



1<sup>st</sup> September, 2015 – 31<sup>st</sup> August, 2016


## Continuation of the Path-finding Adventure Project (PAP) (BDF140001)


– an integrated screening and non-labeling secondary prevention program for student at high risk of substance use  
by JC School of Public Health and Primary Care,  
Faculty of Medicine, the Chinese University of  
Hong Kong



### Continuation of the Path-finding Adventure Project (PAP)

1. Introduction
2. Project Content
3. Output and Outcome Evaluation
4. Experience Gained
5. Other Findings and Conclusion







## Introduction

- Path-finding Adventure Project (PAP) is an effective secondary drug prevention program.
  - Integrated screening-intervention package
  - Emphasized on building up the protective factors against substance use
  - Involves mentors from Fire Services Department

Tertiary prevention Targets those having developed the problem


Secondary prevention Targets those showing high risk of having the health problem - **WARRANTED**


Primary prevention Targeting everyone, including those at lower risk to preventing or delaying onset of disease

## Introduction



- Our team has successfully designed and implemented the Path-finding Adventure Project (PAP, BDF101018)
- Achievements:
  - Developed a validated screening instrument
  - Developed an effective, non-labeling, theory-based and evidence based secondary prevention program for drug prevention
  - Successfully engaged adolescents who are at high-risk of substance use
  - Build up strong partnerships with Fire Services Department to provide mentorship and with other stakeholders
- There is a huge demand for a continuation project for more students






