

## Personal Reflections Based on the Project P.A.T.H.S.

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## What does P.A.T.H.S. Stand For?

- **Official Name:** Positive Adolescent Training Through Holistic Social Programs
- **Training:** Participation with All The Hearts
- **Training:** P.A.T.H.S. = PUSH (praying, until, something, happen) = 信念 (永不放棄我們的青少年)
- **Daniel Shek:** “做到趴喺度”; another PhD

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## P: Positive Implementation Experiences

- Findings suggesting that there was an overall positive implementation experience:
  - Subjective outcome evaluation based on students (quantitative and qualitative findings)
  - Subjective outcome evaluation based on workers (quantitative and qualitative findings)
  - Qualitative evaluation
  - Interim evaluation
  - Co-walker observations
- **A case study based on 7 schools with positive implementation and success**

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## Factors Leading to Positive Implementation and Success

Program (Perceived Attributes of P.A.T.H.S.)

- Comprehensive program
- Activities matching the developmental needs of the students
- Perceived helpfulness
- Diverse activities
- Ready-made teaching manuals

People

- Trust, passion, motivation and cooperation among instructors
- School principal is supportive
- The chief coordinator has leadership skills and clear direction, is teacher-centered and motivational
- Students are motivated to learn

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## Process

- Good collaborative relationship between school and social work agency
- Adequate support from social work agency
- Co-teaching
- Varied teaching techniques
- Check students' assignments and give feedbacks

## Policy

- Structural teams and person-in-charge, with specific roles and responsibilities
- Meetings and evaluation on program implementation
- Collaborative decision-making

## Place

- Sufficient equipment
- Physical proximity that enables teachers' communication

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## A: Appreciation

Findings reflecting appreciation by students and workers:

- Subjective outcome evaluation based on students (quantitative and qualitative findings)
- Subjective outcome evaluation based on workers (quantitative and qualitative findings)
- Qualitative evaluation
- Interim evaluation
- Co-walker observations

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- 我由初初去聽seminar，一路到推行到而家，叫完成第一年，我就覺得個理念係好好嘅... 需要一個係好統整咁樣去推行。
- 其實PATHS呢樣嘢就係一個抗疫力架嘛，即係同佢打好咗個基礎先... 因為如果你下下都要等問題出嚟，咁你先至諗問題解決方法，咁就其實好花人力物力囉。但係佢已經有一「浸」同佢保護咗啦，吓，咁就會好啲囉。
- 即係幾有成效... 其實你其他課堂係有俾佢地講咁多嘢咁樣架嘛，咁佢係呢一堂佢地就多咗機會去講佢自己嘅睇法同埋表達佢自己個價值觀。
- 我就其實我都好享受，即我都覺得好開心，係呀，即係有壓力囉... 會有挑戰性嘅時候，但都會好開心。
- 學生喜歡以互動形式及遊戲形式上課；而且令學生印象更加深刻。(5 conclusions)
- 學生及導師們都欣賞活動中有討論及分享的時間，讓他們有更多的交流，及增加對對方的認識及聯繫。(5 conclusions)

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## T: Theme Songs

- Original English Theme Song (Auld Lang Syne) : 2005
- Original English Theme Song (Auld Lang Syne) : 2005 (based on request)
- Simplified English Theme Song (Auld Lang Syne) : 2007 (based on request)
- New English Theme Song (Hymn to Joy) : 2007
- New Chinese Theme Song (Hymn to Joy) : 2007

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## H: Helpful

Findings on effectiveness:

- Objective outcome evaluation
- Subjective outcome evaluation based on students and workers (quantitative and qualitative)
- Process evaluation
- Qualitative evaluation
- Interim evaluation
- Co-walker observations
- Student diaries

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- 這個學年，我參加了一些共創成長路的一些活動。我覺得這些活動很有意義，在過程中我看過很多短片，其中最深刻的就是一些在非洲的貧窮國家，令我非常感動，我希望能夠寄一些衣服給他們。
- 參加「共創成長路計劃」後，我面對事情比以前樂觀，懂得向好的一方想，這樣我自己都會變得開心。不但自己知道怎樣控制情緒，還知道怎樣維持和別人的關係，我現在有很多好朋友呢！
- 在參與「共創成長路計劃」的「第一層培育活動」的過程中，我學到了和朋友相處之道，和家人應該互相了解對方，盡量抽多點時間給家人，多點和家人相處，和家人聊聊天，談談心，是一件很好的事。明白家人是一生一世，在人生中最重要同伴，我們應該好好珍惜！

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## S: Shared Vision

- 很欣賞策劃及推行這個計劃的“有心人”。亦很認同從這個層面去接觸、影響學生。亦很詫異原來香港教育界有這麼多人有“guts”、有遠見、有creativity去完成教育的使命（以往自己10年教學生涯中，真的很少很少見到這些人、這些事，自己差點兒對教育已灰心）。
- 與青年人同行，共伴覓人生，活現人間愛，創出新猷。
- 讓我重新思考作為導師／老師應有的心靈特質，以致讓自己可以成為一個可盛載青少年健康成長的一員。

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## S: Shared Vision

- 無論青少年的行為怎樣，甚至頑劣，都應堅持和透過鼓勵，體諒和發掘他的長處去協助他，提高其能力和適應力。
- 在學校拼命地做，已忘記甚麼是欣賞，甚麼是自省。現在有機會反思，領會到我們的教學是為了人，不是為了事。我希望我所教的學生，能在一個正面、積極、愉快、受尊重的校園中成長。
- 最深刻的是兩位講者對年青人／推動此計劃之熱誠，此確實激發起自己對年青人／此計劃之熱誠。
- 表面看似是理想化的構念和活動，但...內藏著各課程工作者的心和感動！很感謝安排此培訓，我們正需要這些！不單是知識、技巧和理念，最感動的是Daniel和儉成的誠意和盼望，發光發熱！You light up our lives! Thanks!

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