

RGC Ref. No.: <u>UGC/IIDS15/H01/17</u> (please insert ref. above)

**RESEARCH GRANTS COUNCIL
COMPETITIVE RESEARCH FUNDING SCHEMES FOR
THE LOCAL SELF-FINANCING DEGREE SECTOR**

INTER-INSTITUTIONAL DEVELOPMENT SCHEME (IIDS)

Completion Report
(for completed projects only)

<p><u>Submission Deadlines:</u></p> <ol style="list-style-type: none"> 1. <i>The unspent balance, if applicable, and auditor's report: within six months of the approved project completion date.</i> 2. <i>Completion report: within 12 months of the approved project completion date.</i>

Part A: The Project and Investigator(s)

1. Project Title

Positive Neuroscience: A Dialogue Between Scientists and Practitioners

2. Investigator(s) and Academic Department(s) / Unit(s) Involved

Research Team	Name / Post	Unit / Department / Institution
Principal Investigator	Dr CHAN Chi-keung / Associate Professor	Department of Counselling and Psychology / Hong Kong Shue Yan University
Co-Principal Investigator(s)	Dr LIE, Kin-pou / Assistant Professor	School of Arts and Social Sciences / The Open University of Hong Kong
	Dr LAI Ching-han Lufanna / Assistant Professor (January to June, 2018)	School of Psychology / Gratia Christian College
Co-Investigator(s)	Dr WONG Ip Chung-ping Susanna / Associate Professor (July to December 2018)	School of Psychology / Gratia Christian College
	Dr LAM, Yin-hung / Research Assistant Professor	Department of Rehabilitation / The Hong Kong Polytechnic University

	Dr CHUI, Chi-fai / Associate Professor	Department of Social Work / Hong Kong Shue Yan University
	Dr SIU, Yat-fan / Assistant Professor	Department of Counselling and Psychology / Hong Kong Shue Yan University
Others	N.A.	N.A.

3. Project Duration

	Original	Revised	Date of RGC / Institution Approval (must be quoted)
Project Start Date	1-1-2018	N.A.	N.A.
Project Completion Date	31-12-2018	N.A.	N.A.
Duration (<i>in month</i>)	12 months	N.A.	N.A.
Deadline for Submission of Completion Report	31-12-2019	N.A.	N.A.

Part B: The Final Report

5. Collaboration with Other Self-Financing Degree-Awarding Institutions

	Name of Institution(s)	% of Participation	Distinctive <u>Element(s)</u> of the Institution in Responsible Project
Applying Institution	Hong Kong Shue Yan University	50%	Organized and hosted two seminars and one 3-day short course.
Collaborating Institution(s) (If any)[#]	The Open University of Hong Kong	30%	Organized and hosted one seminar and one 3-day short course.
	Gratia Christian College	20%	Organized and hosted two seminars.
Total:		100%	Organized and hosted five seminars and two 3-day short courses.

[#] *If no other eligible local self-financing degree-awarding institutions are involved, please input "N/A" in this table.*

6. Project Objectives

6.1 Objectives as per original application

1. Enhancing participants' understanding of the concepts, principles, mechanisms, and applications of positive neuroscience from an interdisciplinary perspective.
2. Facilitating dialogue between scientists and practitioners by bridging the gap between positive neuroscience and pioneering work in various disciplines.
3. Apprising participants' of recent developments in the integration of neuroscience and positive psychology approaches to support human flourishing through various theme-based seminars.
4. Building participants' competence in using positive neuroscience to develop evidence-based best practice and interventions to improve human well-being through two 3-day short courses.
5. Enabling local scholars to deliver knowledge and conduct rigorous scientific research related to positive neuroscience and human well-being.

6.2 Revised objectives

Date of approval from the RGC: N.A.

Reasons for the change: N.A.

1. N.A.

2. N.A.

3. N.A.

6.3 Realisation of the objectives

(Maximum 1 page; please state how and to what extent the project objectives have been achieved; give reasons for under-achievements and outline attempts to overcome problems, if any)

