

**Continuation of the Path-finding  
Adventure Project (PAP -  
2016/18) – an integrated  
screening and non-labelling  
secondary prevention program  
for students at high risk of  
substance use  
(BDF150003)**

1 September 2016 – 31 August  
2018

Centre for Health Behaviours  
Research, 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 - 2016/18)**

Introduction

Project Content

Output and Outcome Evaluation

Experience Gained

Other findings and Conclusion



## Introduction

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



## Introduction

- Our team has successfully designed and implemented the Path-finding Adventure Project (PAP, 2011/14, BDF101018), and further refined PAP (2015/16, BDF140001).
- Achievements:
  - Developed a validated screening instrument
  - Developed an effective, non-labelling, theory-based and evidence based secondary prevention programme 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:

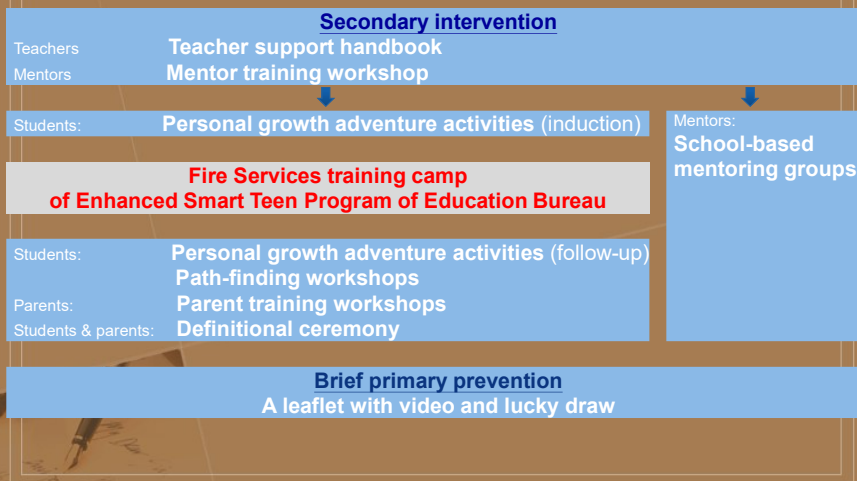
1. To implement a non-labeling, evidence-based and theory-based secondary intervention program. It will cover about 240 positively screened higher-risk secondary school students and about 1,920 general secondary school adolescents.
2. To provide workshops for about 48 parents of the higher-risk students to create a supportive family environment so as to increase the level of protective factors against drug use.
3. To fine tune a handbook to support teachers of the 8 participating schools in enhancing school support to the high risk students for the prevention of drug use.
4. To deliver a brief primary drug prevention program to about 1,920 students of 8 secondary school students.



Project Content

## THE INTERVENTION PROGRAMME

## Intervention Programme Timeline



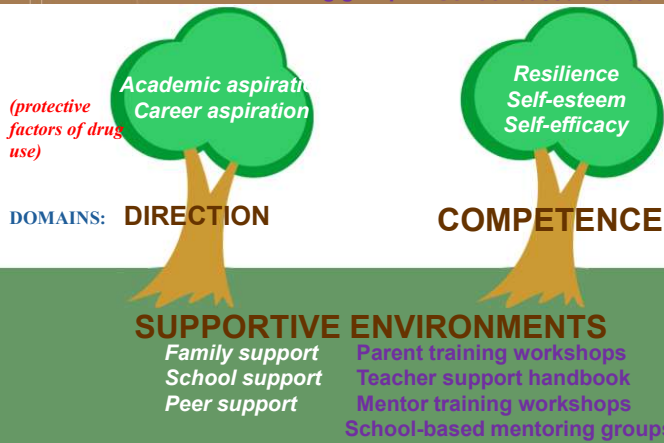
## Highlight of the Revised Components

- The teacher support handbook to be prepared in the 2015/16 project will be used in the proposed 2016/18 project, to increase teachers' involvement and their ability to support their students and identify students' substance use problems.
- The brief primary prevention program to be designed in the 2015/16 project will be provided to all Secondary 2-3 students of the participating schools.



