

II Project Information

Project title (in English)

Laboratory for Self Understanding and Growth through Awareness and Reflection Project (SUGAR)

Project title (in Chinese)

「甜美人生由我創—自我認識及成長實驗室」計劃

Project summary

(Please provide an executive summary of the project proposal in **no more than 500 words**.)

With the rapid expansion of Hong Kong's post-secondary education under its recent transition into the new 3-3-4 academic structure, more students studying in this sector will possess undesirable psychological and behavioral characteristics, such as low self-confidence, insufficient awareness of own strengths and weaknesses, as well as lack of communication and interrelation skills. If no effective intervention is introduced to rectify the situation, many negative consequences on these students' learning and development (e.g. low academic achievement and negative attitude toward people and the society) will be brought about.

A major cause attributing to the aforesaid attitudes and behaviors is negative self-concept [defined as a person's perception or appraisal of his or her own abilities (Wenglinsky, 1996)] that is generally prevailed among many post-secondary students. There are many factors constituting to the shaping of self-concept, such as family life, school achievement, peer relationship and physical outlook. A person's negative experience (e.g. family disharmony or under-achievement in public examinations) is proven to play a determining role in his or her low self-esteem (Christian, 1978). Based on the concepts developed in Corey's (2008) work on Therapeutic Group and the ideas of life scripts in the Narrative Approach (Parry and Doan, 1994), the Laboratory for Self Understanding and Growth through Awareness and Reflection to be established by this project (hereafter the SUGAR Project) of Caritas Institute of Higher Education (CIHE) aims to provide students with the chance to review their past life experiences and various shaping forces such as their families and societal systems so that they will be brought to develop alternative insights towards the "failures" which they have gone through, and to identify the strengths they have missed and the constraints that have inhibited their growth and development. During the process students will be helped to build on their strengths, to acquire insights for future development, and to rewrite their new, positive life scripts that will prepare them for their future career.

The major servicing components of the SUGAR Project are as follows:

- Self Understanding and Career Development Training Package for Running Laboratory Groups
- Web-based Self Understanding and Career Development System
- Resource Corner
- Evaluative Research
- Sustainable Measures

The impacts of intervention on students that can be resulted from the SUGAR Project are:

- The self-concept of students will be enhanced through the above-mentioned services; such change will bear significant impact and transformation on the life of these students
- A resources corner and web-based system will be established to facilitate students' development of self understanding and their future career path on a self-help basis
- A training package for self-growth and development will be developed so as to share the experience with different professionals
- Seminars will be conducted and academic papers will be prepared to consolidate and share the practice wisdom gained. Clinical psychologist and teaching consultant will be invited to participate in the workshops for providing professional support and guidance.

* Please delete where inappropriate.

Project objectives

(Please identify the project objectives and explain how they will be attained.)

The major objectives of the SUGAR Project are to cultivate among students a positive self-concept and an attitude to continuous self-development and growth. Specifically, the students are facilitated to:

- ◆ understand different dimensions of self
- ◆ explore own personality, strengths and weaknesses
- ◆ recognize the impact of family, study, peers, etc. on own development
- ◆ accept own "self"
- ◆ build on strengths
- ◆ develop specific study and career orientation and goals
- ◆ take action to care and have concern for others
- ◆ establish a social network for mutual support

With a positive self-concept and the various opportunities, resources and culture available in the Institute, our students are more likely to:

- ◆ have clearer life goals and planning capability
- ◆ work hard in study and be confident enough to be an independent and critical thinker
- ◆ enjoy and participate in campus life
- ◆ care for others
- ◆ commit to work and contribute to advancement of respective industries
- ◆ have positive outlook for career life and goals
- ◆ develop concern for the betterment of our society

The above-mentioned characteristics are inherent objectives that the society expects our students to achieve. Furthermore, many sub-degree students are generally regarded as 'losers' when the society judges them by academic achievement. The SUGAR Project aims at raising not just student awareness of their strengths but also the society's awareness of the existence of other assessment tools in cultivating youngsters' development in a long run. It is obvious that the SUGAR Project can rebuild the confidence of these students and transform them to become positive and healthy young citizens of our society. Macroscopically speaking, the SUGAR Project aspires to transform a large population of youngsters into a population of active, positive and confident society contributors.

