

Training for program implementers of the project P.A.T.H.S. in Hong Kong: Secondary 3 training program

Patrick SY Lau, MA(Ed), PhD¹ and Daniel TL Shek, PhD, FHKPS, BBS, JP^{2,3,4}

¹Department of Educational Psychology, The Chinese University of Hong Kong, Hong Kong, PRC; ²Department of Applied Social Sciences and ³Public Policy Research Institute, The Hong Kong Polytechnic University, Hong Kong, PRC; ⁴Kiang Wu Nursing College of Macau, Macau, PRC

Abstract: Before the Secondary 3 (Grade 9) program of the Project P.A.T.H.S. is introduced into a school in Hong Kong, those responsible for its implementation are required to participate in a 3-day workshop. This paper describes the training objectives, curriculum, and design of the training program of the 3-day workshop. 'Use of self' and 'self-disclosure' are two of the major training themes of the program. These themes are emphasized repeatedly by the trainers during the workshop. It is argued that the open attitude of teachers, together with a genuine sharing of their past experiences, would be an effective means of both connecting with students and facilitating their reflection and learning during the program.

Keywords: Project P.A.T.H.S., adolescents, self-disclosure, use of self, training, positive youth development

Correspondence: Professor Patrick S.Y. Lau, Department of Educational Psychology, The Chinese University of Hong Kong, Shatin, Hong Kong, P.R.C. E-mail: patricklau@cuhk.edu.hk

Submitted: January 06, 2010. Revised: February 27, 2010. Accepted: March 06, 2010.

INTRODUCTION

To promote the holistic development of adolescents, The Hong Kong Jockey Club Charities Trust earmarked the sum of HK\$400 million for a positive youth development program entitled 'P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme' for junior secondary school students (Secondary 1 to 3) in Hong Kong (1). The acronym 'P.A.T.H.S.' stands for 'Positive Adolescent Training through Holistic Social Programs', the focus of which is on the development of a number of psychosocial skills or qualities in young people, with reference to 15 positive constructs in youth development, namely bonding, resilience, social competence, emotional competence, cognitive competence,

behavioral competence, moral competence, self-determination, spirituality, self-efficacy, clear and positive identity, beliefs in the future, recognition for positive behavior, pro-social involvement, and pro-social norms (2).

In Tier 1 of the program, all students in the participating schools from Secondary 1 to 3 joined a universal program that comprised either 20 or 40 units per grade, with each session lasting for 30 minutes. There were two implementation phases contained in the P.A.T.H.S. Project, namely the experimental and the full implementation phases. In the experimental implementation phase (January 2006 to August 2008), 52 secondary schools were invited to participate in the project. During this

period, the participants gained experience of implementing the project, and front-line workers such as teachers and social workers became familiar with the philosophy and program design of the project. In the school year 2006/07, the programs were implemented at full scale in all secondary schools in Hong Kong (at Secondary 1 level). In the subsequent year, the programs were implemented at both Secondary 1 and 2. In the school year 2008/09, the programs were implemented across all junior secondary school levels from Secondary 1 to Secondary 3 level. Following the success of the project, the Hong Kong Jockey Club Charities Trust earmarked an additional HK\$350 million to further implement it in the school year 2009/10.

The personal qualities of front-line workers, particularly their attitude and teaching style, are important for the smooth and successful implementation of the P.A.T.H.S. Project. Everyone responsible for implementing the Tier 1 program at each grade is required to join a 20-hour training program. For this reason, the training of workers, including teachers and social workers, has been a major priority throughout the whole project. It is hoped that during the training programs, full use can be made of the personal assets of participants and effective pedagogical methods will be shared and imparted to those workers who come face-to-face with students when implementing the P.A.T.H.S. curriculum.

In general terms, the objectives of all the training programs in the Project P.A.T.H.S. are,

- a) to familiarize participants with the curriculum units that are related to each construct;
- b) to review the theories and models that are related to the teaching of the curriculum;
- c) to share with participants theories of and skills required for classroom management that may be useful when teaching the units; and
- d) to train participants to be reflective workers. In particular, the objectives of the Secondary 3 training program of the Project P.A.T.H.S. are to assist participants:
 - i) to gain an in-depth understanding of the characteristics of the development of Hong Kong adolescents and related issues, thereby developing a positive attitude toward the development of adolescents;
 - ii) to recognize the concept of, and the need for, planning and research in positive youth development;
 - iii) to appreciate the theoretical framework, and the design, implementation, and evaluation of the P.A.T.H.S. Project;
 - iv) to become familiar with the activities of the Secondary 3 program;
 - v) to grasp the attitude, knowledge, and skills necessary for the successful implementation of the program; and
 - vi) to develop a network of support among the participants that will facilitate the exchange of experiences of teaching the P.A.T.H.S. curriculum.