## Secondary Intervention – Conceptual Framework

Activities: Path-finding workshops School-based mentoring groups Personal growth adventure School-based mentoring groups



### Penetration of drug prevention throughout

- Increase drug avoidance self-efficacy
- Increase perceived behavioural control on avoiding drug use
- Cultivate negative attitudes toward drug use

## Secondary intervention: Key intervention components

- Mentor Training Workshop (3 sessions each year)
- Parent Training Workshop (1 session each year)
- Parent-child-mentor Workshop (1 session each year)
- Secondary Intervention Programme
  - Induction adventure activities (3 sessions each year)
  - Path-finding workshops (3 sessions each year)
  - Personal growth adventure workshops (5 sessions each year)
  - Intensive training camp (1 4-Day-3-Night Camp each year)
  - Voluntary Service Learning (1 session each year)
  - Definitional Ceremony (1 session each year)

## Mentor Training Workshop

🎯 Aim to be achieved

- Promote mentoring skills to support adolescents at-risk of substance use, and enhance understanding of the conceptual framework and implementation of the project.



Sharing by experienced mentors



Experiential activities



## Parent Training Workshop

🎯 Aim to be achieved

- Promote positive parent-child relationship and developmentally appropriate and effective parenting skills.



Parents acknowledged effort and achievement of their children



## Parent-child-mentor Workshop

- Aim to be achieved
  - Allows for practice of effective skills for parenting, delivering encouragement and acknowledgement of students' achievement



Parents acknowledged the achievements of their children by joining activities with them and mentors



## Induction Adventure Activities

- Aims to be achieved
  - build rapport within mentoring groups
  - promote students' self-esteem, self-efficacy and resilience, in order to increase their year-long commitment.



Self-breakthrough activity



Fire services mentors walked with students throughout the programme



## Path-finding Workshops

- Aim to be achieved
  - to motivate student to find their own paths through enhanced self-understanding, exploration on diversity of various study and career opportunities, and exploration on the taste of work life.



Explore training opportunities and work experience at Education & Careers Expo and workplaces



## Personal growth adventure workshops

- Aims to be achieved
  - promote self-esteem, self-efficacy and resilience by modifying high-risk emotions, cognitions and behaviors
  - develop anti-drug skills to prevent drug use among students



Adventure activity



Anti-drug orientation game





## *Intensive Training Camp*

### ● Aims to be achieved

- promote self-esteem, self-efficacy, resilience and peer-support by disciplinary training, fire services, and role model of fire services personnel and trainee.



A 4-day-3-night training camp at Fire and Ambulance Services Academy

## *Voluntary Service Learning*

### ● Aim to be achieved

- promote self-efficacy and role model of fire services personnel in contributing to the community.



Students did voluntary work to visit and serve population in need

## Definitional Ceremony

- Aim to be achieved
  - acknowledge students' talents and achievements
  - translate students' positive changes into daily life, through witnessing stories told by participants and outsiders



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



## Teacher Support Handbook

- Aim to be achieved
  - explain the rationale, process and milestone of the secondary intervention programme
  - increase teachers' support to students undergoing the intervention



# Primary Intervention: Student Leaflets

- Target: All students
- Aim to be achieved
  - promote correct cognitions on substance use.



