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# Enhancing the Psychological Well-being of Children in SDUs

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# Psychological Well-being of Underprivileged Children

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Children from low-income families have substantially **lower levels of self-esteem and quality of life and more depressive symptoms than children from affluent families** (Ho et al., 2015).



# Background

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There is substantial evidence that **poverty and income disparity** have many **negative impacts on children's psychological well-being, adversely affecting their quality of life** (Hanandita & Tampubolon, 2014; Ho, Li, & Chan, 2015; Yoshikawa, Aber, & Beardslee, 2012).

A growing body of research, including studies in Canada, the US, and the UK, demonstrates that children living in poverty are significantly more likely to have **mental health problems.**

# Background

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Due to the rapid growth and development in the preschool period, early childhood experience has lifelong effects on psychological, cognitive, social and moral development.

Most of the developmental trajectories that lead to lifelong behavioural outcomes are initiated during early childhood (Campbell, 1995).

# A challenge for healthcare Professionals

How can we contribute in enhancing the  
health and psychological well-being of the children in  
poverty?



For a better community,

For a better of our future,


Ensuring healthy growth &  
development of our children



**Musical training**

ORIGINAL ARTICLE*Journal of*  
**Clinical Nursing** WILEY

# Effectiveness of a musical training programme in promoting happiness and quality of life of underprivileged preschool children

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#110476760

- ✓ ***Musical training*** is an important activity for fostering positive behavior
- ✓ It can help prevent the development of behavioural problems

RESEARCH ARTICLE

Open Access

# Low-income parents' perceptions of the importance of a musical training programme for their children: a qualitative study



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- Increased happiness
- Improved confidence
- Improved concentration
- Promoting independence and social relationships
- Enhanced parent-child relationships
- *Music is important but not a necessity*
- *Difficulty sustaining musical training for one's child*



**PAPER**

WILEY

# Efficacy of **musical training** on psychological outcomes and quality of life in Chinese pediatric brain tumor survivors

Ankie Tan Cheung<sup>1</sup> | William Ho Cheung Li<sup>1</sup>  | Ka Yan Ho<sup>1</sup> | Katherine Ka Wai Lam<sup>1</sup> | Laurie Long Kwan Ho<sup>1</sup> | Sau Ying Chiu<sup>2</sup> | Godfrey Chi Fung Chan<sup>3</sup> | Joyce Oi Kwan Chung<sup>1</sup>





Adventure-based training

# *Adventure-Based Training*

**Aim: Changing cognitive thinking & behaviour through *Experience and Practice* in an outdoor environment**



Use of games, problem solving exercises, & trust activities as part of an intentional change process

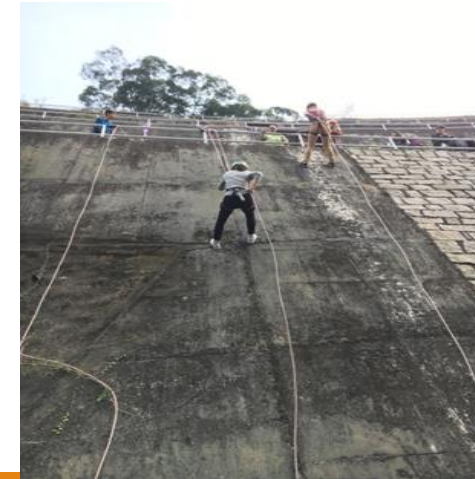




# Objectives



**Adventure-based training** allows participants to experience some degree of difficulty and learn how to overcome challenges; such successful experiences can enhance participants' **resilience** and self-efficacy in the face of *adversity*.



**Resilience** is defined as the ability of an individual to utilise protective factors, such as personal and social resources and perceived level of family cohesion, to maintain mental wellbeing in the face of stress and adversity.



## Stress and adversities



**Resilience** effectively prevents the development of mental health problems and is associated with positive mental health outcomes in adolescents, such as reduced levels of anxiety, depression, and obsessive-compulsive symptom (Hjemdal et al, 2011; Sun & Stewart, 2010)



# Effectiveness of an adventure-based training programme in promoting the psychological well-being of primary schoolchildren

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William HC Li, Joyce OK Chung and Eva KY Ho



# Adventure-Based Training to Enhance Resilience among Juveniles: A Randomised Controlled





# 14-ITEM Resilience Scale (RS-14) ©2017 The Resilience Center

## Health and Quality of Life Outcomes

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## Psychometric evaluation of the traditional Chinese version of the resilience Scale-14 and assessment of resilience in Hong Kong adolescents

[Joyce Oi Kwan Chung](#) , [Katherine Ka Wai Lam](#), [Ka Yan Ho](#), [Ankie Tan Cheung](#), [Long Kwan Ho](#), [Viveka Wei Xei](#), [Faith Gibson](#) & [William Ho Cheung Li](#)

[Health and Quality of Life Outcomes](#) **18**, Article number: 33 (2020) | [Cite this article](#)

TEM Resilience Scale (RS-14)

出最合適的答案。(1：非常不同意 7：非常同意)

	非常不同意			非常同意			
	1	2	3	4	5	6	7
事情而感到自豪。	1	2	3	4	5	6	7
問題。	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
很多事情。	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
心能渡過困難時期。	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
事情。	1	2	3	4	5	6	7
則。	1	2	3	4	5	6	7
別人可以依賴的人。	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
會找到出路。	1	2	3	4	5	6	7

Chung, J.O.K., Lam, K.K.W., Ho, K.Y. *et al.* Psychometric evaluation of the traditional Chinese version of the resilience Scale-14 and assessment of resilience in Hong Kong adolescents. *Health Qual Life Outcomes* 18, 33 (2020).

# Recommendations

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Enhancing the **resilience** level of underprivileged children to face the **stress and adversity**.

- Healthcare professionals, non-governmental organizations (NGOs) and schools should explore coordinated efforts to promote such programmes at the community level.
- Increase governmental resources, particularly financial support, allocated to underprivileged children.

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