Objectives	To be attained by
1. To cultivate a positive self-concept in students of CIHE	<ul style="list-style-type: none"> ◆ Developing the Self Understanding and Career Development Training Package ◆ Selecting an effective inventory for measuring level of self-concept ◆ Running intensive Self Understanding Laboratory (SUL) Groups according to the guidelines and contents in the above Training Package for those students possessing negative self-concept ◆ Developing a web-based system for promotion of students' self understanding and awareness, and establishment of students' career paths on a self-access basis with desk help service
2. To foster an attitude of continuous self-development and growth in students of CIHE	<ul style="list-style-type: none"> ◆ Running intensive SUL Groups according to the guidelines and contents in the above Training Package ◆ Strengthening mutual support network among members of SUL groups

3. To contribute to the knowledge development for enhancement of self-concept	<ul style="list-style-type: none"> ◆ Training package to be dispatched to relevant professionals ◆ Seminars sharing the launching experience ◆ Academic papers consolidating the practice wisdom gained
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Implementation, deliverables, beneficiaries and cashflow

(Please describe the activities to be implemented and indicate the expected number of beneficiaries, the outcomes/deliverables and cashflow in each timeframe of the project.)

Estimated start date of project: December 2013

Timeframe	Activities and beneficiaries	Deliverables and cashflow
December 2013 – May 2014	<p>PREPARATORY STAGE</p> <ul style="list-style-type: none"> ◆ Recruit project coordinator, registered social workers/counselors and project assistant ◆ Design and build Self Development and Growth Centre including staff office, Self Understanding Laboratory, Web-based Self Understanding and Career Development System and Resource Corner ◆ Purchase relevant books, journals, tools, equipment, furniture, etc. ◆ Design Self Understanding and Career Development Training Package ◆ Design Web-based Self Understanding and Career Development System ◆ Design Evaluative Research ◆ Intensive laboratory groups and training package ◆ Testing of Web-based Self Understanding and Career Development System ◆ Ground work for Resource Corner ◆ Interim evaluation ◆ Ground work for Evaluative research <p>Expected no. of beneficiaries: n/a</p>	<p>Deliverables:</p> <ul style="list-style-type: none"> ◆ Successfully recruiting suitable project staff ◆ Having set up office with suitable furniture and equipment ◆ Having designed training package and selected effective inventory for measuring self-concept ◆ Having designed Web-based Self Understanding and Career Development System ◆ Having designed evaluative research including literature review, objectives, research design and methodology, variables to be measured, sampling method, data analysis, etc. ◆ Having tested the training package and inventory for measuring self-concept ◆ Having tested the Web-based Self Understanding and Career Development System ◆ Having tested the evaluative research ◆ Produced a draft design of the Resources Corner ◆ Progress report <p>Cashflow: \$341,000</p>

<p>June – November 2014</p>	<p><u>IMPLEMENTATION STAGE</u></p> <ul style="list-style-type: none"> ◆ Improve Training Package ◆ Improve Web-based Self Understanding and Career Development System ◆ Improve evaluative research ◆ Promote Project ◆ Run intensive laboratory groups ◆ Promote Web-based Self Understanding and Career Development System ◆ Promote Resource Corner ◆ Launch activities ◆ Collect data for evaluative research ◆ Interim evaluation <p>Expected no. of beneficiaries: 1,540</p>	<p>Deliverables:</p> <ul style="list-style-type: none"> ◆ Having modified and finalized the training package and inventory for measuring self-concept ◆ Having modified and finalized the Web-based Self Understanding and Career Development System ◆ Having modified and finalized the evaluative research ◆ Having run 20 intensive laboratory groups (@ 12 students and @ 42 contact hours per student) ◆ Centre opened for all students and 1000 students are expected to visit the Centre and use the systems in this stage ◆ 3 promotional activities @ 100 students will be launched ◆ Progress report <p>Cashflow: \$276,000</p>
<p>December 2015 – May 2015</p>	<p><u>CONSOLIDATION STAGE</u></p> <ul style="list-style-type: none"> ◆ Run intensive laboratory groups ◆ Consolidate the training package ◆ Consolidate Web-based Self Understanding and Career Development System ◆ Consolidate the operation of Resource Corner ◆ Launch activities ◆ Collect data for evaluative research ◆ Interim evaluation <p>Expected no. of beneficiaries: 1,540</p>	<p>Deliverables:</p> <ul style="list-style-type: none"> ◆ Having run 20 intensive laboratory groups (@ 12 students and @ 42 contact hours per student) ◆ Centre opened for all students and 1000 students are expected to visit the Centre and use System in this stage ◆ 3 activities with objective of promoting understanding of self (such as volunteer groups) @ 100 students will be launched <p>Results of consolidation:</p> <ul style="list-style-type: none"> ◆ Having evaluated and modified the training package and inventory for measuring self-concept ◆ Having evaluated and modified the Web-based Self Understanding and Career Development System ◆ Having evaluated and modified the evaluative research <p>Cashflow: \$311,000</p>