1. Objective 1 of this project was fully achieved: First, the expertise and background of keynote speakers were diverse, including social neuroscientist, criminologist, developmental psychologist, counselling psychologist, educators, and private businessman. Second, the average ratings of participants on “the content of the seminar/short course was useful” (4.15 to 4.45 out of 5, refer to section 6.7 evaluation results). Third, the average ratings of participants on “the presenter use examples to make the materials easy to understand” (4.21 to 4.55 out of 5, refer to section 6.7 evaluation results). The diversity of speakers and high ratings from participants showed that the events of this IIDS series helped to enhance participants’ understanding of the concepts, principles, mechanisms, and applications of positive neuroscience from an interdisciplinary perspective.
2. Objective 2 of this project was fully achieved: The expertise and background of the participants of this IIDS series were diverse. The mixture of academic scholars and educators (72%) with practitioners (28%) from various fields helped to facilitate dialogue between scientists and practitioners by bridging the gap between positive neuroscience and pioneering work in various disciplines.
3. Objective 3 of this project was fully achieved: From the evaluation of the five theme-based seminars. The average ratings of participants on “the presenter is knowledgeable about the subject” (4.65, 4.73, 4.65, 4.59, and 4.8 out of 5, refer to section 6.7 evaluation results) and “the presenter stimulated interest in the course” (4.21, 4.41, 4.38, 4.25, and 4.35 out of 5, refer to section 6.7 evaluation results) were high. This evidence supported that the various theme-based seminars can apprise participants’ of recent developments in the integration of neuroscience and positive psychology approaches to support human flourishing.
4. Objective 4 of this project was fully achieved: From the evaluation of the two 3-day short courses. The average ratings of participants on “the presenter is knowledgeable about the subject” (4.33 and 4.59 out of 5, refer to section 6.7 evaluation results) and “the presenter stimulated interest in the course” (4.12 and 4.64 out of 5, refer to section 6.7 evaluation results) were high. This evidence supported that the two three-day short courses can help to build participants’ competence in using positive neuroscience to develop evidence-based best practice and interventions to improve human well-being.
5. Objective 5 of this project was fully achieved: From the evaluation of all events, the average ratings of participants on “the content of the seminar/short course was related to research” were high (3.89 and 4.85 out of 5, refer to section 6.7 evaluation results). This evidence supported that the seminars and short courses of this IIDS series can enable local scholars to deliver knowledge and conduct rigorous scientific research related to positive neuroscience and human well-being.

6.4 Summary of objectives addressed to date

Objectives	Addressed <i>(please tick)</i>	Percentage Achieved <i>(please estimate)</i>
1. Enhancing participants' understanding of the concepts, principles, mechanisms, and applications of positive neuroscience from an interdisciplinary perspective.	√	100%
2. Facilitating dialogue between scientists and practitioners by bridging the gap between positive neuroscience and pioneering work in various disciplines.	√	100%
3. Apprising participants' of recent developments in the integration of neuroscience and positive psychology approaches to support human flourishing through various theme-based seminars.	√	100%
4. Building participants' competence in using positive neuroscience to develop evidence-based best practice and interventions to improve human well-being through two 3-day short courses.	√	100%
5. Enabling local scholars to deliver knowledge and conduct rigorous scientific research related to positive neuroscience and human well-being.	√	100%

6.5 Project progress

Original Implementation Schedule	Revised Implementation Schedule (Date of RGC's Approval)	Updated Progress
9 February 2018 Positive Neuroscience: Exploring the Neuroscience of Well-being	12 April 2018 (28 November 2017)	This seminar was finally scheduled on 12 April, 2018 to fit into the speaker's schedule as well as the visa application issue for the speaker. Professor Meike Bartels from Vrije Universiteit Amsterdam accepted our invitation and delivered the

		seminar. The title was slightly changed to “ <i>Positive Neuroscience: Genes and Well-being</i> ” and the seminar was held at the Open University of Hong Kong.
6 Apr 2018 <i>Mindful Mind: Towards a Cognitive Neuroscience of Mindfulness</i>	22 November 2018 (28 November 2017)	The schedule of this seminar was postponed to 22 November 2018 due to the change of speaker. Professor Willem Kuyken from Oxford University originally accepted our invitation but then he could not come due to his personal reason. Professor Kirk Warren Brown from Virginia Commonwealth University accepted our invitation. The title was slightly changed to “ <i>Mindful Emotion Regulation: Recent Neural and Behavioral Evidence of Effectiveness</i> ” and this seminar was held at the Gratia Christian College. (Note: The PI notified the University of the change of speaker on 20 July 2018.)
4 May 2018 <i>Connecting Neuroscience with the Meaning of Life</i>	26 April 2018 (28 November 2017)	This seminar was finally scheduled on 26 April, 2018 to fit into the speaker’s schedule. Professor Michael Steger from Colorado State University accepted our invitation and delivered the seminar title “Connecting Neuroscience: with Spirituality and Meaning in Life” held at the Hong Kong Shue Yan University
13-15 Jun 2018 <i>Brain Plasticity and Positive Human Development</i>	27 February 2018 (28 November 2017)	This seminar was finally scheduled on 27 February, 2018 to fit into the speaker’s schedule. Ms. Chris Berka, CEO of Advanced Brain Monitoring accepted our invitation and delivered the seminar. The title was slightly changed to “ <i>Brain</i>