## Introduction

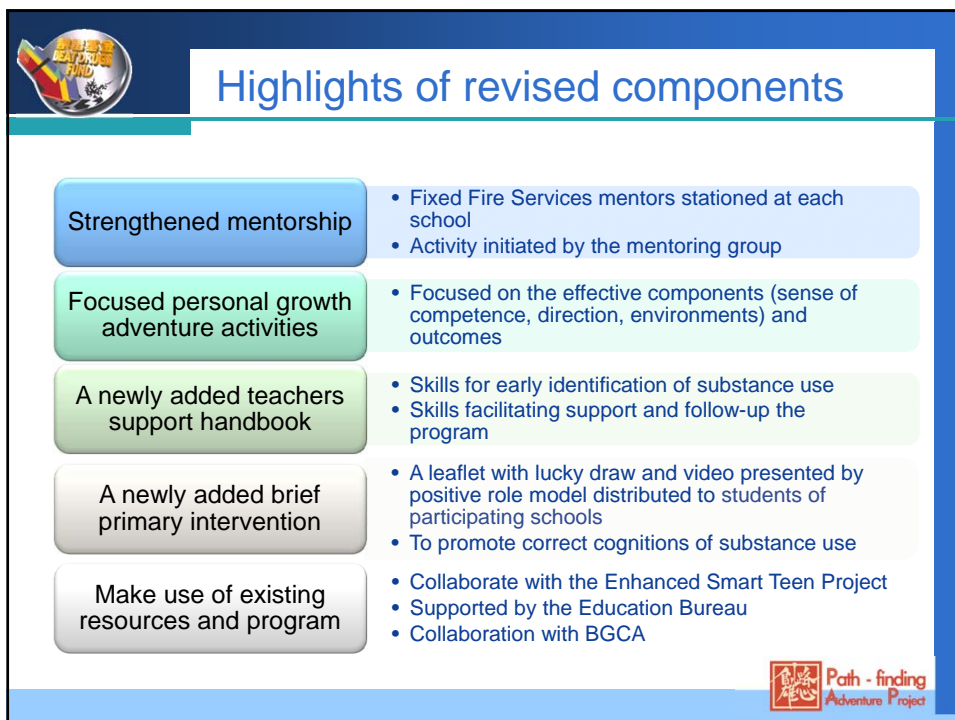
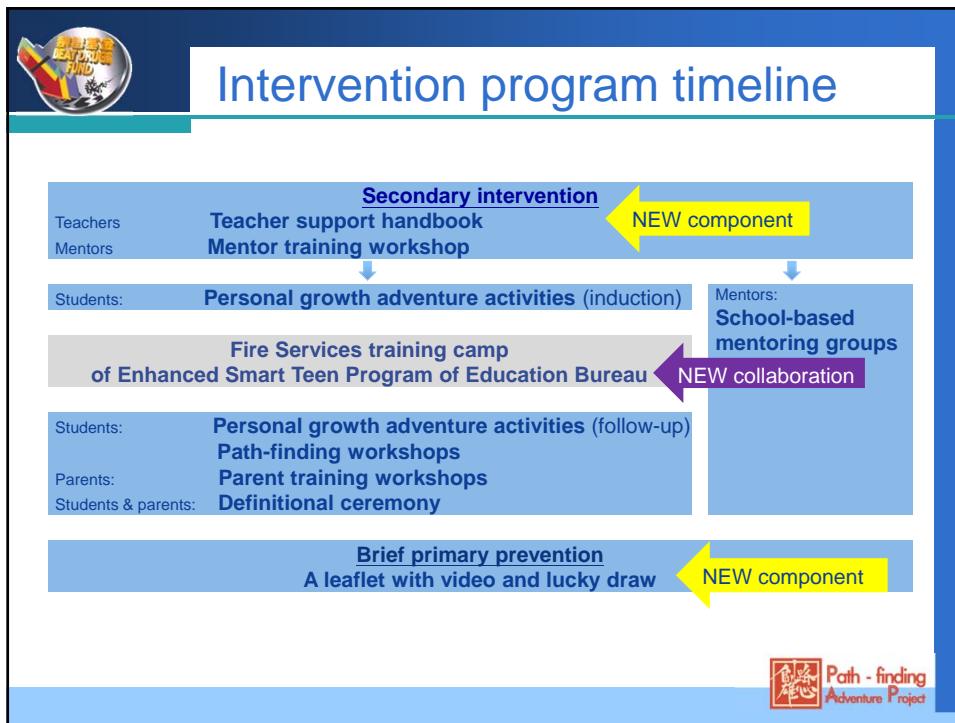
- Project objective:
  1. To refine the pilot secondary intervention Path-finding Adventure Project (PAP; BDF101018). An updated manual will be prepared.
  2. To implement a non-labeling, evidence-based and theory-based secondary intervention program for positively screened higher-risk secondary school students
  3. To provide workshops for parents of the higher-risk students to create a supportive family environment so as to increase the level of protective factors against drug use
  4. To create a handbook to support teachers of the participating schools in enhancing school support to the high risk students for prevention for drug use.
  5. To deliver a brief primary drug prevention program to secondary school students.