Because experiential learning is emphasized in the design of the P.A.T.H.S. curriculum, participants in the training programs are encouraged to perform the same kinds of learning activity that their students will be expected to perform in class. Among the related theories and models, workers' self disclosure is an important element that enriches the content of each unit in the Secondary 3 curriculum. As such, participants are encouraged to think about the personal experiences that they could share with their students when they are teaching them. To promote such thinking, the concepts of 'self-disclosure'

and ‘the use of self’ and the guidelines of using these concepts are discussed in the training program. To this end, the trainer also shares with the participants those elements of his/her personal experience that he/she deems to be relevant to the content of certain units in the curriculum. This practice not only demonstrates how self-disclosure may be incorporated into the teaching of the P.A.T.H.S. curriculum but also provides the participants with first-hand experience of how self-disclosure can facilitate learning.

According to Carl Rogers (3,4), who was a pioneer of the humanistic movement, three conditions (genuineness, empathy, and respect) are central to the counseling process and therefore applicable to human services, such as education. The three conditions have been shown to be therapeutic when a counselor is able to be himself/herself, projects sincerity, and shows the client that he/she accepts the client as a person. Similarly, in a classroom, if a teacher is willing to be open, and to share his or her stories or past experiences with the students, this genuine self-disclosure can be a catalyst to facilitate the reflection and sharing of the students (5).

In this paper, the training objectives, curriculum, and design of the Secondary 3 training program are described. The Secondary 3 curriculum of the Tier 1 Program is divided into the “Full Program” and “Core Program” (see Table 1). The “Full Program” consists of 40 sessions and requires 20 hours for its implementation, while the “Core Program” consists of 20 sessions and requires 10 hours for its implementation. The units covered in the curriculum are presented in Table 1 and the training content of Days 1 to 3 is shown in Tables 2 to 4. The relevance of the ‘use of self’ and self-disclosure will be discussed, because these are highlighted in the training program.

BRIEF OVERVIEW OF THE SECONDARY 3 TRAINING CURRICULUM

The Secondary 3 training program of the Project P.A.T.H.S. is a 3-day program that comprises two parts, including the background design and related issues of the project and the teaching methodology of the Secondary 3 P.A.T.H.S. curriculum. Background information, including the vision, framework and design of the project, related theoretical concerns, issues pertaining to implementation, and evaluation methods, is introduced on Day 1. The 40 units of the Secondary 3 P.A.T.H.S. curriculum, including the related teaching skills, classroom management strategies, related educational models and theories, and reflection exercises are presented on days 2 and 3.

Basic design of training program (day 1)

In session 1 of day 1, theories are introduced that focus on the use of macro models (with an emphasis on extra-individual factors) for understanding adolescent behavior. The key concepts of the different training theories discussed in Secondary 1 and Secondary 2 Training are reviewed, including the ecological models and the six theories of micro or individualistic perspectives. The three major approaches of macro or extra-individualistic perspectives are then briefly presented, with the aim of helping the participants to form a conceptual framework for the remainder of the training workshop. These approaches include the interpersonal and family approaches, as well as the socio-cultural approach. To help the participants to develop a deeper understanding of the interpersonal approach (with a focus on the ways in which peers influence adolescent behavior) and the family approach, open discussion and sharing are attempted. In addition, through the personal sharing of the trainers and the

Table 1. *The 15 positive youth development constructs covered in the Secondary 3 curriculum*

