



## Youth and Resilience @ June 27, 4:30 – 6:00pm

Y 23-27-2-1

CON-1162

### Looking Back, Thinking Forward: How a Television Drama Facilitated the Development of the Social Work Profession in Hong Kong

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The healthy development of the social work profession rests on the public understanding of, and trust in, the profession. The role of the media should be taken into account, as it has significant influence in shaping the image of the profession. Tensions have been found between the media and the profession in some counties, as television's portrayal of social workers in drama tends to be negative. By recalling practitioners' collective memory of a historical television drama in 1976 about social workers in Hong Kong, this article discovers the long-term impacts on the development of the social work profession in the territory. Semi-structured focus group sessions for local social workers and retired social workers were conducted. Focus group meetings were transcribed and analysed to generate three major themes, showing that in the old days drama 1) could cultivate in the public a positive image of social work so that it became easier to communicate with service users about what a social worker is; 2) stimulated some young people's interest in selecting careers in human services; and 3)

promoted a certain type of social image that influenced some social workers' practice style. By reviewing the last-longing effects of this historical television drama, the findings may give insights into the role of the media in shaping the profession. Implications for promoting a positive image of the profession are discussed.



Y2 23-27-2-2

CON-1080

## **A Social Work Journey: Critical Reflections on a Program of Research with State Schools in Queensland, Australia**

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This paper discusses a research journey undertaken with state schools in Queensland, Australia, and reflects on the contribution of social workers in schools and educational research. Social workers have been practicing in schools in Australia for over 65 years and it is a special interest practice area of the professional association, the Australian Association of Social Workers. Practice frameworks and scope of social work practices in schools are well documented internationally. Yet, as a Queensland researcher, it became evident that the voice of social work was absent in schools. As practitioners and researchers, social workers bring a critical lens to knowledge and understandings of young people in the context of their education. The research findings in the Queensland schools demonstrated broad and holistic approaches and strategies to improve school attendance. Drawing on a social work lens, we see the value of systems frameworks and facilitating young people's empowerment and agency within social structures and arrangements in a lifelong learning journey that is intentional and meaningful. It is argued that due to the scope of social work practice in schools and within communities, social workers are well aligned and positioned to move these ideas forward in practice and research.



Y2 23-27-2-3

CON-1160

## Effectiveness of Intervention Groups for Students At Risk

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Hong Kong

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As a part of the Jockey Club 'Life Coaching' Community Support Network conducted by Caritas and the Department of Social and Behavioural Sciences at the City University of Hong Kong, this study aimed to examine the effectiveness of the group interventions for primary and secondary school students who were identified as at risk for emotional distresses and suicidal potential. The aims of the group were to enhance the students' emotional competence and problem solving abilities. Each group is composed of six to eight students. The groups consisted of 6 sessions, each session lasted for about 1.5 hours. The group was designed by integrating components of positive psychology and cognitive-behavior therapy and included activities such as knowledge input, experiential games, reflections, and discussions. The project lasted for two years. Different outcome indicators were adopted in 2016-17 and 2017-18. Quasi-experimental pre-post research design was adopted. In 2016-2017, 44 p.5 to p.6 students' positive problem orientation and emotional intelligence improved significantly after participating in the group. Further analyses showed that all subscales of emotional intelligence improved significantly: self-emotional appraisal, other' emotion appraisal, emotion regulation and use of emotions. In 2017-2018, 29 p.5 to p.6 students' pathway thinking, agency thinking, transcendental adaptation and persisting effort increased after the group, though the increases did not reach statistical significance due to small sample size. In 2016-2017, the results revealed that 44 F.1 students' problem solving abilities improved significantly after participating in the group. In 2017-2018, the results indicated that 26 F.1 students' agency thinking, transcendental adaptation and problem solving abilities improved significantly after participating in the group. The results showed that the group intervention yielded positive impacts on students by improving their emotional intelligence and problem solving abilities, nurturing positive attitudes and enhancing their strengths in the face of difficulties.



Y2 23-27-2-4

CON-1210

## **The Intervention of Financial Social Worker in Promoting Financial Literacy of Youth and Resilience**

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While digital transactions are ubiquitous, young people are more tempted to buy on impulse, putting young people at risk for irresponsible financial behaviours. Although previous studies showed that young adults pay attention to their personal finance, without adequate interventions, they are often vulnerable to financial troubles, in that their financial decision is often influenced by social media platforms and their peer groups. In recognising the importance of enhancing proper financial knowledge, attitude and skills among our next generation, it is imperative to develop strategies to engage young people and their significant others and equip them with basic concepts to manage their finance.