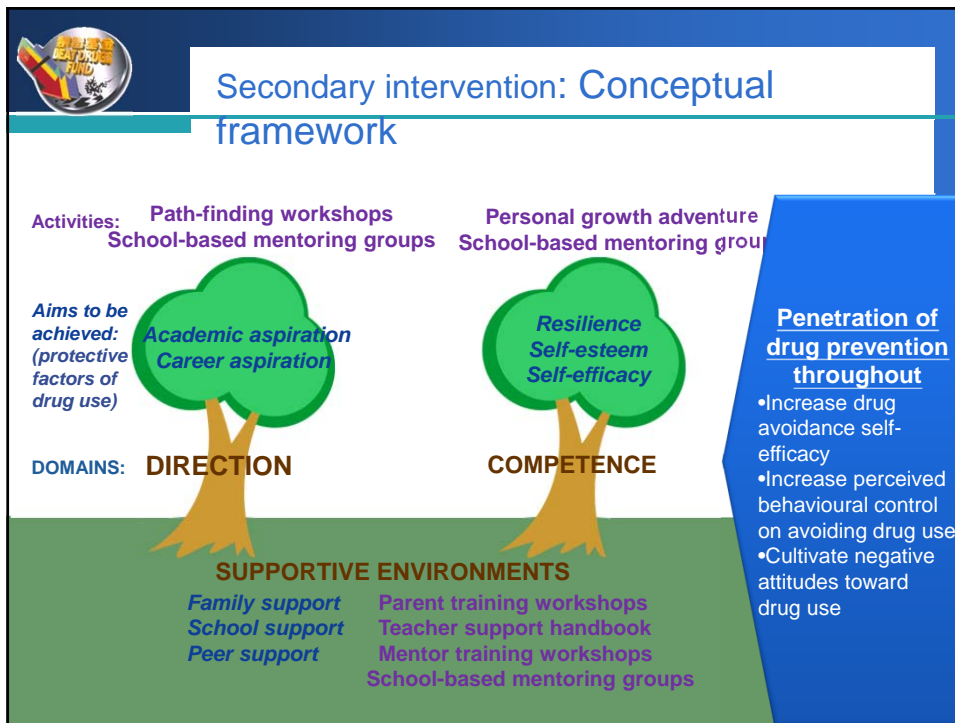



Project content

# THE INTERVENTION PROGRAM









## Activity: Mentor training workshop

- Aims to be achieved
  - Peer support
    - Promote mentoring skills to support adolescents at-risk of substance use
    - Promote understanding of the conceptual framework and implementation of the project
    - Facilitate experience transfer from experienced mentors to newly recruited mentors.

Sharing by experienced mentors



experiential activities






## Activity: School-based mentoring groups

- Aims to be achieved
  - Academic aspiration
  - Career aspiration
  - Self esteem
  - Resilience
  - Self efficacy



Fire services mentors walked with students throughout the program










### Activity: Path-finding workshops

- Aims to be achieved
  - Academic aspiration
  - Career aspiration



Explore own personality and values



Explore training opportunities and work experience at Vocational Training Council (VTC) and workplaces



### Activity: Personal growth adventure activities

- Aims to be achieved
  - Resilience
  - Self-esteem
  - Self-efficacy



Adventure activity



Schools, parents and skateholders witnessed students' achievement in closing ceremony





## Activity: Parent training workshops

- Aims to be achieved
  - Family support



Students' words to parents


Parents acknowledged effort and achievement of their children



Parents trained through experiential activity









## Activity: Teacher support handbook

- Aims to be achieved
  - School support









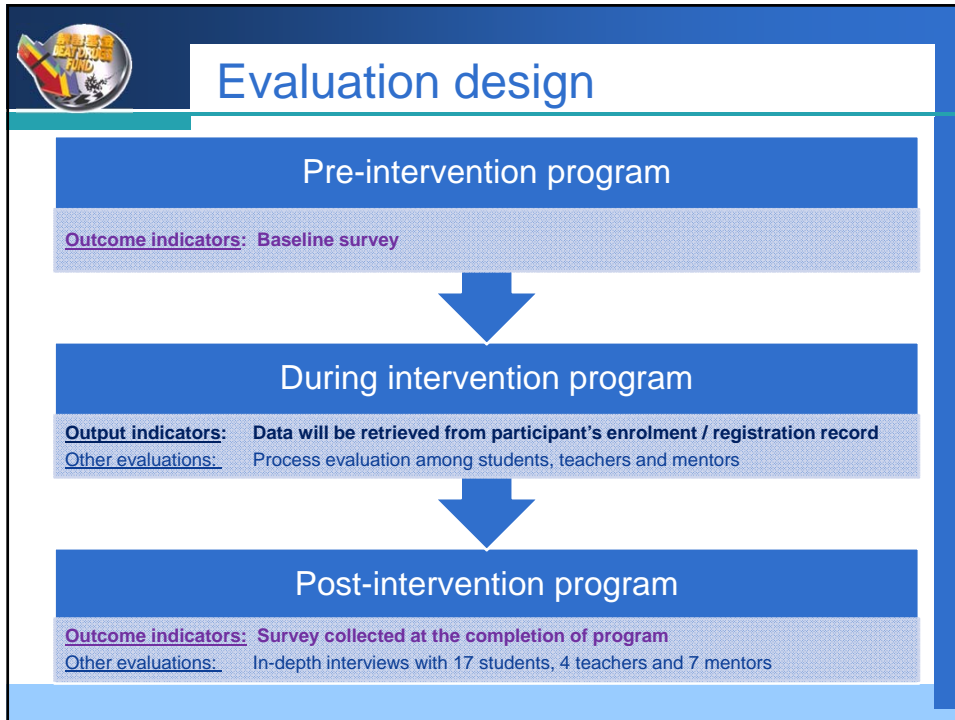
## Primary intervention: Student leaflet