Full Program									
Construct			No.	Unit Name	Unit No.	No.	Unit Name	Unit No.	
1	Bonding	BO	1	Modern Love Stories	BO3.1	2	What Is Freedom of Love?	BO3.2	Core Program
2	Social Competence	SC	3	"She" Comes from China	SC3.1	4	Siblings of Hong Kong	SC3.2	
			5	Who's right? Who's Wrong?	SC3.3	6	A Blog Post a Day	SC3.4	
3	Emotional Competence	EC	7	What are My Feelings?	EC3.1	8	Changing Emotions through Positive Thinking	EC3.2	
4	Cognitive Competence	CC	9	Truth or Myth?	CC3.1	10	The Truth Behind Advisements	CC3.2	
5	Behavioral Competence	BC	11	The Key to Happiness	BC3.1	12	Revenge Or Forgiveness	BC3.2	
6	Moral Competence	MC	13	Ideals And Reality	MC3.1	14	Am I a Superhero?	MC3.2	
			15	Lovers' Codes	MC3.3	16	The Stolen PIN	MC3.4	
			17	Who Is the Richest?	SE3.1	18	My Dream! My Way!	SE3.2	
7	Self-Efficacy	SE	19	Who Makes the Call?	PN3.1	20	Stand Up, Speak Up	PN3.2	
9	Resilience	RE	21	A Contented Heart Is a Joyful Heart	RE3.1	22	From Crisis to Opportunity	RE3.2	
			23	Life Spring from Sorrow And Calamity	RE3.3	24	From Dream to Reality	RE3.4	
10	Self-Determination	SD	25	Look Further And Wider	SD3.1	26	Let Me Say It!	SD3.2	
11	Spirituality	SP	27	Fortune's Favorite	SP3.1	28	Where Does Value Lie?	SP3.2	
			29	Why?	SP3.3	30	The Life Novel	SP3.4	
12	Clear and Positive Identity	ID	31	Unshakable Me!	ID3.1	32	Men And Women, Past And Present	ID3.2	
13	Beliefs in the Future	BF	33	What Will Your Future Be?	BF3.1	34	Job Market	BF3.2	
			35	Gifts From Heaven	BF3.3	36	Looking Forward	BF3.4	
14	Pro-social Involvement	PI	37	Across Generations	PI3.1	38	All Hands on Deck	PI3.2	
			39	Secret Recipe	PI3.3	40	Gathering Opinion	PI3.4	

Table 2. *Secondary Three Training Program (Day 1)***Session 1 - Macro perspectives in Youth Development**

Objective of the session: Investigate different theoretical perspectives on adolescence

Activities	Purposes
a) Introduction	Introduce the skeleton of the 3-day training workshop
b) Ice-breaking Exercise: "In my work, I have been working like a"	Help the participants to experience the process of forming groups
c) Lecture: Macro/Extra-individualistic perspectives on adolescent behavior	Help the participants to develop a deeper understanding of the Interpersonal Approach, the Family Approach and Socio-Cultural Approach
d) Case Study and Discussion on "Internet Addiction"	Facilitate the participants to have further reflection on theories of adolescence
e) Lecture: Authority-Based Practice and Evidence-Based Practice in Human Services	Recognize the importance of Evidence-Based Practice

Session 2 - Developmental tasks in adolescents

Objectives of the session: Understand the developmental tasks of adolescents and further elaborate the 15 positive youth development constructs

Activities	Purposes
a) Exercise: "Back to your Adolescence"	Evaluate worker's own experience of adolescence when they were in Secondary 3
b) Group Discussion on worker's own adolescent experience and its impacts	Think about how worker's adolescent experiences influence the mode of interaction and relationship with adolescents
c) Lecture: Relevance of positive youth development programs to adolescent developmental tasks	Illustrate the relevance of positive youth development program to adolescent developmental tasks
d) Group Discussion on "If you had the chance to participate in the Project P.A.T.H.S. in your early adolescent years, do you think it would benefit your development?"	Explore and identify the importance of positive youth development program in helping adolescents to accomplish their developmental tasks

Session 3 - Program implementation and the qualities of worker as a factor influencing program success

Objectives of the session: Facilitate the participants to master the S3 program and further elaborate the qualities of worker as the most significant factor influencing program success

Activities	Purposes
a) Overview of Project P.A.T.H.S.	Introduce the Tier 1 and Tier 2 programs of Project P.A.T.H.S. by presenting the actual program design, curriculum structure and teaching materials.
b) Group Discussion on qualities of workers	Understand how worker's self-disclosure can facilitate positive changes in the students and invite the participants to share their growth stories that they would pass on to their students
c) Lecture: Self-disclosure guidelines	Understand the types, reasons, functions, helpfulness, overall effects and impact of worker's self-disclosure

Session 4 - Program evaluation mechanisms of Project P.A.T.H.S.