# Output and Outcome Evaluation

- Evaluation methods
- Output and outcome benchmarks
- Evaluation results

## Evaluation design

Pre-intervention programme

- **Outcome indicators:** Baseline survey

During intervention programme

- **Output indicators:** Data will be retrieved from participant's enrolment / registration record

Post-intervention programme

- **Outcome indicators:** Survey collected at the completion of programme
- **Other evaluations:** In-depth interviews with 24 students
- **Other evaluations:** Process evaluation among students

## Output Evaluation

	Expected Result	Achieved Result	Remark
<b>Output Indicator 1</b>	Conduct screening exercise for about 1,920 secondary 2-3 students from at least 8 schools for the project	1913 students from 12 schools conducted the screening exercise.	100% of the target met
<b>Output Indicator 2</b>	At least 240 students participate in the secondary intervention programme for the project	A total of 239 students participated in the secondary intervention programme	100% of the target met

## Output Evaluation

	Expected Result	Achieved Result	Remark
<b>Output Indicator 3</b>	Of the participating students, around 20% (or 48 students) would have their parents involve in at least one activity of the secondary intervention programme	A total of 116 parents of 105 participating students participated in at least one activity	219% of the target met

## Output Evaluation

	Expected Result	Achieved Result	Remark
<b>Output Indicator 4</b>	At least 48 mentors will be trained to participate in the secondary intervention programme	A total of 177 mentors received training	369% of the target met
<b>Output Indicator 5</b>	At least 1,920 primary prevention leaflet will be distributed to the students	A total of 2000 leaflets have been distributed to 11 participating schools	104% of the target met

## Outcome Evaluation

	Expected Result	Achieved Result	Remark
Outcome Indicator 1	Improvement in perceived behavioral control on avoiding drug use among students who participate in secondary intervention	188 valid questionnaires evaluated  No significant improvement was found in student's perceived behavioral control on avoiding drug use	By examining single item, Q1 shows significant improvement ( $p < 0.05$ ) in controlling themselves not to take drugs in the coming year. The finding, yet, does not show an overall significance of the scale but on a specific aspect. Furthermore, statistical power of such evaluation method may be low as the sample size is relatively small.

就算人咁點樣迫你，其實你自己唔想，你又真係可以唔食架嘢。  
我唔知其他人係咪咁，我就好企硬依啲位。因為我知道食完嘅後果有幾大。

Students reported in in-depth interview

其實吸毒係可以自己控制到，你又唔係唔清楚係咩，  
點解要試呢？聽到啲小朋友話頹呀，要食煙飲酒，都係啲藉口嚟嘅姐。

## Outcome Evaluation

	Expected Result	Achieved Result	Remark
Outcome Indicator 2	Improvement in (drug avoidance) self-efficacy among students who participate in secondary intervention	167 valid questionnaires evaluated  No significant improvement was found in student's perceived (drug avoidance) self-efficacy	By examining single item, Q3, 7, and 8 show significant improvement in drug avoidance self-efficacy in certain situations, for instance, when someone provide drugs ( $p < 0.05$ ), when my friend is taking drugs ( $p < 0.05$ ), and when I first meet with someone ( $p < 0.05$ ). The finding, yet, does not show an overall significance of the scale but on specific aspects. Furthermore, statistical power of such evaluation method may be low as the sample size is relatively small.

其實如果好大壓力嘅話可以同身邊嘅人傾訴囉，  
唔使話用一啲嘅毒品或者藥物嚟抑壓返，講左出黎大家都可以配合囉

Students reported in in-depth interview

亦會私下勸下佢，如果唔得可能都會主動去舉報佢。  
因為我覺得依種行為，仲要係朋友身上，好可惜囉

## Outcome Evaluation

	Expected Result	Achieved Result	Remark
Outcome Indicator 3	Improvement in academic aspiration among students who participate in secondary intervention	188 valid questionnaires evaluated  Statistical significant improvement found in student's academic aspiration ( $p < 0.001$ ).	Target met.