- Target: All students
- Aims to be achieved
  - Correct cognitions on substance use
  - Positive role models




## Output and Outcome Evaluation

- Evaluation methods
- Output and outcome benchmarks
- Evaluation results




**Output Evaluation**

	Expected Result	Achieved Result	Remark
Output Indicator 1	Conduct screening exercise for 1,600 secondary 2-3 students from at least 5 schools	A total of 694 secondary 2-3 students from 5 schools completed screening exercise.	43% of total target met  The aim of screening exercise was to identify high-risk students from five schools. Sufficient number of high-risk students were screened out for intervention already
Output Indicator 2	At least 160 students participate in the secondary intervention programme	A total of 170 students joined the secondary intervention program	106% of total target met




## Output Evaluation

	Expected Result	Achieved Result	Remark
<b>Output Indicator 3</b>	Of the participating students, around 25% (or 40 students) would have their parents involve in at least one activity of the secondary intervention programme	Of the participating students, around 29% (or 49 students) had their parents (total 51 parents) participating in the parent workshops	122% of total target met
<b>Output Indicator 4</b>	At least 16 mentors receive training for participation in the secondary intervention programme	A total of 67 mentors receive training participated in the secondary intervention programme.	419% of total target met



## Output Evaluation

	Expected Result	Achieved Result	Remark
<b>Output Indicator 5</b>	At least 11 teachers from 5 schools receive teacher support handbook prior to the secondary intervention programme	A total of 20 teachers received the teacher support handbook	182% of total target met
<b>Output Indicator 6</b>	Distribute at least 1,433 primary prevention leaflets to secondary school students	A total of 1,500 prevention leaflets were distributed to five secondary schools	105% of total target met




## Outcome Evaluation

	Expected Result	Achieved Result	Remark
<b>Outcome Indicator 1</b>	Improvement in <b>perceived behavioral control</b> on avoiding drug use measured by PAP perceived behavioral control scale	135 valid questionnaires evaluated Improvement was found significant in paired t-test	Target met

容易控制，你話唔食（毒品），真係可以唔食

吸左一次就會上癮，就好難戒得返，戒就要好辛苦戒...我容易控制（唔吸毒）呀，我一定唔吸毒

Students reported in in-depth interview




## Outcome Evaluation

	Expected Result	Achieved Result	Remark
<b>Outcome Indicator 2</b>	Improvement in <b>(drug avoidance) self-efficacy</b> measured by Beat Drugs Fund Question Set No. 3	135 valid questionnaires evaluated No significant improvement was found	Process evaluation was conducted. Over 75% (out of 122 respondents) of students demonstrated improvement in perceived control on not using drug and confidence to refuse drugs.