Objective of the sessions: Introduce the different evaluation mechanisms related to the Tier 1 and Tier 2 Program of Project P.A.T.H.S.

Activities	Purposes
a) Lecture: Evaluation mechanisms related to the Tier 1 and Tier 2 program	Understand different evaluation mechanisms related to the Tier 1 and Tier 2 program (Form A, Form B and Form C)
b) Lecture: Qualitative evaluation	Introduce the characteristics of qualitative research and present the findings of the qualitative evaluation of Project P.A.T.H.S.
c) Group Discussion on qualitative evaluation	Distinguish the strengths and limitations of qualitative approach

Table 3. *Secondary Three Training Program (Day 2)***Session 5 – S3 Tier 1 Program Implementation I**

Objective of the session: Acquaint the participants with the teaching units related to the constructs of "Social Competence (SC)", "Cognitive Competence (CC)", "Behavioral Competence (BC)" and "Moral Competence (MC)" of the Project P.A.T.H.S.

Activities	Purposes
a) Ice-breaking Activity: "Chinese Surnames"	Promote the concept of "Social Competence (SC)" with the brief content of the S3 curriculum design
b) Lecture: Gardner's Multiple Intelligence and Bloom's taxonomy of educational objectives	Provide a structure to explain human cognition from low-level thought processes to higher-order thinking skills and understand different intelligences
c) Experiential Activity: "The Truth behind Advertisements"	Promote the concept of "Cognitive Competence (CC)" and introduce the related CC units of the S3 curriculum
d) Experiential Activity: "Joy of Appreciation"	Promote the concept of "Behavioral Competence (BC)" and introduce the related BC units of the S3 curriculum
e) Experiential Activity: "Love Vow"	Promote the concept of "Moral Competence (MC)" and introduce the related MC units of the S3 curriculum
f) Lecture: Questioning Strategies	Acquaint the participants with the questioning techniques

Session 6 – S3 Tier 1 Program Implementation II

Objective of the session: Acquaint the participants with the teaching units related to the constructs of "Clear and Positive Identity (ID)" of the Project P.A.T.H.S.

Activities	Purposes
a) Experiential Activity: "Men and Women should..."	Promote the concept of "Clear and Positive Identity (ID)" and introduce the related ID units of the S3 curriculum
b) Group Discussion on "Motives for Teaching"	Facilitate the participants to reflect on the reasons why they chose to work as a teacher or social worker
c) Lecture: "Teacher's Myths (Patterson, 1973)"	Stimulate the participants to reflect on the characteristics of a humanistic teacher
d) Experiential Activity: "Roles Decoded"	Help the participants to think about the different roles in their lives

Session 7 – S3 Tier 1 Program Implementation III

Objective of the session: Acquaint the participants with the teaching units related to the constructs of "Bonding (BO)" of the Project P.A.T.H.S.

Activities	Purposes
a) Experiential Activity: "Metaphor for student-teacher relationship"	Invite the participants to share and review their student-teacher relationship
b) Lecture: "Congruent Communication (Haim Ginott)"	Introduce the theory of Congruent Communication and assist participants to learn the effective communication techniques
c) Experiential Activity: "Love Formula" and "20 Do's and Don'ts of Dating"	Promote the concept of "Bonding (BO)" and introduce the related BO units of the S3 curriculum
d) Self Reflection on personal growth journey	Invite the participants to review their own growth journeys

Session 8 – S3 Tier 1 Program Implementation IV

Objective of the session: Acquaint the participants with the teaching units related to the constructs of "Resilience (RE)" and "Self-Efficacy (SE)" of the Project P.A.T.H.S.

Activities	Purposes
a) Experiential Activity: "Chinese Talk"	Promote the concept of "Resilience (RE)" and introduce the related RE units of the S3 curriculum
b) Experiential Activity: "Who is the Richest?"	Promote the concept of "Self-Efficacy (SE)" and introduce the related SE units of the S3 curriculum
c) Lecture: "Delay of Gratification"	Introduce the concept of delay of gratification
d) Experiential Activity: "If I Were"	Promote the concept of "Resilience (RE)" and introduce the related RE units the S3 curriculum
e) Group Discussion on occupational stress and burnout	Help the participants to review their burnout situation and acquaint them with the methods of facing adversity

Table 4. *Secondary Three Training Program (Day 3)***Session 9 – S3 Tier 1 Program Implementation V**

Objective of the session: Acquaint the participants with the teaching units related to the constructs of “Self-Determination (SD)”, “Prosocial Involvement (PI)” and “Prosocial Norm (PN)” of the Project P.A.T.H.S.