(讀書上)有改變到，因為臨最尾一次考試之前，友師有叫我地努力溫書呀，同埋成績好囉。因為我哋要考完試先見到友師，所以想快啲考完試，做好佢。

好似消防員要求咁高，點解對自己唔要求高啲呢？即係好似考試考好啲呀、作業做好啲咁，點解我唔對自己要求好啲呢

同埋讀書都認真啲。做功課都認真啲

Students reported in in-depth interview

## Outcome Evaluation

	Expected Result	Achieved Result	Remark
Outcome Indicator 4	Improvement in career aspiration among students who participate in secondary intervention	188 valid questionnaires evaluated  Statistical significant improvement found in student's life goal ( $p < 0.05$ ).	Target met

就諗緊讀唔讀IVE囉。(IVE可以)搵到自己想讀果科囉，唔洗讀啲唔想讀果科囉，多啲選擇。

原本就以為大時就醫生護士啦，咁其實除咗依一啲職業，仲有好多其他職種可以用到個啲科目嘅嘢。咁就希望可以鑽研多啲囉

咁你始終依啲決定，你始終係香港度讀hea兩年，係嗰邊早啲開始囉。係個邊始終有希望嘅，香港物理治療要好高分，但你去到果度就易啲

Students reported in in-depth interview

## Outcome Evaluation

	Expected Result	Achieved Result	Remark
Outcome Indicator 5	Improvement in self-esteem among students who participate in secondary intervention	188 valid questionnaires evaluated  No significant improvement was found in student's self-esteem.	By examining single item, Q1, 4, 7, and 10 show significant improvement in student self-esteem. Students were satisfied with themselves ( $p < 0.001$ ), had the ability to do as good as others ( $p < 0.005$ ), found self-values ( $p < 0.05$ ) and held a positive attitude towards themselves ( $p < 0.05$ ). The finding, yet, does not show an overall significance of the scale but on specific aspects. Furthermore, statistical power of such evaluation method may be low as the sample size is relatively small.

以前無論過自己有依一方面嘅才華，但經過咗成個活動之後，發現原來自己仲有依啲好處，咁都幫到人架嘞，咁都覺得好好

我原來可以leader嘅能力，團結咗。平時係我覺得咁樣做係唔好，問下你意見先，扮下嘢，但都係堅持返自己嘅意思。今次就可能自己有意見嘅，聽完就之後等埋人啲嘅意見，就邊個好啲咪跟邊個囉

Students reported in in-depth interview

## Outcome Evaluation

	Expected Result	Achieved Result	Remark
Outcome Indicator 6	Improvement in resilience among students who participate in secondary intervention	188 valid questionnaires evaluated  Statistical significant improvement found in student's resilience ( $p < 0.001$ ).	Target met.

逆境去到面前，我唔會怯囉，亦都唔會驚。

(面對逆境)覺得自己唔係做嘢，而家就..都會做嘅..都會試下。以前會pat埋一邊，覺得唔重要，(而家)唔會得一條路架嘞，你會搵第二條路

學識去搵唔同嘅方法先，亦都開始自己知道啲逆境有陣時你唔覺你自己，都唔會過到啲逆境。開始慢慢都會自己會諗下，唔會下下倚賴人囉。

Students reported in in-depth interview



## Outcome Evaluation

	Expected Result	Achieved Result	Remark
Outcome Indicator 7	Improvement in social support (family, school and peer) among students who participate in secondary intervention	187 valid questionnaires evaluated  No significant improvement was found in student's social support.	The social support was measured by family and peer support subscales. The result of family support subscale shows statistically significant improvement in family support ( $p < 0.001$ ). Although the score of peer support subscale increases at the completion of the project, the improvement is not statistically significant.

我以前係同啲老師頂到好行，我試過駁個老師跟住俾人出咗張紙，好似仲有講粗口，跟住佢又係明針對我啲嘢嘍嘍，跟住我班主任都叫我忍下不過我無，跟住搞到見家長囉。但係之後，有好到嘅同佢嘅關係。見到面唔會面咗咗囉，會關心下你