<p>June – November 2015</p>	<p>REVIEW AND FOLLOW UP STAGE</p> <ul style="list-style-type: none"> ◆ Run intensive laboratory groups ◆ Review and strengthen Web-based Self Understanding and Career Development System ◆ Review and strengthen Resource Corner ◆ Launch activities ◆ Collect data for evaluative research ◆ Interim evaluation ◆ Conduct evaluation of Project ◆ Review and strengthen Training Package ◆ Staff training ◆ Launch forum ◆ Produce training kit and publishing online ◆ Publish project related documentation and publishing online ◆ Academic papers documenting the project will be written and published to share findings with the academics <p>Expected no. of beneficiaries: 37,130</p>	<p>Deliverables:</p> <ul style="list-style-type: none"> ◆ Having run 20 intensive laboratory groups (@ 12 students and @ 42 contact hours per student) ◆ Centre opened for all students and 1000 students are expected to visit the Centre and use System in this stage ◆ 3 activities with objective of promoting understanding of self (such as volunteer groups) @ 100 students will be launched ◆ Completed evaluative research ◆ Completed required reports ◆ Completed documentation of training package ◆ Sharing of experience with 120 CIHE staff members ◆ Holding 2 forums and sharing of experience with a total of 150 practitioners in Hong Kong's post-secondary education sector ◆ Produce training kits and put online, which will bring indirect benefits to 35000 students enrolled every year. <p>Cashflow: \$281,000</p>
<p>Estimated completion date of project:</p>		<p style="text-align: right;">30 November 2015</p>
<p>Expected total no. of beneficiaries by the end of project:</p>		<p style="text-align: right;">40,210</p>

Project budget				
Projected Expenditure <i>(Please provide detailed breakdown under each item.)</i>	Amount in HK\$			
	Year 1	Year 2	Year 3	Total
a. Manpower	929,600	929,600		1,859,200
b. Equipment / Facilities	300,000	0		300,000
c. Services	115,000	135,000		250,000
d. General Expenses	0	0		0
e. Others (e.g. auditor's fee)	0	5,000		5,000
Total Expenditure :	1,344,600	1,069,600		2,414,200
Projected Income (if any)	Amount in HK\$			
	Year 1	Year 2	Year 3	Total
a. (e.g. fees received)				
b.				
c.				
Total Income :				
Sources of funding				
a.	Amount of grant sought under this application:	1,209,000		
b.	Other sources of funding (e.g. donations, contributions from the applicant/its parent organisation, etc. Please give the name(s) of the sponsor(s), the amount of funding, and indicate whether the funding has been secured.):	CIHE will support \$1,205,200 for the project		
Key personnel involved and self-evaluation mechanism				
<i>(Please indicate in each timeframe the evaluation measures to be conducted, the key personnel to be involved and their roles/duties, and the scope of each evaluation measure.)</i>				
Timeframe	Evaluation measures	Personnel involved (roles/duties)	Details of the evaluation mechanism	
December 2013 to May 2014	<ul style="list-style-type: none"> ◆ Establishment of the office and project team ◆ Research on the training package and web-based system ◆ Estimate for the establishment of the resource corner ◆ Initial evaluative design ◆ Trial run of the growth group 	<ul style="list-style-type: none"> ◆ Project Team: planning and implementation ◆ Steering Committee: monitoring, providing feedback and comments 	<ul style="list-style-type: none"> ◆ Progress report ◆ Operation guidelines and mechanism ◆ Feedback from users and participants in the evaluative study 	

<p>June to November 2014</p>	<ul style="list-style-type: none"> ◆ Web-based system established ◆ Full implementation of growth groups ◆ Establishment and promotion of resource corner ◆ Launching promotional activities ◆ Collection of data for evaluative study 	<ul style="list-style-type: none"> ◆ Project Team: implementation of services ◆ Steering Committee: review the services and provide feedback fore improvement 	<ul style="list-style-type: none"> ◆ Progress report ◆ Feedback from users ◆ Number of promotional activities and growth groups launched ◆ Number of service users
<p>December 2014 to May 2015</p>	<ul style="list-style-type: none"> ◆ Full version of the Web-based Self Understanding and Career Development System ◆ Improvement of the growth groups conducted ◆ Improvement of the resource corner established ◆ Development of the training package ◆ Interim data analysis for evaluative study 	<ul style="list-style-type: none"> ◆ Project Team: implementation and review of services ◆ Steering Committee: review the services and feedback from service users 	<ul style="list-style-type: none"> ◆ Progress report ◆ Feedback from users ◆ Number of promotional activities and growth groups launched ◆ Number of service users ◆ Comments on the training package ◆ Preliminary findings of the evaluative research
<p>June to November 2015</p>	<ul style="list-style-type: none"> ◆ Final design of the Web-based system ◆ Final version of growth groups conducted ◆ Final version of the training package ◆ Establishment of the resource corner ◆ Completion of the evaluative study ◆ Conduction of staff training sessions, forum and presentation of academic papers 	<ul style="list-style-type: none"> ◆ Project Team: implementation and evaluation of services ◆ Steering Committee: review the services and feedback from service users 	<ul style="list-style-type: none"> ◆ Progress report ◆ Feedback from users ◆ Total number of promotional activities, growth groups, staff training activities and forum conducted ◆ Number of service users ◆ Distribution of training package produced and the return of comments ◆ Production of evaluation report and academic papers