Activities	Purposes
a) Experiential Activity: “Let Me Say It!”	Promote the concept of “Self-Determination (SD)” and introduce the related SD units of the S3 curriculum
b) Experiential Activity: “No Two Are The Same”	Promote the concept of “Pro-social Involvement (PI)” and introduce the related PI units the S3 curriculum
c) Experiential Activity: “Who Makes The Call”	Promote the concept of “Pro-social Norm (PN)” and introduce the related PN units the S3 curriculum
d) Lecture: “Characteristics of Teaching and Learning Styles between Chinese and Western People”	Introduce the differences of teaching and learning styles between Chinese and Western people and help participants to review personal classroom management techniques

Session 10 – S3 Tier 1 Program Implementation VI

Objective of the session: Acquaint the participants with the teaching units related to the constructs of “Emotional Competence (EC)” of the Project P.A.T.H.S.

Activities	Purposes
a) Ice-breaking Games: “Weather Report”	Help the participants to express their feelings and moods
b) Experiential Activity: “Breathing Exercise for Relaxation”	Promote the concept of “Emotional Competence (EC)” and introduce the related EC units of the S3 curriculum
c) Group Discussion on “Emotional Bombs”	Invite the participants to share their “emotional bombs” which might related to their unfinished business in life
d) Lecture: “William Glasser’s Noncoercive Discipline”	Introduce the ways in helping students to build a success identity

Session 11 – S3 Tier 1 Program Implementation VII

Objective of the session: Acquaint the participants with the teaching units related to the constructs of “Spirituality (SP)” and “Beliefs in Future (BF)” of the Project P.A.T.H.S.

Activities	Purposes
a) Experiential Activity: “How much is a life worth”	Promote the concept of “Spirituality (SP)” and introduce the related SP units the S3 curriculum
b) Experiential Activity: “The Meaning of Crossing Borders”	
c) Group Discussion on meaning of life	Facilitate the participants to further reflect on the meaning of life
d) Exercise: “Purpose in Life (PIL)”	
e) Experiential Activity: “What will you future be?”	Promote the concept of “Beliefs in Future (BF)” and introduce the related BF units of the S3 curriculum
f) Lecture: “Discipline with dignity”	Introduce the concrete ways to apply principles of “discipline with dignity” in an actual classroom setting

Session 12 – Conclusion

Objectives of the session: Overview the content of Secondary One to Three curriculums and share on personal feelings and gains toward the training

Activities	Purposes
a) Conclusion: Overview of the P.A.T.H.S. curricula of Secondary One to Secondary Three	Summarize the curricula of Secondary One to Secondary Three
b) Video Sharing: “Great Honey Harvest”	Induce hope and passion of the participants in working with youths
c) Sharing	Facilitate the participants to share their personal feelings and gains toward the training
d) Closing Ceremony	Evaluate on the Training Program and present the Certificates of Attendance to the participants

participants, the importance is highlighted of using theories to explain the assumptions of human beings and different adolescent behavior.

The differences between authority-based and evidence-based practice in human services are also explored. A brief lecture is delivered to illustrate the difference between the two practices and internet addiction is then used as an example to affirm the importance of evidence-based practice and to explore its core values. All the participants are encouraged to evaluate these values and to make decisions related to their teaching practice if required. By way of conclusion, six forms of intervention are explored, with varying levels of effectiveness, including,

- i) ineffective or harmful intervention,
- ii) intervention unlikely to be beneficial,
- iii) intervention with unknown effectiveness,
- iv) intervention with both benefits and adverse effects,
- v) intervention likely to be beneficial, and
- vi) intervention that is effective and supported by clear evidence from controlled trials.

