



**THE EDUCATION UNIVERSITY OF HONG KONG
FACULTY OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF PSYCHOLOGY**

Master of Arts in Positive Psychology in Education

**PSY6072 Capstone Project
HANDBOOK**

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1. Introduction

This Handbook is designed to serve as an informational resource to help you progress through PSY6072 Capstone Project in a timely manner by addressing major issues related to course requirements. The handbook is provided to augment (not replace) other handbooks (University or Department) which contain many important University policies and procedures with which you should be familiar. Additionally, all of the forms described and provided in the appendices of this handbook can also be accessed and downloaded on Moodle of the Capstone Project.

Every effort has been made to ensure that information contained in this Handbook is correct. Changes to any aspects of the programmes may be made from time to time due to unforeseeable circumstances beyond our control and the University reserves the right to make amendments to any information contained in this Handbook without prior notice. The University accepts no liability for any loss or damage arising from any use or misuse of or reliance on any information contained in this Handbook.

2. Where to Find the Programme and Course Staff?

The Department of Psychology is located at D1-2/F-26 of the Tai Po Campus. Appointments are recommended. However, you should feel free to stop by or call when you are in need of assistance.

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Closed on Saturday, Sunday and Public Holidays
Homepage: <http://www.eduhk.hk/ps>

3. What is a Capstone Project?

Positive psychology is a scientific discipline aiming at understanding positive subjective experiences, positive individual traits, and positive institutions that promote quality of life and prevent pathologies from occurring. Positive education is an approach that integrates evidence-based means of promoting character, life skills, and well-being with traditional education principles for academic learning. Students admitted to the Master of Arts in Positive Psychology in Education [MA(PPE)] programme all learn about the body of knowledge that exists in positive psychology and positive education research as well as the applications of the theories in these areas. The PSY6072 Capstone Project is a course of the MA(PPE) programme and is worth 3 credit points.

3.1 Course Aims

This course provides opportunities for students to put their understanding of theories and research methods of positive psychology and positive education into practice by completing an individual inquiry-based project in a real-life context. Specifically, students will first identify an issue that needs to be addressed, and then design and implement a positive psychology intervention or a positive education programme in a student-initiated setting that aims to tackle the identified issue. While working on the independent project, students are expected to apply knowledge and skills in positive psychology and positive education within an educational or a community setting. Such an inquiry-oriented learning avenue will enable students to consolidate, integrate, and reflect upon the knowledge and skills they acquire from the programme before the impending transitions to post-graduation career pursuits.

3.2 Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO₁ Apply knowledge and skills in positive psychology and positive education;

CILO₂ Demonstrate their research, analytical, and higher-order thinking skills (including, but not limited to, problem-solving, creative thinking, oral and written communication, ethical decision-making) in the course of the preparation for and actual implementation of a positive psychology intervention or positive education programmes in an educational setting;

CILO₃ Design and carry out psychological studies in adherence with research ethics and integrity in conducting psychological studies;

CILO₄ Effectively communicate with professional and non-professional individuals to provide information about research and implementation of positive psychology interventions and positive education programmes;

CILO₅ Synthesize and make connections amongst the content, knowledge, and skills that they acquired throughout the programme in a broader context as a “meaningful whole”;

3.3 Prerequisites for Admission to PSY6072

The prerequisites for PSY6072 include successful completion of 12 credit points [including Positive Psychology (or equivalent), Positive Education (or equivalent), and Research Methods in Psychology (or equivalent)].

3.4 Course Duration and Project Report Submission Schedule

The Capstone Project takes about two semesters (approximately 7 months) to complete. Normally students are not permitted to enroll in PSY6072 until all of the prerequisites for the course have been satisfied (see above for details). Except for extenuating circumstances subject to approval of Programme Leader, no extension will be permitted. In the case of extension, an extension fee would be charged and students are required to complete the programme within the maximum study period. There are **two tracks** for final report submission. For the **fast track**, i.e., submitting final report **before mid-May**, the grade would normally be released in June. The graduation status of the students who choose this track would normally be approved by the Academic Board before July 2024 (The graduation date listed on the graduation certificate will be July 2024). For the **regular track**, i.e., submitting final report by **mid-June**, the grade would normally be released in July. The graduation status of the students who choose this track would normally be approved by the Academic Board after August 2024 (The graduation date listed on the graduation certificate will be October 2024).

3.5 Enrolment for PSY6072

Students may pre-register for PSY6072 while the final grade(s) of course(s) taken in the previous semester are pending. However, they must fulfill the prerequisites for PSY6072 before the official enrollment of the course. If students could not pass the prerequisite courses, they are required to withdraw from the Capstone Project.