我會婉轉咁拒絕佢，呢樣嘢係有害，如果再次唔聽我勸預的話，我會報警處理啦...但我會勸佢都唔好食...我自己緊係唔食啦，始終呢樣野對我地影響好大，所以我認為唔應該嘗試，一次都唔可以

都容易（控制自己唔食毒品），睇到啲朋友做呢行想SELL下我，我都唔理佢，同佢接觸少啲

Students reported in in-depth interview



## Outcome Evaluation

	Expected Result	Achieved Result	Remark
<b>Outcome Indicator 3</b>	Improvement in <b>academic aspiration</b> measured by Chinese academic emotions questionnaire – hope subscale	135 valid questionnaires evaluated Improvement was found significant in paired	Target met


黎參加之前真係好迷惘架喎，選科又唔知可以選咩，以後又唔知可以做乜，又唔知有D咩做...跟住D消防員哥哥俾到意見呀嘛，先選到自己鍾意讀既科

我之有聽書，但返到屋企無溫書...依家既改變係真正上堂會MARK NOTE，聽左上堂返到屋企會再睇下D NOTE，然後再開多本，再寫多次，真係會DOUBLE REVISION咁樣做囉...首先係導師（消防友師）同同學之間既支持...我開頭地講我讀書唔係咁好...三番四次，活動既時候鼓勵我，佢地既意見好似有用喎，嘗試去做佢地講既野啦，溫書啦

可能會諗遠左，有D同學仔讀書都勤力左，因為都知道個目標啦，我地活動有時會同佢地講目標啦，又或時參觀出面嗰D啦，咁佢地又中三升中四都幾適合佢地諗，變左佢地都會有D計劃囉

**Students** reported in in-depth interview

**Teachers** reported in in-depth interview



## Outcome Evaluation

	Expected Result	Achieved Result	Remark
<b>Outcome Indicator 4</b>	Improvement in career aspiration measured by Career aspiration scale	133 valid questionnaires evaluated Improvement was found significant in paired t-test	Target met


以前（諗工作）好窄嘍嘛，以前講既職業黎黎去去都係醫生、律師呀呢啲啲，去完咖啡（職場體驗活動），原來咖啡都可以咁玩，咁知道好多工都可以做到，但搵唔搵到錢係另一回事，但做野唔一定係為左搵錢...

有幾個友師都同我傾左好多計嘅，聽佢地講完之後我自己覺得唔係諗死一邊，係喎，可以係咁嘍...我話驚人唔到(建造業)議會，跟住佢地話你咁細個，大把前途啦，如果入唔到咪返黎學校讀囉

個別見到佢地大個左好多，同埋知道自己行業係想做D咩野...佢知道自己想做D乜野野，有D方向，有D目標

**Students** reported in in-depth interview

**Teachers** reported in in-depth interview



## Outcome Evaluation

	Expected Result	Achieved Result	Remark
<b>Outcome Indicator 5</b>	Improvement in self-esteem measured by Rosenberg self-esteem scale	134 valid questionnaires evaluated No significant improvement was found	Generalized Self-efficacy Scale (Schwarzer & Jerusalem, 1995) was used as alternative evaluation. 133 valid questionnaires were evaluated and significant improvement on self-esteem was found by paired t-test.


**Students reported in in-depth interview**

以前成日覺得以前自己覺得好無用，無都做唔到啦，但經歷完呢啲環境以後，都唔係覺得自己咁無用既，係真係有需要既時候伸出援手去幫人地既，咁我認為自己係唔同既方面已經有好大既改變

畢業典禮做工作人員覺得自豪，雖然唔係做好多，但有份付出過

好多自信都大左，本來被動嘅D都願意分享同溝通...就算要佢地出黎分享，講15分鐘都無問題

**Teachers reported in in-depth interview**



## Outcome Evaluation

	Expected Result	Achieved Result	Remark
<b>Outcome Indicator 6</b>	Improvement in resilience measured by Connor-Davidson resilience scale	135 valid questionnaires evaluated Improvement was found significant in paired t-test	Target met


**Students reported in in-depth interview**

唔可以放棄任何一個有可能性既方法，即係遇到困難既時候，有啲野可以幫到你既...就算幾難既，你都要去完成既...咁呢啲都係要多謝呢個計劃既老師同同學鼓勵我，咁先至可以做到咁多，以前會覺得一個問題只有一個解決方法，我完左呢個活動之後，知道一個問題唔係得一個方法，仲有好多方法去解決