In Session 2 of Day 1, the different developmental tasks in adolescents in Hong Kong are explored. By reviewing their own experience of adolescence and their accomplishment of the developmental tasks, the participants are alerted to how their own experiences, particularly those related to their family and their emotions, influence the mode of interaction and their own relationship with adolescents. At the beginning of this section, a brief lecture is delivered on the ten developmental tasks in adolescence (6). Afterward, a worksheet entitled "Back to your Adolescence" is distributed to all participants. Each participant is instructed to complete the worksheet, through which they are invited to evaluate their own accomplishment of

the developmental tasks and their own experience of being an adolescent in Secondary 3.

After finishing the worksheet, all participants are asked to share their experiences and discuss in groups the topic "*How might a worker's own adolescent experience, particularly family and emotional experiences, influence his or her mode of interaction and relationship with adolescents?*". Through discussion and feedback from other participants, the importance and influence of the participants' own family experiences are further explored. A short lecture is then given on the relevance of adolescent experiences in shaping adult behavior. By discussing the theories and views of Murray Bowen (7) and others (e.g. 8,9), participants are encouraged to identify the significance of their own and others' experiences of adolescence and the influence of these on worker-adolescent relationships.

In Session 3 of Day 1, the project vision and aims, the conceptual framework, background information and the content of the Project P.A.T.H.S. programs are presented, followed by a comprehensive introduction to the Tier 1 Program, which includes the introduction of the two options for implementing the program (Full Program and Core Program), ways in which each of the options might be implemented, and the use of the teaching and learning materials, i.e. the user's manual, activity handbooks, and CD ROMs. Furthermore, the qualities of a worker are further elaborated as being the most significant factor that might influence the success of the program. The appropriateness of the self-disclosure of teachers in teaching the units in the P.A.T.H.S. curriculum is also discussed.

By introducing different aspects of self-disclosure, participants can develop a deeper understanding of the types, reasons, functions, helpfulness, and overall effects

of a worker's self-disclosure. In addition, there is a strong emphasis on discussing the 12 guidelines for a worker's self-disclosure (10). Participants are reminded to use self-disclosure carefully and to be certain that they do not seek to fulfill their own psychological needs by this self-disclosure. The needs of students should always be given top priority. After this reminder, participants are encouraged to share stories from their own adolescence in small groups. Afterwards, personal growth stories and experiences are shared again by the trainer to demonstrate good practice in self-disclosure and to facilitate participants' learning.

In Session 4 of Day 1, a basic introduction is given of the different evaluation mechanisms involved in the Project P.A.T.H.S. Furthermore, participants are invited to explore the strengths and limitations of the qualitative approach, and are made familiar with the qualitative evaluation used in the Project P.A.T.H.S. The 12 criteria that govern qualitative evaluation (11) are discussed at the end of this session.

Teaching methodology of the secondary 3 curriculum (day 2)

In Session 5 of Day 2, participants become acquainted with the teaching units of the constructs of "Social Competence (SC)", "Cognitive Competence (CC)", "Behavioral Competence (BC)", and "Moral Competence (MC)" of the Project P.A.T.H.S. Some activities from these units are selected for demonstration in this session. To start, a short lecture is delivered on the "Theory of Multiple Intelligences" (12,13). Meanwhile, some activities are conducted to illustrate further the verbal-linguistic, logical-mathematical, visual-spatial, and bodily-kinesthetic intelligence. Other kinds of intelligence, such as musical, interpersonal, intrapersonal, and naturalistic, are

explained verbally using examples. The aim of the lecture is to help participants to understand the importance of exploring and appreciating the different kinds of intelligence that people possess. Bloom's Taxonomy of Educational Objectives is then introduced. This taxonomy provides a useful structure for explaining human cognition, ranging from low-level thought processes to higher-order thinking skills. At the end of this session, the trainer reviews with the participants the "Dos" and "Don'ts" of using questioning techniques in their teaching.

In Session 6 of Day 2, the participants are introduced to the teaching units of the construct "Clear and Positive Identity" (ID) of the Project P.A.T.H.S. The views of Patterson (14) on humanistic teachers and education are also illustrated, to stimulate reflection by participants on their reasons for being a teacher or a social worker, and to think about the various roles that they play in their lives. Patterson accepts the core conditions for personality change posited by Carl Rogers (3,4) and advocates that a humanistic teacher should create a teacher-student relationship that is characterized by genuineness, respect and empathy. In addition, a humanistic teacher should show a non-threatening, loving, and self-actualizing attitude in the classroom. To conclude this session, the basic attitudes of humanistic teachers, including genuineness or authenticity, respect, warmth, and empathetic understanding are again emphasized.