The presentation aims at introducing the Society's work on Financial Social Work, an edutainment financial education initiatives that incorporates financial management concepts and social work values. With a clear goal of improving the financial resilience among young people, the work is designed to assist young people to develop sustainable financial attitude with healthy financial skills and habit. During the presentation, we will discuss how the intervention was developed, implemented, and evaluated, relying on scientific need assessment and evaluation results. In addition, we will share the essence of financial social work, exploring the potential applicability of financial social work into another setting or client groups.



Y2 23-27-2-5

CON-1222

## Pathological Technology Use among Young Adolescents in Hong Kong

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The use of the Internet and communication technologies has influenced human communication and habit tremendously in the last few decades. Technology maladaptive use is a growing problem, especially among adolescents. In order to better understand this addictive behaviour, a multi-dimension model is necessary, and thus, the present study aimed to understand more. This study aimed to understand the relations among pathological technology use (PTU) of young adolescents, self-esteem, perceived parental psychological control, perceived teacher support, depression and anxiety symptoms.

A total of 251 valid participants aged from 11 to 17 were recruited from secondary schools, tutoring centres, and Christian youth fellowships in Hong Kong using convenient sampling. All participants completed the Chinese version of Internet Addiction Test (IAT), Internet Gaming Disorder Scale (IGD-9), Rosenberg's Self-esteem Scale (RES), Perceived Teacher Support Scale (PTSS), Perceived Parental Psychological Control Scale (PPCS), Patient Health Questionnaire (PHQ-9) and the Generalized Anxiety Disorder questionnaire (GAD-7). Findings showed that PTU was negatively correlated with self-esteem ( $r(232) = -.253, p < .001$  (IGD-9);  $r(232) = -.304, p < .001$  (IAT)) and was positively correlated with both maternal ( $r(227) = .192, p = .003$  (IGD-9);  $r(227) = .170, p = .010$  (IAT)) and paternal ( $r(221) = .212, p = .001$  (IGD-9);  $r(221) = .184, p = .006$  (IAT)) parental psychological control. Dysphoric mood as depression and anxiety (adjusted  $R^2 = .189, F(2,234) = 28.459, p < .001$ ) was predictor of PTU. However, the hypotheses positing a correlation between PTU and perceived teacher support and gender differences ( $r(65) = -.092, p = .458$  (IGD-9);  $r(65) = -.174, p = .158$  (IAT)) was not found. PTU was associated with self-esteem, parental psychological control, depression and anxiety in this Hong Kong sample. These results have clinical implications on guiding adolescent practitioners on developing prevention and treatment interventions for PTU.



Y2 23-27-2-6

CON-1049

## "More Than Just the Birds & the Bees!" School-based Comprehensive Sexuality Education

**Neda NG**

**Kevin LAU**

Mother's Choice

Hong Kong

The 2018 CE Policy Address brings attention to the importance of holistic development of young people including proper sex education and appeals to schools and stakeholders to collaborate with the Education Bureau on values education. With the same vision of promoting adolescent sexual health, Mother's Choice designed and started piloting a four-year school-based comprehensive sexuality education (CSE) programme in collaboration with The University of Hong Kong. This is in line with the Government's foci in delivering values education for our young people in Hong Kong.

According to the UNESCO International Technical Guidance on Sexuality Education (2018), CSE is a curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects of sexuality and relationships. It aims to equip children and young people with knowledge, skills, attitudes and values that will empower them to: realize their health, well-being and dignity; develop respectful social and sexual relationships. Research shows that in order to prevent teenage pregnancy and protect vulnerable children from abuse and sexual assault, young people need both the support of caring, trusted adults and access to CSE.

Based on the mentioned UNESCO framework, Mother's Choice designed and started piloting CSE programme in Hong Kong Secondary Schools. The goal is to equip both young people and adults working with youth the knowledge and skills to help protect children to make informed and healthy decisions. This programme consists of 12 workshops from Form 1- Form 4. Its structure is organized in a progressive and age-appropriate manner in which issues are revisited with increasing depth as students mature.

In this workshop, we will share our journey in designing and implementing the CSE programme which can potentially be replicated by youth organisations and equip their social welfare professionals in building a supportive environment for young people in making healthy sexual decisions.