以前面對一啲逆境，或者好難跨越的困難我都選擇逃避，唔係唔想嘗試，而係試左幾次都唔得就由得佢，依家完左個計劃之後，如果遇到呢啲逆境嗰陣時，我就會試多幾次啦，試到能夠跨越到為止，依家可以搵人幫下手咁樣囉

歷奇活動，無論爬繩網又好，爬山都好，其實我覺得佢地好多野未接觸過...起初的活動佢地會互相推卸...但做開左覺得得呢，去到後期D活動呢，好多問肯唔肯試，佢地係會爭住既...所以我會諗係個信心大左

**Teachers reported in in-depth interview**



## Outcome Evaluation

	Expected Result	Achieved Result	Remark
<b>Outcome Indicator 7</b>	Improvement in <b>social support (family school and peer)</b> measured by the multidimensional scale of perceived social support (Zimet et al., 1988)	133 valid questionnaires evaluated No significant improvement was found	Family Satisfaction Scale (Olson & Wilson, 1989) was used as alternative evaluation. 133 valid questionnaires were evaluated and significant improvement on satisfaction on family function was found by paired t-test.

有時傾計同佢地講返，都同屋企人既關係都有D改變，可能佢地唔係咁識相處，D友師同佢地講D人生既道理。。。以前唔識同屋企人相處，思想好窄既人呢覺得需要關心返屋企人囉...態度好左


有班大人（消防人員）同我地分享下個心路歷程...真好係似朋友，聽下佢喎，係喎，唔係諗呢一邊，有好多條路喎...世界唔係咁細

佢地成個態度都轉變左囉，變左佢地有D咩野事都識得同我地商量左先。。。

**Teachers** reported in in-depth interview


**Students** reported in in-depth interview

其實聽到下面D人聽到同我加油之後就開始行，雖然都係幾驚下，但諗到做足晒安全操施，又有人同你加油，最後都可以行囉




## Process Evaluation

- **Students**
  - The majority of the students were satisfied with the activities (77%).
  - The students agreed that the program has promoted their perceived control on not using drug (80%) and confidence to refuse drug (76%).



## Process Evaluation


- **Parents**
  - Almost all parents (98%) were satisfied with the parent training.
  - Parents agreed that the workshop has increased their confidence on parenting (93%) and respond to developmental need of their children (95%).



## Process Evaluation

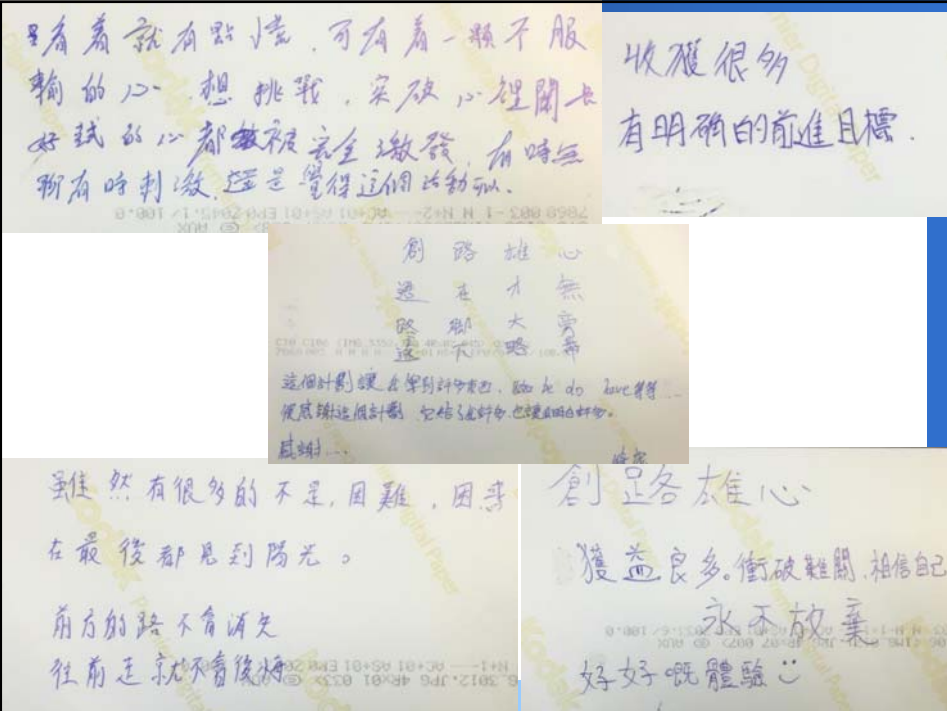
- **Mentors**
  - Almost all mentors (97%) were satisfied with the mentorship training.
  - All mentors (100%) understood the conceptual framework and principle of mentoring of the project.