III Other Information (if applicable)

1 Sharing of project deliverables *(Please describe how the deliverables/outcomes will be shared or used by other institutions in the sector and what information can be uploaded on relevant EDB websites during and/or after the project period.)*

- ◆ Conducting staff training sessions to familiarize staff with the knowledge gained and the training package developed through the SUGAR Project
- ◆ Launching forums to facilitate the exchange among different professionals to consolidate the practice knowledge developed
- ◆ Producing training kit and publishing online for sharing
- ◆ Documenting project deliverables via publishing online
- ◆ Publishing academic papers on the project to share findings with the academics; the papers can also be uploaded to the EDB website for sharing

2 Project sustainability *(Please indicate how staff will commit to ensure project sustainability and describe how the recurrent expenditure involved will be met after completion of the project.)*

CIHE staff will be involved in the implementation of the Project and the experience will be transferred and incorporated into the informal component of the Institutes' programme curricula to facilitate student learning. The deliverables of the Project will ensure that the gained practice wisdom will be shared with the sector through seminars, training packages and academic papers.

The Project would be a pioneer one in developing an appropriate student development package. It will be the prototype for the establishment of the Centre of Empowerment to be established later. The Institute will consider launching similar projects through its recurrent expenditure and support from other donations for students' benefits.

3 Past experience in organising projects of similar or relevant nature and achievements

The SUGAR Project is based on the past experience of the Department of Social Sciences of CIHE in its Self Understanding Laboratory (SUL) for social work students. The SUL has been running for more than six years, and a preliminary version of the Self Understanding and Growth Package has been put into practice for the social work students. The student feedback is very positive and through the Project it will be improved to be more evidence-based, technology-based and action-oriented for general post-secondary students.

CIHE has been hosting various conferences and research studies since its establishment. The extensive experiences of the Institute in project management and monitoring would be an important asset for launching the Project.

4 Publicity plan *(Please describe all the publicity activities to be involved and how they will be carried out and list all the publicity materials to be produced to acknowledge the support of Quality Enhancement Support Scheme.)*

The SUGAR Project will be publicized through the publicity network of the Institute, which include the website, regular bulletins and pamphlets. All new students will be introduced to the Project through the orientation programme conducted. The information of the Project will also be dispatched through the sharing of senior students who have received the service.

All the promotional materials will incorporate an acknowledgement for the support of the *Quality Enhancement Support Scheme*.

5 Others

Appendix I lists the main components of the Project while Appendix II shows the major societal systems that will be addressed in understanding the formation of the self-concept.

Mechanism

In order to ensure that the grant money is used efficiently, the Department of Social Sciences of CIHE will take the major role to monitor the progress of the Project closely and report to the Steering Committee regularly. A **Project Team** comprising the following members will be formed:

- ◆ Teaching staff of the Department of Social Sciences
- ◆ Student Affairs Officer
- ◆ Project Coordinator
- ◆ Project Officers / Group Facilitators

Format

- ◆ Data collection and analysis
- ◆ Meetings
- ◆ Observation / Site Visits
- ◆ Direct contact with service users

Timing

- ◆ Regular bi-monthly meeting
- ◆ Half-yearly progress reports

A **Steering Committee** will be formed and meet regularly to monitor the progress of the Project. It will comprise the following members:

Internal Members

- ◆ Mr CHU Cheong Hay, Head of Department of Social Sciences (Chairperson)
- ◆ Vice-President (Academic and Quality Assurance)
- ◆ Director, Student Affairs Office
- ◆ Members, Education and Research Working Group, Department of Social Sciences
 - Dr Timothy CHAN, Senior Lecturer
 - Professor HL FUNG, Professor
 - Ms Angie HUNG, Fieldwork co-ordinator
 - Mrs Hela LAW, Lecturer
 - Professor JJ LEE, Professor
 - Dr Anna NG, Senior Lecturer
- ◆ Project Coordinator
- ◆ Project Officers / Group Facilitators

External members

- ◆ Dr YEUNG, K. C. (Senior Teaching Consultant, Department of Social Work and Social Administration, The University of Hong Kong)
- ◆ Ms Judy TAM (Clinical Psychologist, Social Work Services, Caritas-Hong Kong)

References

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- ◆ Parry, A., & Doan, R. E. (1994) *Story re-visions: Narrative therapy in the postmodern world*. New York: Guilford.
- ◆ Doyle, E. R. (1992), *Essential skills and strategies in the helping process*, Pacific Grove, CA: Brooks/Cole.
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