Factors that students should consider when deciding whether to pre-register for PSY6072 or not:

1. Will you complete the prerequisites for PSY6072 by the end of Semester 1?
2. Will your work or other family or career plan interfere with the implementation of this project, which takes about 7 months?
3. Will you have other responsibilities (e.g., business trip, personal circumstances) in Semester 2, which may not allow you to devote a lot of time on the project?
4. Do you already have preliminary ideas about what to do in the Capstone Project (e.g., What to do, in which setting, with which target population, and how to do)?
5. Do you already know some potential data collection sites? Does the potential data collection site allow you to implement your project in March – May?

3.6 Selecting a Project Topic

The allocation of Project Supervisors to students normally takes place at least one month prior to the official registration of the course. Students are required to fill out the Project Topic Selection Form (Appendix 1) to indicate one project topic. Information on the selection form is for the Course Coordinator to arrange suitable Project Supervisors for students. We do our best to match Supervisors' and students' research interests; however, the Department cannot guarantee that a student's project topic will necessarily turn out to fall into the selected topic. The results of Project Supervisor allocation is normally announced prior to the official registration of the course PSY6072.

4. Capstone Project Coordination and Supervision

General information about the course is available on Moodle after course registration. Students should refer to the Moodle page for PSY6072 on a regular basis.

Besides the web, there are three contact points that students may make use of, namely, their Supervisor, Programme Assistant (General Office), and the Course Coordinator. Project Supervisors are helpful for matters relating to your learning issues, whereas the latter two (Programme Assistant and Course Coordinator) will provide guidance and direction to your course management and administration.

4.1 Course Coordinator

The PSY6072 Course Coordinator conducts a briefing session prior to official enrollment in the course, identifies Supervisors for students, moderates the grading of Capstone Project submitted materials, and submits the final grades to the Departmental Assessment Panel for consideration. If students have questions or concerns regarding the administrative aspects of the course that cannot be answered by their Supervisor, they should feel free to contact the Course Coordinator.

4.2 Project Supervisor

Students carry out the Capstone Project under the supervision of a department member. Supervision normally begins soon after the matching arrangement is released. The role of Project Supervisor is to provide general oversight on the academic aspect of the Capstone Project. Your Supervisor will mentor you as you develop a feasible project proposal, collect and analyze data, and complete your final project report. He/ She will also guide you through the preparation of the application of ethics approval. Each student is entitled to 4 hours of consultation per semester.

The following list serves as an example of what to expect from a Supervisor,

- Help the student select and develop a feasible positive psychology intervention or education programme (or in other format) for an issue identified by the student
- Give advice regarding suitable scientific model/theory/method to help forward the project
- Act as inspirer and catalyst when the project report is to be completed
- Make sure the student does not become sidetracked
- Provide feedback on the final version of the project report

Note that your supervisor is NOT expected to perform statistical analysis for you, perform literature search for you, etc., though they may mentor or provide general advice on these topics.

4.3 Meeting with Your Supervisor

Students should observe the following general guidelines on making appointment with your Supervisors.

- Appointments are on a *first come first serve* basis, meaning that you may not be able to meet with the Supervisor during your most favorable time slot unless you make your appointment as early as possible.
- You should only make appointment(s) with your assigned Supervisor.
- It is students' responsibility to maintain close contact with Supervisor, including keeping them informed about your progress, and work out problems immediately when they arise.

5. Research Ethics

5.1 The Ethical Principles of Psychologists and Code of Conduct

All psychology students in the Department are expected to comply with the *American Psychological Association (APA) Ethical Principles and Code of Conduct* concerning research and publication. Students should read and understand the APA's Ethics Code, which can be found at <http://www.apa.org/ethics/homepage.html>. Students are encouraged to discuss with their Supervisor whenever they have questions or concerns about ethical principles related to research.

5.2 Obtaining Ethics Approval for Research with Human or Animal Participants

Additionally, students must comply with all University and Department policies concerning the conduct of research and scientific integrity, in particular the avoidance of plagiarism in writing all submitted documents (including presentation, proposal, and final report), and the obtaining of institutional Research Ethics approval before collecting data. Failing to adhere to established standards in the conduct of research is a serious offence.

Students should familiarize themselves with the Policy on Academic Honesty, Responsibility and Integrity with specific reference to the Avoidance of Plagiarism by Students in the Student Handbook (Appendix 2) regarding avoiding academic offences. All university policies with regard to falsification of data, fraudulent claims, and plagiarism will be enforced.

It is the University's policy that all research involving human or animal subjects should be submitted for ethical review. This is applicable to research activities conducted by staff (teaching and research, as PI or Co-I) and students (undergraduate and postgraduate) on the University premises, or at other off-campus/off-shore sites as a result of collaboration or subcontracting of activities by the University.

