutions, decision making, and solution implementation and verification.
- Problem Orientation (PO) includes five specific processes: problem perception, problem attribution, problem appraisal, perceived control, and time/effort commitment.
- Problem Definition and Formulation (PDF) includes the following elements: gathering relevant and factual information, understanding the problem, setting a realistic problem-solving goal, and re-appraising the problem.
- Regarding Generation of Alternative Solutions (GAS), the quantity principle, deferment-of-judgment principle and variety principle are involved.
- In the component of Decision Making (DM), the following elements are involved: anticipating solution outcomes, evaluating (judging and comparing) solution outcomes, and preparing a solution plan.
- Regarding Solution Implementation and Verification (SIV), the following skills are focused upon – execution of the solution plan, self-monitoring, self-evaluation, self-reinforcement, troubleshooting and recycling.
- There are two general aims of Problem Solving Therapy (PST) – to help clients to identify life difficulties and resolve them and to teach them skills to deal with future problems.
- PST can be applied in the contexts of individual counselling, group counselling and mental health promotion programmes.

4.2 Rationales for using the model

There are several arguments for choosing PST as a practice model to promote adolescent mental

health:

1. The model has a strong theoretical foundation closely related to the work of D’Zurilla and Nezu (1999).
2. The use of social problem solving training and therapy has increased in a rapid pace in recent years (Chang, D’Zurilla & Sanna, 2004). Cantoni and Cantoni (1990) showed that problem solving model was one of the top three theories used by counsellors.
3. Programme and training materials are available (e.g., D’Zurilla & Nezu, 1999; Nezu et al., 1989).
4. There are research findings providing support to the facts that problem solving skills affect one’s ability to cope with life stresses and that problem solving training is an effective treatment or prevention method for different adolescent adjustment problems.

4.3 Evidence supporting the effectiveness of the proposed approach

- Tisdelle and St. Lawrence (1986) reviewed PST intervention studies and suggested that there was support for the intervention. However, they also pointed out the methodological weaknesses of the related studies.
- Based on a review of related intervention research in the field, Coleman, Wheeler and Webber (1993) concluded that participants displayed cognitive gains after participating in the programme.
- Kazdin, Siegel and Bass (1992) reported that the use of PST was associated with improvement in children’s overall morbidity and prosocial competence.
- Lochman (1992) included problem solving training in an anger management programme. Results showed that compared to the control group, programme participants had higher self-esteem and problem solving skills at post-test.
- D’Zurilla and Nezu (1999) concluded that there were numerous intervention studies supporting the effectiveness of problem solving therapy and training.
- Chang, D’Zurilla and Sanna (2004) reviewed the social problem solving theory, research and training applied to children and adolescents and concluded that the approach “holds promise for addressing critical issues facing the youth of America” (p.167).
- In short, there are research findings supporting the effectiveness of the proposed approach, although some of the related intervention studies had methodological weaknesses.

5. Proposed implementation details of the programme

- ※ Please state the programme content, format, number of sessions and number of participants clearly.
- ※ Please provide details of activities of the Tier 2 Programme to be held before 1st September, 2009, if any.

5.1 Potential service targets of the programme and recruitment mechanism

Students experiencing disturbing stress responses and students who want to improve their stress management skills will be recruited. They will be identified in the Tier 1 Programme and/or by the referral of the school social workers. Standardized assessment tools based on the responses of the students, teachers and workers and/or their observations will be used in the recruitment process. The total number of clients to be served is 32 Secondary 1 students.

5.2 Proposed content of the programme

- 2 groups with 16 students in each group will be held.
- There will be 13 sessions with the following proposed content (D’Zurilla & Nezu, 1999):