In Session 7 of Day 2, participants are introduced to the teaching units related to the construct of "Bonding" (BO) of the Project P.A.T.H.S. The 'congruent communication' suggested by Haim Ginott (15) is introduced to stimulate the participants to reflect on their student-teacher relationships and to determine how these relationships have been affected by

their own experiences. According to Ginott (15), the teacher is a decisive element in the classroom, whose actions may affect students' development in many different ways. The following is a famous quotation from Ginott (15) that illustrates the important role of a teacher in a classroom.

"I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or deescalated, and a child humanized or dehumanized." (p.13)

In Session 8 of Day 2, the participants become familiar with the teaching units related to the constructs of "Resilience (RE)" and "Self-Efficacy (SE)" of the Project P.A.T.H.S. The concepts of "delay of gratification" and "self-regulation" and the perception of self-efficacy and burnout are also covered. Lectures on the concepts of "delay of gratification" and "burnout" are delivered. The Maslach Burnout Inventory (MBI) and its norm data of Hong Kong secondary school teachers (16) are used to help the participants to review their own burnout status. Participants are encouraged to share their experiences of burnout with their group members.

Teaching methodology of the secondary 3 curriculum (day 3)

In Session 9 of Day 3, the participants are acquainted with the teaching units related to the constructs of "Self-Determination (SD)",

"Prosocial Involvement (PI)", and "Prosocial Norm (PN)" of the Project P.A.T.H.S. The characteristics of teaching and learning of Chinese and Western people are illustrated and a lecture on the differences in teaching and learning styles between Chinese and Western people is delivered, in terms of their respective learning beliefs, achievement orientation, motivation, learning strategies, attributes for success and failure, and teachers' evaluation of students' performance.

In Session 10 of Day 3, participants are exposed to the teaching units related to the construct of "Emotional Competence (EC)" of the Project P.A.T.H.S. The "emotional bombs" and William Glasser's theory of non-coercive discipline are illustrated. The participants are invited to share their "emotional bombs", which might be related to unfinished business in their lives, and a lecture on "Non-coercive Discipline" is delivered, as informed by the work of William Glasser. Lau (17) tried to summarize Glasser's reality model of classroom management as (1) five basic needs of students, (2) four principles, and (3) three questions to ask. It is also suggested that there are two types of teachers, namely 'boss' teachers and 'leader' teachers. The latter are more likely than the former to foster students' motivation to learn by satisfying their basic needs.

In Session 11 of Day 3, participants are introduced to the teaching units related to the constructs of "Spirituality (SP)" and "Beliefs in Future (BF)" of the Project P.A.T.H.S. The meaning of or purpose in life, and the concept of 'discipline with dignity' are introduced. The trainer tells the story of a baby girl, Ko Lam Lam, who lived for only 9 days, as an example to facilitate the participants' further reflection on the meaning of life. Furthermore, an activity entitled "The five most valuable

things in your life” is conducted, in which participants are invited to write down the five most valuable things in their lives. They are then asked to discard one of these valuable things by crossing it out, which means that the item will now disappear from their lives forever. After a few turns, the participants are asked to share their feelings during the activity with the others in their groups. This activity helps the participants to decide what the most important thing in their lives is. In addition, the participants are invited to complete the ‘Purpose in Life’ (PIL) questionnaire, which helps them to have some reflections about their life purpose.

Following the previous activity, a lecture is delivered on “Discipline with Dignity”. Curwin and Mendler (18) suggested that there are four principles behind the development of a discipline plan:

- 1) dealing with student behavior is part of a teacher’s job;
 - 2) students should always be treated with dignity;
 - 3) discipline works best when integrated with effective teaching practices; and
 - 4) acting out is sometimes an act of sanity.
- Furthermore, a social contract is inherent in this model of discipline.

According to Curwin and Mendler (18), when this discipline model is being used, the consequence of the discipline actions is one most important element because consequences preserve the dignity of the student, increase the internal locus of control and increase motivation in students. In addition, whereas punishment is not an effective consequence, praise is, and should therefore be the most commonly applied consequence.