感覺上注重屋企人意見或者心情，但之前係無乜點理

Students reported in in-depth interview

人際關係呢，我就好少同我哋班女仔係度嘻嘻哈哈，好少互動同埋好少接觸。經過依次活動之後呢，反而同我哋班嘅女仔啦，同埋隔離班果幾個女仔熟咗囉

(屋企人) 佢哋話仲有冇得參加，想我去多次。佢哋覺得我有責任感嘅。唔會咩都掉低。

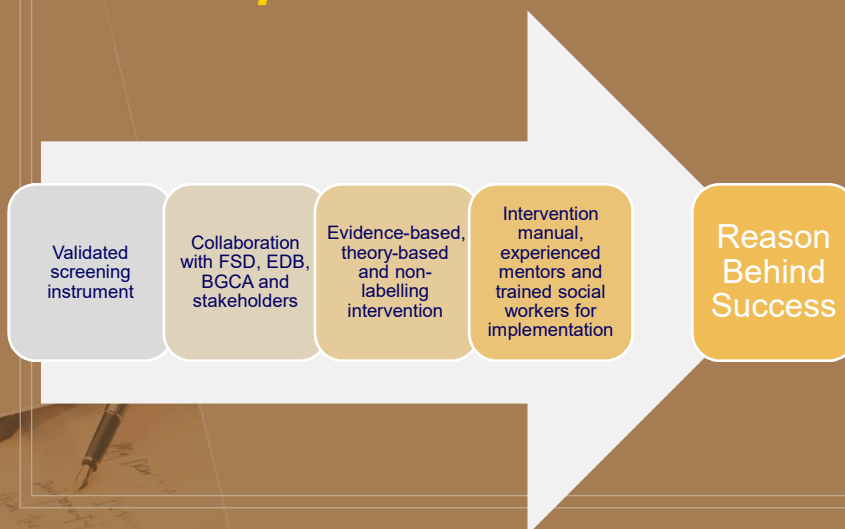
## Process Evaluation

- The majority of the students were satisfied with the activities (76%)
- The programme has promoted their perceived control on not using drug (84%) and confidence to refuse drug (82%)

## Process Evaluation

- The programme increased hope on their path (71%), and planning their further (76%).
- Students had more confidence in problem solving (76%) and tackling challenges (77%).
- Students were more satisfied with themselves (74%) and they discovered more strengths (71%) as well.

## Experience Gained



## *Experience Gained*

### **Screening tool**

- Validated non-labelling screening tools (SPSI)
- To identify students at high-risk of substance use,
- To provide them with comprehensive intervention activities

### **Interdisciplinary**

- Collaborated with the Fire Services Department , Education Bureau, BGCA and many stakeholders including schools, parents
- Demonstrated how to engage students, parents and teachers

### **Positive framed**

- Evidence based and theory based
- Emphasised on the protective factors against substance use, which have impacts beyond drug prevention and may affect their entire life

## *Conclusion*

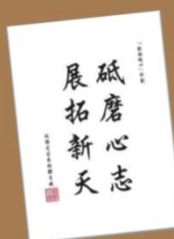
- The PAP is one of the very few secondary interventions for substance use prevention for secondary school students.
- PAP involved NGOs, social workers and experienced mentors for knowledge transfer
- A revised teacher support handbook and a brief primary preventive leaflet for students were distributed.
- Overall, protective factors (e.g. academic aspiration, career aspiration and resilience) in drug use were significantly improved among the participants of the secondary prevention programme.

## 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 programme.
- 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 to be developed for substance prevention programmes targeting Hong Kong students.
- We recommend stronger emphasis on future interventions funded by the Beat Drugs Fund for substance prevention targeting students to be placed on the development of secondary prevention programmes.
- We recommend future substance use interventions targeting secondary school students to focus more on positive protective factors.

## Way Forward

- Having continuous support from relevant departments of the Hong Kong Government and NGO, we hope this evidence-based, theory-based and non-labelling secondary intervention can be continued to support high risk students for the prevention of drug use



Mrs Carrie LAM CHENG Yuet-ngor  
Former Chief Secretary for Administration



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 Cherry TSE LING Kit-ching  
Former Permanent Secretary for Education  
Mrs Marion Lai Chan Chi-kuen  
Former Permanent Secretary for Education

**End**