Session	Format	Proposed Content
1	Briefing (1 hour)	<ul style="list-style-type: none"> ● Initial structuring: introduces the goals, rationales and general format of the training programme, stress and coping in Chinese people.
2 - 6	Five Workshops (1 hour each)	<ul style="list-style-type: none"> ● In-depth discussion on stress management: led by a senior social worker, students have to discuss, share and reflect on the designated topics. It aims at improving their stress coping skills. ● The content of the 5-session workshops would be as follows: <ol style="list-style-type: none"> (1) Problem orientation: ways of recognizing problems, negative problem orientation, positive problem orientation, and the role of positive self-statements. (2) Use and control of emotions in problem solving: the role of emotions in problem solving and ways of using emotions to facilitate problem-solving effectiveness. (3) Emotional control: control of disruptive emotion and emotional expression in Chinese people. (4) Problem definition and formulation: gathering information and correcting distortions and misconception. (5) Understanding the problem, setting goals and getting at the “real” problem.
7 - 10	Experiential Camp (2 day and 1 night)	<ul style="list-style-type: none"> ● Through a series of problem-solving games, students can apply what have learnt from workshops. Meanwhile, they would be taught with the following problem solving skills: <ol style="list-style-type: none"> (1) Generation of alternative solutions: recognizing major blocks and generating relevant solution alternatives. (2) Basic principles for generating alternative solutions: quantity principle, deferment-of-judgment principle, and variety principle. (3) Decision making: rough screening of solution alternatives and anticipating and evaluating solution outcomes. (4) Making a solution plan: possibilities, blocks, and real-life challenges.

11 - 12	Two Sharing Sessions (1 hour each)	<ul style="list-style-type: none"> ● Through small groups, summarize and reflect on what have learnt from the experiential camp as well as transmit the following messages: (1) Solution implementation and verification: solution implementation and self-monitoring. (2) Self-evaluation and self-reflection on solution implementation and verification. (3) Maintenance and generalization: rapid problem solving model and consolidation of training effects.
13	Closing Ceremony (1 hour)	<ul style="list-style-type: none"> ● Recognition of students' effort. ● Facilitation of maintenance and generalization of problem solving performance.

6. Proposed evaluation mechanisms

6.1 Number of programmes and participants

- Because there are 160 students in Secondary 1, 32 Secondary 1 students (i.e., one-fifth of the students) will be recruited to participate in the 13 sessions.
- Attendance rate is set at 75% or above. For those who have missed some of the sessions (e.g., sickness), intensive make-up sessions will be provided.

6.2 Evaluation mechanisms

Please copy this “” sign to the appropriate box(es) below.

- Form C as provided by the Research Team** will be used to assess (a) perceptions of the participants regarding the programme and the worker(s) and (b) the participants' changes after joining the programme.
- Apart from Form C, the following **additional evaluation mechanisms** will be used :

Evaluation based on objective outcome evaluation will be made. The participant will respond to self-administered rating scales at pre-test and post-test stages, assessing changes in (a) competence in identifying stressors creating maladaptive responses, (b) problem solving competence, and (c) levels of maladaptive behaviour.

1. **Objective 1:** Self-constructed measures assessing the participants' ability to identify stressors causing problems and their perceived impacts would be constructed with reference to the available literature. Face validity of the instruments will be examined before use.
2. **Objective 2:** The 25-item Chinese Social Problem Inventory (Siu & Shek, 2005a, 2005b) will be used to assess different components of the social process model, including Rational Problem Solving, Avoidance Style, Negative Problem Orientation, Positive Problem Orientation and Impulsiveness/Carelessness Style.
3. **Objective 3:** A 10-item measure of hopelessness (Shek, 1993; Shek & Lee, 2005) will be used to assess the level of hopelessness in the participants.

7. Documentation of the evaluation findings

A brief report will be prepared utilizing the Report Template designed by the Research Team that documents :

- a.) Number of programmes and participants;
- b.) The participants' perception of the programme and the worker(s);
- c.) Evaluation findings based on the subjective outcome evaluation and other evaluation mechanisms;
- d.) Brief description of the contents and implementation of the programme.

The brief report will be submitted to The Hong Kong Jockey Club Charities Trust before 30th September 2009.

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On or before 28 th Feb 2009	Submit this application form by the applicant
Jul to Aug 2009	Announce application results and pay the first instalment of grant
On or before 30 th Sept 2010	Submit the following documents to The Hong Kong Jockey Club Charities Trust by the applicant NGO: <ul style="list-style-type: none"> ➤ Evaluation Report of the Tier 1 Programme (with the signatures of applicant NGO and school principal), Form A Total Count Sheet and Form B Total Count Sheet (both hard copy and soft copy) ➤ Evaluation Report of the Tier 2 Programme (with the signatures of applicant NGO and school principal) and Form C Total Count Sheet (both hard copy and soft copy) ➤ Income and Expenditure Statement (c.c. to the school principal) ➤ Claim Form (one for each applicant)

Please contact the following officers for further information as appropriate:

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