In Session 12 of Day 3, the content of Secondary 1 to 3 curricula is summarized. The learning outcomes of the 3-day training workshop are also consolidated. The

participants are invited to share their feelings about what they have gained, as well as to evaluate the training program.

CONCLUSIONS

We have attempted to describe the training program that is used for the delivery of the Secondary 3 curriculum of the Project P.A.T.H.S. in Hong Kong. The topics, the run-down, and the pedagogical methods for teaching the curriculum have been described. Note that because the Secondary 3 curriculum of the Tier 1 Program addresses the needs of students who are relatively advanced, and the topics always address issues of a personal nature, the ‘use of self’ and ‘self-disclosure’ are important parts of its implementation. To use these strategies effectively, Rogers’ advocacy of the core conditions of ‘genuineness’, ‘empathy’ and ‘respect’ (3,4) are not only relevant, but form an essential part of a teacher’s sharing of his or her own past experiences. It is envisaged that the sincere sharing of experiences by a teacher will encourage students to appreciate life from a wider perspective, to explore different possibilities in life, and to improve the connection between teachers and students, as both parties learn and grow in the course of maturation and development. Such emphases are also important in other disciplines, such as social work.

ACKNOWLEDGMENTS

The preparation for this paper and the Project P.A.T.H.S. were financially supported by The Hong Kong Jockey Club Charities Trust.

REFERENCES

1. Shek DTL. Conceptual framework underlying the development of a positive youth development program in Hong Kong. *Int J Adolesc Med Health* 2006;18(3):303-14.

2. Shek DTL, Sun RCF. Development, implementation and evaluation of a holistic positive youth development program: project P.A.T.H.S. in Hong Kong. *Int J Disabil Hum Dev* 2009; 8:107-17.
3. Rogers CR. The necessary and sufficient conditions of therapeutic personality change. *J Consult Psychol* 1957;21:95-103.
4. Rogers CR. *Freedom to learn: A view of what education might become*. Columbus, Ohio: CE Merrill, 1969
5. Lau PSY. A reflection on teaching the P.A.T.H.S. curriculum: A humanistic approach. In: Shek DTL, Ma HK, Merrick J, eds. *Positive youth development: Evaluation and future directions in a Chinese context*, Ch. 17. New York: Nova Science, in press.
6. Simpson AR, Roehlkepartain JL. Asset building in parenting practices and family life. In: Learner RM, Benson PL, *Developmental assets and asset-building communities: Implications for research, policy and practice*. New York: Kluwer Acad/Plenum, 2003:157-93.
7. Bowen M. *Family therapy in clinical practice*. New York: Aronson, 1978.
8. Lawson DM, Brossart DF. The relationship between counselor trainee family-of-origin structure and counseling effectiveness. *Clin Superv* 2003; 22(2):21-36.
9. Lawson DM, Gaushell H, Karst RW. Counselor trainee self-esteem, mastery, and current intergenerational family relationships. *Clin Superv* 1996;14(1):111-21.
10. Hopmeyer E. Worker self-disclosure in group work. In: Sullivan NE, Mesbur ES, Lang NC, Goodman D, Mitchell L. *Social work with groups: Social justice through personal, community and society change*. New York: Haworth Press, 2000.
11. Shek DTL, Tang V, Han XY. Evaluation of evaluation studies utilizing qualitative research methods in the social work literature (1990-2003): Evidence that constitutes a wakeup call. *Res Soc Work Pract* 2005;15: 180-94.
12. Gardner H. *Frames of mind: The theory of multiple intelligences*. New York: Basic Books, 1983.
13. Gardner H. *Multiple intelligences: The theory in practice*. New York: Basic Books, 1993.
14. Patterson CH. *Humanistic education*. Englewood Cliffs, NJ: Prentice-Hall, 1973.
15. Ginott HG. *Teacher and child: A book for parents and teachers*. New York: Macmillan, 1972.
16. Lau PSY. Teacher burnout in Hong Kong secondary schools. *Diss Abstr Int* 2002;65(05):1725A.
17. Unpublished teaching materials. Lau PSY. Lecture notes on "William Glasser's Reality Model" for the course "Classroom Management and Discipline in Secondary Schools". Hong Kong: Chinese Univ Hong Kong, 2009.
18. Curwin RL, Mendler AN. *Discipline with dignity*. Upper Saddle River, NJ: Merrill/Prentice-Hall, 2001.