		<p><i>Plasticity and Human Potentials: Optimizing Performance of Individuals and Teams with Interactive Neuro-enhancement Technologies</i>” and the seminar was held at the Gratia Christian College.</p>
<p>21 Sep 2018 <i>A Cognitive Neuroscience Perspective on Prosocial Behaviour</i></p>	<p>16-18 July 2018 (28 November 2017)</p>	<p>This was changed to a 3-day short course with two keynote speakers. The schedule of this 3-day short course was finally scheduled on 16-18 July 2018 to fit into the speakers’ schedule.</p> <p>Professor Adrian Raine from University of Pennsylvania and Professor Kalina Michalska from University of California – Riverside accepted and delivered the 3-day short course. The course title was slightly changed to “<i>A Social Neuroscience Perspective: From Antisocial to Prosocial Behaviour</i>”.</p> <p>This 3-day short course was held at the Open University of Hong Kong.</p> <p>(Note: The event was originally scheduled for August 2018. The PI notified the University of the change of speaker and the advancement of the event for one month on 20 July 2018.)</p>
<p>19 Oct 2018 <i>Nurturing a Creative Mind through the Neuroscience of Creativity</i></p>	<p>13 October 2018 (28 November 2017)</p>	<p>The schedule of this seminar was moved to the second week of 13 October 2018 to fit into the speaker’s schedule.</p> <p>Professor Oshin Vartanian from University of Toronto originally accepted our invitation but then he could not come due to personal reason.</p> <p>Professor James Kaufman from University of Connecticut accepted our invitation. However, the speaker had to deliver the</p>

		keynote lecturer via videoconferencing due to his health condition (could not do long travel). The title of the seminar was slightly changed to “ <i>What Makes a Creative Mind: Insights from Neuroscience</i> ” and this seminar was held at the Hong Kong Shue Yan University. (Note: The PI notified the University of the change of speaker on 20 July 2018.)
14-16 Dec 2018 <i>Applying Positive Neuroscience in Designing Evidence-based Mental Health Practice</i>	7-9 June 2018 (28 November 2017)	The schedule of this short course was finally scheduled on 6-8 June 2018 to fit into the speaker’s schedule. Professor Keely Muscatell from University of North Carolina at Chapel Hill accepted our invitation and delivered the 3-day short-course held at the Hong Kong Shue Yan University.

6.6 Speaker(s)

Title / Name (Surname in Capital Letters)	Post / Institution	Title / Topic of Presentation / Course	Previous Research Links with Hong Kong Institutions (Nature and Date (Month / Year))
Ms. BERKA, Chris	CEO / Advanced Brain Monitoring	1 st Seminar (27 February 2018): <i>“Brain Plasticity and Positive Human Potentials: Optimizing Performance with Individuals and Teams with Interactive Neuro-Enhancement Technologies”</i>	N.A.
Professor BARTELS, Meike	Professor / Faculty of Behavioural and Movement Sciences / Vrije Universiteit Amsterdam	2 nd Seminar (12 April 2018): <i>“Positive Neuroscience: Genes and Well-being”</i>	N.A.

Professor STEGER, Michael	Professor / Applied Social and Health Psychology / College of Natural Sciences / Colorado State University	3 rd Seminar (26 April 2018): “ <i>Connecting Neuroscience with Spirituality and Meaning in Life</i> ”	N.A.
Professor MUSCATELL, Keely	Assistant Professor / Department of Psychology and Neuroscience / The University of North Carolina at Chapel Hill	1 st Short Course (7- 9 June 2018): “ <i>Applying Positive Neuroscience in Designing Evidence-based Mental Health Practice</i> ”	N.A.
Professor RAINE, Adrian	Professor / Department of Criminology / University of Pennsylvania	2 nd Short Course Part I (16 July 2018): “ <i>A Social Neuroscience Perspective: From Antisocial to Prosocial Behaviour</i> ”	N.A.
Professor MICHALSKA, Kalina	Assistant Professor / Department of Psychology / University of California at Riverside	2 nd Short Course Parts II and IV (17- 18 July 2018): “ <i>A Social Neuroscience Perspective: From Antisocial to Prosocial Behaviour</i> ”	N.A.
Professor KAUFMAN, James	Professor of Educational Psychology / Neag School of Education / University of Connecticut	4 th Seminar (13 October 2018, Virtual): “ <i>What Makes a Creative Mind: Insights from Neuroscience</i> ”	N.A.
Professor BROWN, Kirk	Associate Professor / Department of Psychology / Virginia Commonwealth University	5 th Seminar (22 November 2018): “ <i>Mindful Emotion Regulation: Recent Neural and Behavioral Evidence of Effectiveness</i> ”	N.A.