## Process Evaluation

- Teachers
  - All teachers (100%) strongly agreed that students improved in the project, and mentors established positive role model for the students.
  - The program has improved teacher confidence and skill to get along with students.
  - All teachers supported continuation of the project.



早看着就有點慌，可有着一顆不服輸的心，想挑戰，突破心裡關卡，好試的心都被完全激發，有時無聊有時刺激，還是覺得這個活動好。


收穫很多  
 有明確的前進目標。

創路雄心  
 過在才無  
 路卻大勇  
 遠不略常

這個計劃讓在學別評分者，如 he do love 等等...  
 從感謝這個計劃，它給予了好多，也讓明白好多。  
 感謝...

雖然有很多的不足，困難，因而在最後都見到陽光。  
 前方的路不會消失  
 往前走就不會後悔

創路各雄心  
 獲益良多，衝破難關，相信自己  
 永不放棄  
 好好嘅體驗 😊



# EXPERIENCE GAINED

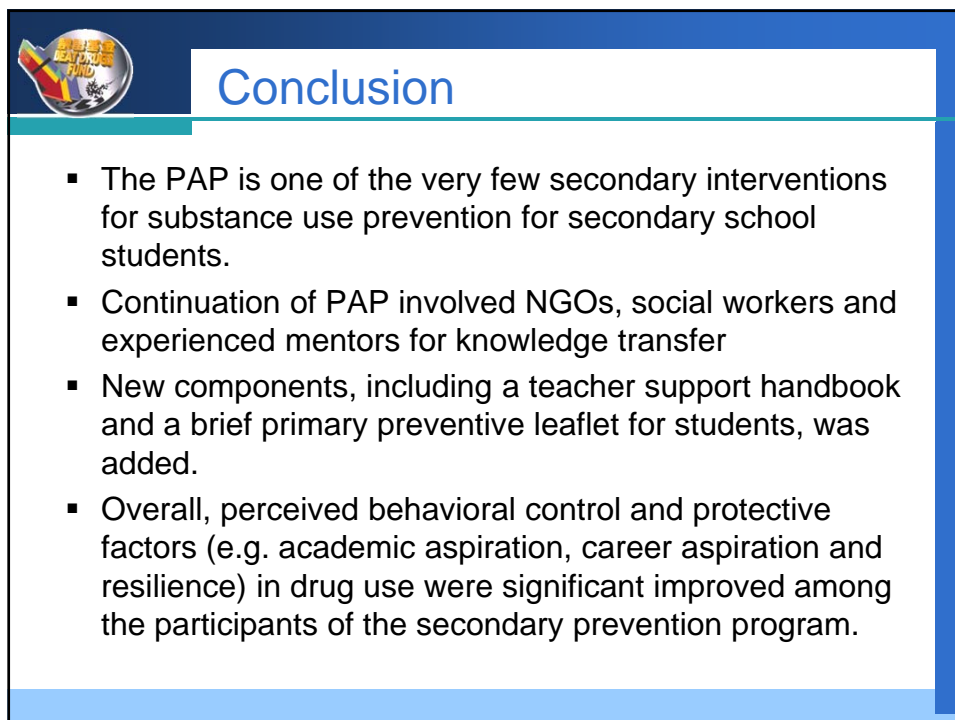
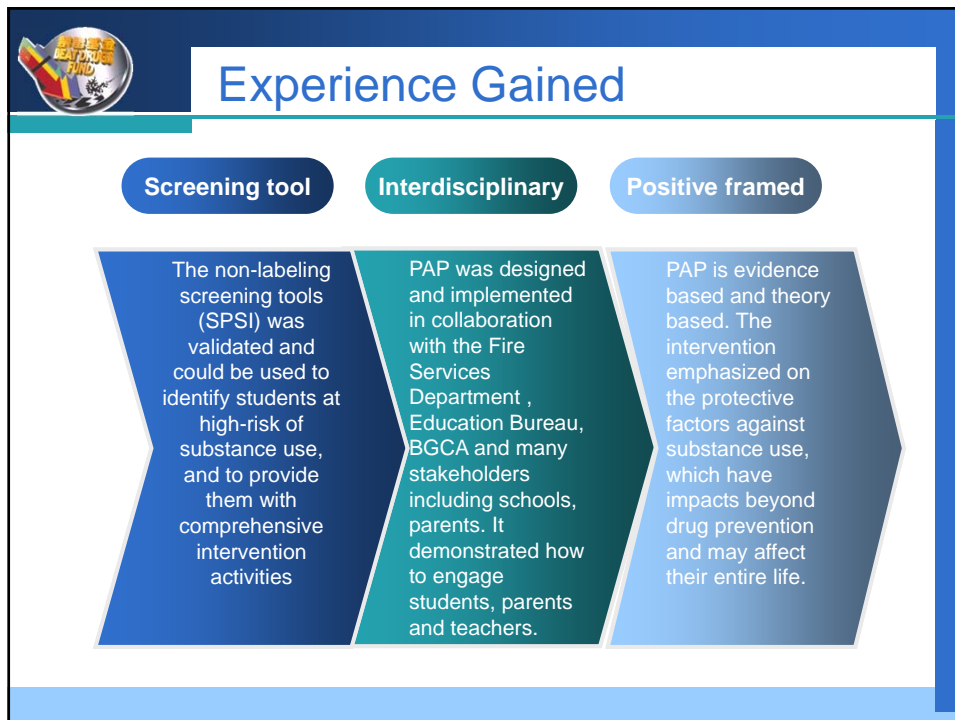



## Experience Gained

Reason behind success



- Validated screening instrument
- Collaboration with FSD, EDB, BGCA and stakeholders
- Evidence-based, theory-based and non-labeling intervention
- Intervention manual, experienced mentors and trained social workers for implementation





## Suggestions

- We strongly recommend continuation and scaling up of the promising PAP in the future, as it was well received by students and has shown to be a unique and effective secondary intervention program.
- We recommend open discussions to be made among stakeholders on policy of screening high risk students using SPSI developed by this project.
- We recommend mentorship of various forms be developed for substance prevention programs targeting Hong Kong students.
- We recommend stronger emphasis of future interventions funded by the Beat Drugs Fund for substance prevention targeting students to be placed on development of secondary prevention programs.
- We recommend future substance use interventions targeting secondary school students to focus more on positive protective factors.



## The way forward

Initial support has been obtained from relevant departments of the Hong Kong Government and NGO

**Special Citation (Innovation), Team Award (General Public Service), Civil Service Outstanding Service Award Scheme 2015**



Mr. LO Chun-hung, Mr. CHAN Chor-kam, Mr. LAI Man-hin  
Former Director, Fire Services Department  
Mr. LI Kin-yat  
Director, Fire Services Department




Mrs Carrie LAM CHENG Yuet-ngor  
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