- 6.7 Please provide details of the activities organized, including the theme / objectives of the activities, targeted participants, attendance, analysis of participants, e.g. country of origin, research background, etc., evaluation forms of the activities and a summary of the participants' evaluation. Photos of the activities are preferred.)

The following table shows the detailed descriptions for the RGC-funded activities (seminars and short courses) organized in this completed IIDS project.

	Description
<p>1st Seminar (Date: 27 February 2018) Speaker: Ms. BERKA, Chris Venue: Gratia Christian College</p>	<p><i>“Brain Plasticity and Human Potentials: Optimizing Performance with Individuals and Teams with Interactive Neuro-Enhancement Technologies”</i></p> <p>This is an exciting time as the development of neurotechnologies offers potential for enhancing and augmenting our physical, mental and social capabilities. The advent of smart, wearable sensors allow us to gain insight into processes that were previously subconscious—we can listen to our hearts racing during a stressful experience and observe our brains synchronizing during meditation. This increased awareness of our physiological responses is the first EI step towards exerting positive control over mind and body with the goal of improving our health, wellbeing and social interactions. Dr. Chris Berka will present highlights of 20 years of experience developing and applying novel neurotechnologies to accelerate learning, harmonize teams, enhance leadership and mitigate the neurodegeneration processes associated with aging. As our knowledge and understanding of neuroplasticity increases, these technologies will be refined and modified to provide personalized assessments of brain health during sleep and waking to optimize interventions for health and wellbeing.</p>
<p>2nd Seminar (12 April 2018) Professor BARTELS, Meike Venue: The Open University of Hong Kong</p>	<p><i>“Positive Neuroscience: Genes and Well-being”</i></p> <p>Happiness and well-being have emerged as important study subjects within and across many fields of research. A major driving force behind this is the association with physical and mental health and its pivotal role in socioeconomic issues and economic development. With the increased interest in the importance of well-being it is critically important to understand and reveal sources of individual differences in well-being and the link to the brain. In this lecture, Prof Meike Bartels will present her work on happiness and well-being that describing the complex interplay of genetic and environmental factors. She will present the current state of art within the field of behavioral and molecular genetic research into well-being, including twin-family studies, molecular genetic findings, and links to brain. She will furthermore explain the importance of her findings for individuals and the society at large.</p>
<p>3rd Seminar (Date: 26 April 2018) Speaker: Professor STEGER, Michael Venue: Hong Kong Shue Yan University</p>	<p><i>“Connecting Neuroscience with Spirituality and Meaning in Life”</i></p> <p>There are certain “eternal questions” that seem to have been with our species since the origin of our self-awareness: Why is there life, and where did it come from? Why am I here? How should I live my life? Psychological research has made great progress in learning about our human urge to seek such eternal questions, primarily through research on spirituality and meaning in life. This talk provides highlights from research on meaning in life and spirituality, and explores where the next great strides forward are likely to occur through the connecting of neuroscience with spirituality and meaning in life.</p>

<p>1st Short Course (Date: 7-9 June 2018) Speaker: Professor MUSCATELL, Keely Venue: Hong Kong Shue Yan University</p>	<p><i>“Applying Positive Neuroscience in Designing Evidence-based Mental Health Practice”</i></p> <p>In this 3-day short course, Dr. Keely A. Muscatell, a social and affective neuroscientist, will discuss what the past 20+ years of brain imaging and psychophysiological research have revealed about how social and emotional processes are represented by the brain and the body, and how we can utilize this knowledge to promote health and well-being. She will discuss both foundational and cutting-edge recent work in the research areas of positive neuroscience, psychoneuroimmunology, and neuropsychopharmacology to provide attendees with a deeper understanding of how the brain and the body create our emotional experiences, and how attempts to alter affective and physiological states can feed-back to change the brain. Specific talk topics are mentioned below: 7 June, 2018: “Social and Affective Neuroscience Contributions to Understanding Well-Being” 8 June, 2018: “Positive Neuroscience: How Interventions Can Change the Brain” 9 June, 2018: “Beyond the Brain: Bodily Contributions to Mental Health and Well-Being”</p>
<p>2nd Short Course (16-18 July 2018) Speakers: Professor RAINE, Adrian & Professor MICHALSKA, Kalina Venue: The Open University of Hong Kong</p>	<p><i>“A Social Neuroscience Perspective: From Antisocial to Prosocial Behaviour”</i></p> <p>Part I: The rapid developments taking place in social neuroscience research on antisocial behaviour is yielding important insights into how the antisocial behaviour of conduct disordered children and violent adults can be transformed into prosocial behaviour. This workshop provides an overview of biological, psychological, and social risk factors for antisocial, violent, and psychopathic behaviour. It then outlines the directions this work provides in efforts to transform antisocial individuals into prosocial individuals. Finally, ethical and legal implications of this growing body of knowledge will be discussed. Parts II - IV: A fundamental question in developmental science is how children come to understand the emotions of others when deciding how to act. One of the most important everyday arenas of such an ability is responding to others fear and distress with empathy and kindness. This workshop explores the neurobiological and social factors that lead some children to respond empathically and other children to respond maladaptively to the distress of another. Together, these findings point to important interactions between temperamental predispositions and social learning processes that underlie how children map the interpersonal domain and highlight new directions for future research.</p>
<p>4th Seminar (Date: 13 October 2018) Speaker: Professor KAUFMAN, James Venue: Hong Kong Shue Yan University (Virtual)</p>	<p><i>“What Makes a Creative Mind: Insights from Neuroscience”</i></p> <p>What is creativity? What are creativity’s roots – in the brain, in measurement, in development, or in personality? In this talk, I will present an overview of creativity, from core definitions to a review of major theories. I will discuss many different ways to spur your own creativity, all rooted in research, that range from thinking exercises to lifestyle choices. I will highlight different cultural perspectives on creativity and different positive outcomes. Finally, there will be an extended question and answer session about theoretical and applied issues in creativity research</p>

5 th Seminar (Date: 22 November 2018) Speaker: Professor BROWN, Kirk Venue: Gratia Christian College	<i>“Mindful Emotion Regulation: Recent Neural and Behavioral Evidence of Effectiveness”</i> Effective regulation of negative emotions is key to decision-making, interpersonal harmony, mental and physical health, and other important domains of human functioning. The way in which attention is deployed in provocative situations has a major influence on downstream emotion processes and behaviors but it has been well-studied only in forms that are often maladaptive - rumination and distraction, for example. This presentation will highlight our recent neuroscientific and psychological research on an adaptive form of attention called mindfulness to show that this quality of attention fosters adaptive regulation of emotion. I will first show that mindfulness predicts milder appraisals, or judgments of emotional stimuli. I will then show how mindfulness predicts dampened “downstream” emotional and neurobiological responses to these stressors. The presentation highlights how such benefits can have positive implications for mental health and other outcomes in normative, vulnerable, and clinical populations.
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The following table shows the total number of people registered and attended for the seminars and short courses organized in this IIDS project. Overall, the number of attendants for each event was high except a relatively lower number for the 4th seminar delivered in virtual mode. Furthermore, the attendance rates (72.3% to 94.7%) were high.

	Number of People Registered	Number of People Attended	% Attended
1 st Seminar	79	74	93.7%
2 nd Seminar	121	98	81.0%
3 rd Seminar	131	124	94.7%
1 st Short Course	75	60	80.0%
2 nd Short Course	74	59	79.7%
4 th Seminar (Virtual)	46	38	82.6%
5 th Seminar	83	60	72.3%
All	609	513	84.2%

Given that some participants attended multiple events, the following table summarizes the percent of non-duplicated participants by their affiliations (academic and non-academic). The statistics reflected the mixture of academic or educational institutions (72%) as well as non-academic (profit or non-profit) institutions and organizations. This achieved the objectives of this IIDS project to enhance the dialogue between scientists and practitioners across various disciplines.

Affiliation (N = 78)	Percent of Total Non-duplicated Participants (N = 394)
Hong Kong Shue Yan University	30%
Open University of Hong Kong	13%
Gratia Christian College	5%
The Hong Kong Polytechnic University	5%
The Chinese University of Hong Kong	4%
City University of Hong Kong	3%
The University of Hong Kong	2%
The Education University of Hong Kong	2%

<p><u>Other academic and educational institutions:</u> (including: Lingnan University, Bethel Bible Seminary, CCCU, Chu Hai College of HK, Hong Kong College of Technology, VTC, University of Ghana, University of Salford, OUHK LiPACE, Tuen Mun Catholic Secondary School, Stewards Pooi Kei College, Ping Shek Estate Catholic Primary School, Chinese International School, China Holiness College, CPC Yao Dao Secondary School, Ebenezer School, SKH Lam Woo Memorial Secondary School, etc.)</p>	7%
<p><u>Non-academic institutions</u> (government agencies, non-profit organisations, social welfare agencies, private business etc.): (including: Autism Partnership HK, Christian Family Service Centre, DWDA, Elixir Capital Management Limited, Heep Hong, Hospital Authority, Hong Kong Mediation Alliance, Hong Kong Ideas Centre, Hong Kong International Arbitration Centre, Hong Kong Playground Association, Hong Kong Police, Innate Harmony Ltd., Light Consultancy Ltd., Mediation Alliance HK, Mind Box, QBE Insurance HK, Queen Mary Hospital, Rozados, Society of Boys' Center, St. James Settlement, V Innovation Ltd., Vision Education Group, TWGHs, etc.)</p>	28%
	100%

Below is sample of evaluation form for each RGC-funded activity in this IIDS project:



Positive Neuroscience: A Dialogue between Scientists and Practitioners

Evaluation Form

Date: 26th April 2018

Time: 18:30-20:30

Venue: Research Complex RLB 502, Hong Kong Shue Yan University (HKSJU)

Speaker: Professor Michael Steger from Colorado State University

Topic: Connecting Neuroscience with the Meaning in Life

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
✦ Contents and Overall Satisfaction						
1. The content of the seminar was useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The content of the seminar was related to research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Given the time allowed, the amount of material covered was appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Overall, I was satisfied with this seminar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I would recommend such seminar to my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
✦ Presenter						
1. The presenter was well prepared for the seminar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The presenter was knowledgeable about the subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The presenter presented the materials in an organized way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The presenter used examples to make the materials easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Appropriate audiovisuals were used during the presentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The presenter stimulated interest in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The presenter answered questions carefully and completely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I would recommend the presenter to be invited to conduct the seminar again.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
✦ Comments						
1. What suggestions would you make to the presenter for improving the seminar?						
2. Do you want to receive the news about our upcoming seminars and short courses? If yes, please leave your email address: _____ (Optional)						
3. Additional comments:						

<The End>

Evaluation Results:

The following table summarizes the results (average rating scores, 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree) for Part 1 (Content & Overall Satisfaction), Part 2 (Presenter), and Overall on the evaluation form of each RGC-funded activity for this completed IIDS project. The average ratings for the overall satisfaction were high (4.11 to 4.52 out of 5) for all seminars and short courses. The participants rated high on both the contents and the presenters – the ratings for all questions were over 4 except two cells.

	S1	S2	S3	SC1	SC2	S4	S5
I. Contents & Overall Satisfaction:							
1. The content of the seminar /short course was useful.	4.45	4.41	4.25	4.27	4.44	4.15	4.30
2. The content of the seminar / short course was related to research.	4.42	4.23	4.45	4.19	4.45	3.89	4.85
3. Given the time allowed, the amount of material covered was appropriate.	4.38	4.27	4.44	4.24	4.52	4.00	4.55
4. Overall, I was satisfied with this seminar / short course.	4.43	4.23	4.34	4.15	4.52	4.11	4.35
5. I would recommend such seminar / short course to my colleagues.	4.25	3.82	4.18	4.21	4.45	4.00	4.40
II. Presenter:							
1. The presenter was well prepared for the seminar / short course.	4.61	4.73	4.66	4.41	4.64	4.30	4.70
2. The presenter was knowledgeable about the subjects.	4.65	4.73	4.65	4.33	4.59	4.37	4.80
3. The presenter presented the materials in an organized way.	4.58	4.36	4.63	4.32	4.59	4.26	4.55
4. The presenter used examples to make the materials easy to understand.	4.26	4.27	4.34	4.21	4.55	4.37	4.25
5. Appropriate audiovisuals were used during the presentation.	4.00	4.32	4.35	4.18	4.50	4.11	4.39
6. The presenter stimulated interest in the course.	4.21	4.41	4.38	4.12	4.64	4.25	4.35
7. The presenter answered questions carefully and completely.	4.56	4.23	4.56	4.21	4.55	4.30	4.75
8. I would recommend the presenter to be invited to conduct the seminar / short course again.	4.35	4.41	4.44	4.15	4.48	4.45	4.45

Note:

S1 = 1st Seminar on 27 February 2018 by Ms. BERKA, Chris.

S2 = 2nd Seminar on 12 April 2018 by Professor BARTELS, Meike.

S3 = 3rd Seminar on 26 April 2018 by Professor STEGER, Michael.




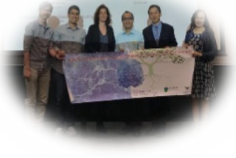






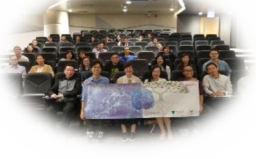




SC1 = 1st Short Course on 7-9 June 2018 by Professor MUSCATELL, Keely.

SC2 = 2nd Short Course on 16-18 July 2018 by Professor RAINE, Adrian & Professor MICHALSKA, Kalina.

S4 = 4th Seminar on 13 October 2018 by Professor KAUFMAN, James.

S5 = 5th Seminar on 22 November 2018 by Professor BROWN, Kirk.

Below are the snapshots of photos for all RGC funded-activities of this IIDS project:

<p>1st Seminar (Date: 27 February 2018) Speaker: Ms. BERKA, Chris Venue: Gratia Christian College</p>			
<p>2nd Seminar (12 April 2018) Professor BARTELS, Meike Venue: The Open University of Hong Kong</p>			
<p>3rd Seminar (Date: 26 April 2018) Speaker: Professor STEGER, Michael Venue: Hong Kong Shue Yan University</p>			
<p>1st Short Course (Date: 7-9 June 2018) Speaker: Professor MUSCATELL, Keely Venue: Hong Kong Shue Yan University</p>			
<p>2nd Short Course (16-18 July 2018) Speakers: Professor RAINE, Adrian & Professor MICHALSKA, Kalina Venue: The Open University of Hong Kong</p>			

<p>4th Seminar (Date: 13 October 2018) Speaker: Professor KAUFMAN, James Venue: Hong Kong Shue Yan University (Virtual)</p>			
<p>5th Seminar (Date: 22 November 2018) Speaker: Professor BROWN, Kirk Venue: Gratia Christian College</p>			

7. Research-Related Outcome

7.1 Potential for development into research proposal and the proposed course of action (Maximum half a page)

This completed IIDS project led the principal investigator and co-investigators to develop the following three research proposals:

- 1) Dr CHAN Chi-keung (PI) submitted another IIDS proposal (PI, UGC/IIDS15/H01/19) titled “*Meaning in Life across Cultures and the Life Span*” which aims to organise an international conference on meaning in life (Co-PI: Prof. CHAN Albert, Gratia Christian College; Co-Is: Dr HO Man-Yee, City University of Hong Kong; Dr LAM Yin-hung, The Hong Kong Polytechnic University; Dr CHUI Chi-fai and Dr SIU Yat-fan, HKSYU). Prof. Michael STEGER, one of the speakers for the 3rd seminar of this completed 2018 IIDS project, was invited to serve as a collaborator. This proposed project was not granted and Dr CHAN is going to resubmit the IIDS proposal in the 2020-2021 Competitive Research Funding Schemes (CRFS) application.
- 2) Dr SIU Yat-fan (Co-I) submitted a FDS proposal (PI, UGC/FDS15/H03/19) titled “Enhancing Parents’ Competency to Support the Social and Emotional Needs of Young Children Through a Parent-Based Empathy and Compassion Intervention” to develop and validate a parent-based intervention to address the social and emotional needs of young children. Neuroscience measures will be adopted. Prof. Kalina MICHALSKA, one of the keynote speakers for the 2nd short course of this completed IIDS project, served as Co-Investigator (Co-Is: Dr LAM Yin-hung, The Hong Kong Polytechnic University; Dr CHUI Chi-fai and Dr CHAN Chi-keung, HKSYU). This proposed project has been awarded with a funding amount of HK\$ 1,059,439 and will launch in January 2020.
- 3) Dr LAM Yin-hung (Co-I) submitted a research proposal (PI, ECS-25607819) titled “The Effect of Impaired Ability to Understand Other’s Mental States on the Development of Emotional and Disruptive Behavior Problems in Adolescents: A Study of the Neural Underpinnings” to conduct a neuroscientific study to understand the emotional and disruptive behavior problems in adolescents. Prof. Adrian RAINE, one of the keynote speakers for the

2nd short course of this completed IIDS project, served as Co-Investigator (Co-I: Yu GAO, City University of New York). This proposed project was not granted.

7.2 Research collaboration achieved

(Please give details on the achievement and its relevant impact)

Four IIDS team members successfully received a new FDS grant (UGC/FDS15/H03/19) and established the research collaboration with Professor MICHALSKA, Kalina, one of the keynote speakers for the 2nd short course of this completed IIDS project. Dr SIU Yat-fan (Department of Counseling and Psychology, Hong Kong Shue Yan University) is the PI for this new FDS project; Professor MICHALSKA Kalina (Department of Psychology, University of California – Riverside), Dr LAM Yin-hung (Department of Rehabilitation, The Hong Kong Polytechnic University, Dr CHUI Chi-fai, Department of Social Work, Hong Kong Shue Yan University), and Dr CHAN Chi-keung, Department of Psychology, Hong Kong Shue Yan University) are the Co-Is for this newly project. The project title is “*Enhancing Parents’ Competency to Support the Social and Emotional Needs of Young Children Through a Parent-Based Empathy and Compassion Intervention*” to develop and validate a parent-based intervention to address the social and emotional needs of young children. Neuroscience measures will be adopted. This proposed project has been awarded with a funding amount of HK\$ 1,059,439 and will launch in January 2020.

We expect this research collaboration will have the relevant impacts to research, practice, family and society as follows: First, the study will provide solid empirical evidence for the design and development of a parent-based empathy and compassion intervention programme to empower parents to support the social and emotional needs of their children. Second, the study will identify possible solutions to counter the negative effects of the worsening mental health problems of young children in Hong Kong. Third, potential cross-cultural study can be developed to investigate the similarities and differences of how parent-based intervention programmes address the social and emotional needs among Chinese, American, and European young children.

7.3 Any new development and/or challenging research topic(s) has / have been identified and any new initiative(s) for future research has / have been inspired.

This completed IIDS project has also inspired the team for the developing the following research topics in the near future:

- 1) The short-course delivered by Professor MICHALSKA, Kalina has inspired Dr Chan, Chi-keung to plan for a future study to explore how to design an intervention to enhance self-compassion and empathy of secondary and college students in Hong Kong to face their academic and life stressors. In this potential future study, neuro measures will be adopted to collect evidence of self-compassion and empathy on relieving academic and life stress.
- 2) The seminar delivered by Professor BROWN, Kirk has inspired Dr CHUI Chi-fai and Dr SIU Yat-fan to plan for a future study to explore how to adopt mobile applications-based mindfulness medication to support the adjustment of college students in Hong Kong. In this potential future study, neuro measures will be adopted to collect evidence of mindfulness on college adjustment and adaptation.

8. The Layman's Summary

(Describe in layman's language the nature, significance and value of the research activities, in no more than 200 words)

This IIDS project comprised five seminars and two 3-day short courses to facilitate dialogue between overseas and local scientists and practitioners from various disciplines, to gain a better understanding of the mechanisms and applications of an emerging field of research -- positive neuroscience. The keynote speakers of seminars and short courses in this IIDS project used neuroscientific tools to investigate positive psychological concepts, providing new perspectives on and deeper insights into how the human brain works. Besides, practitioners learned from these seminars and short courses how to apply and incorporate the concepts of positive psychology and knowledge about positive neuroscience to promote brain-based best practice from an interdisciplinary perspective. Through the seminars and short courses of this IIDS series, local scholars, researchers and practitioners gained a better understanding about the significance of positive neuroscience in supporting human well-being. Thus, they will be able to develop and conduct more rigorous and valuable brain-based research and design evidence-based best practice and interventions to improve people's mental health. In short, the value of the activities of this IIDS project can build up the research competence, brainstorm research ideas, and establish research collaborations on positive neuroscience or related topics.

Part C: Research Output**9. Recognized Conference(s) Paper(s) Related To This Project Was / Were Delivered (As Applicable) N.A.***(Please attach a copy of each conference abstract)*

Month / Year / Place	Title	Conference Name	Submitted to RGC <i>(indicate the year ending of the relevant progress report)</i>	Attached to this Report <i>(Yes or No)</i>	Acknowledged the Support of RGC <i>(Yes or No)</i>
N/A					

10. Research Personnel Trained (As Applicable)

Name	Capacity
Ms. Kung Man Wai	Ms. Kung served as one of venue student helpers for this IIDS project (3 rd seminar and 1 st short course, 2018) and she also voluntarily helped for managing and analyzing the evaluation data for these two events. After this, Ms. Kung was hired as the Research Assistant for the FDS project (UGC/FDS15/H01/17) supervised by Dr. CHAN, Chi-Keung (PI of this IIDS project)

11. Other Impact (As Applicable)*(e.g. prizes, collaboration with other research institutions, technology transfer, etc.)*

As mentioned in section 7.1, the IIDS has successfully established collaboration with Professor MICHALSKA, Kalina at the University of California – Riverside. Other potential research collaborations have been established with Professor STEGER, Michael at the Colorado State University, Professor RAINE, Adrian at the University of Pennsylvania, and local scholars at The Hong Kong Polytechnic University, City University of Hong Kong, and Gratia Christian College.

Besides, a Facebook page and an USB were developed to disseminate the videos (also posted on youtube) of this IIDS series to continue knowledge exchange with scientists to further develop and conduct research on positive neuroscience as well as to support practitioners to incorporate positive neuroscience into their practice and professional training.

Below is the link to access the Facebook page (100 people followed) of this IIDS series

<https://www.facebook.com/pg/IIDS-Positive-Neuroscience-Series-2018-202718036977740/>

An USB for this IIDS series will be given to RGC as a supplement of this completion report.

12. Statistics on Research Outputs

	Peer-reviewed Journal Publications	Conference Papers	Scholarly Books, Monographs and Chapters	Patents Awarded	Other Research Outputs (please specify)	
No. of outputs arising directly from this project	N.A.	N.A.	N.A.	N.A.	Type	No.
					Research/Grant Proposals (refer to section 7.1)	3

13. Public Access Of Completion Report

(Please specify the information, if any, that cannot be provided for public access and give the reasons.)

Information that Cannot Be Provided for Public Access	Reasons
N.A.	N.A.