The Human Research Ethics Committee (HREC) of Research and Development Office (RDO) is responsible for the ethics review and approval for all student research on and off-campus that involves humans and animal (live, non-human vertebrates) participants. To apply for ethical review, students should complete the Application Form for Ethical Review and prepare all applicable attachments. All documents must be approved by the students' Supervisor and the FEHD's Faculty Human Research Ethics Committee (FHREC). Please see the HREC website (https://www.eduhk.hk/human_hrec/index.php) for updated forms and instructions, and you may also refer to the PS department's Research Ethics webpage for advice (<http://www.eduhk.hk/ps/en/information.php?s=guideline&id=1689>). You must

ensure that you have received the final email approval from the FHREC before you ask for participants' consent and collect any data (see Appendix 3 and Appendix 4).

Please note that procedures for applying for ethics approval vary according to the circumstances, for example, human versus animal participants; students versus children in the Early Childhood Learning Centre, etc. To ensure proper progression of the Capstone Project, it is essential to submit the application for ethical approval before the set deadline, usually around the time of the proposal presentation.

The following information should be included in the appendices of the project report:

- a copy of the notification of ethics approval from the FHREC, and
- copies of the (unsigned) consent form(s) used in the research, and
- for research involving human participants, include a statement indicating the nature of the feedback to the participants and any debriefing that the student researcher conducted.

Reminder: Research involving human or animal participants must not begin until notification of full ethics approval has been provided by the FHREC.

When applying for ethical review, students should check the University (HREC) and the Department webpage for the latest research ethics guidelines and templates.

6. General Guidelines

The following notes aim to assist students in the planning, execution and writing of the project report. The time indicated is for reference only. Students should discuss with their Supervisor to derive a most suitable timeline for their project. (Appendix 5)

Awareness of necessity for project topic: Students should be conscious of the need to identify an issue that needs to be addressed in a self-selected setting (e.g., schools, companies, or families) and think about a project topic as they come to the beginning of the Capstone Project (e.g., resilience training at schools, online workplace mindfulness or gratitude-diary with family members). During this time, it is useful to discuss possibilities of project topics with Supervisors and find out what equipment, materials, and other resources are available and will be required for the Capstone Project.

Choice of project topic area: Before enrollment, students should have a fairly clear idea of the topic area in which they wish to work. A list of Supervisors and project topics will be provided. Students can select five choices of project topics from the list; yet, *the Department cannot guarantee that student's project topic will necessarily turn out to fall into one of the five choices.* After being assigned to a supervisor, students may choose other topics provided that they convince their Supervisor of their ability and preparedness. Until his/her Supervisor approves the topic, the student should not assume that he or she is free to embark on project implementation. The Supervisor will then provide guidance in the choice of appropriate reading in the topic area.

Reading in topic area: Students should study intensively in the topic area. Remember to read not only for content and background but also for methodology. They should not require Supervisor consultation at this time and cannot expect that Supervisors will necessarily be available. Students should record reference details of all books and articles. This will aid the compilation of the list of references for the final report. It is a good idea also to make summary

notes and record quotable quotes, from which students can later write the project proposal and literature review.

Project activity defined: It is expected that all students enrolled in PSY6072 will have independently decided upon a precise topic for their project, with approval and incorporation of advice from the Supervisor. They will have discussed this topic and the outline of their proposed project with their Supervisor.

The student will have a proposal presentation and a written paper for project proposal. The student will be required to submit a 1500-word project proposal after the proposal presentation. The project proposal should include, but not limited to, the following components: aim(s) and objective(s) of the project, a concrete action plan on how theories and/or principles of positive psychology or positive education can be applied within an educational setting or a community setting, and expected outcomes of the project and justification of the project, as well as the evaluation plan.

This project proposal is also required for the application of Research Ethics Approval. *The onus is on the student to contact the Supervisor.* Supervision is something you seek, and the amount of time will vary according to the type of project and the experience of the student, and will vary at different times of the project process.

Action plan: Before implementing the proposed activity, all preparation for activity implementation should be made. Research Ethics Approval must be obtained. Participants should be located; materials for the activity and evaluation should be ready; questionnaires and tests devised and duplicated (if applicable). Any necessary permission to do the project in an institution or organization should be obtained (especially if working with school samples).

Project implementation and Evaluation: Naturally, the time needed for project implementation will depend on the type of project. Some projects will require long-term observations of a few participants. Others will rely on one short administration of interventions. Also, students should check with their Supervisor about the detailed methods of (statistical) analysis necessary for their evaluation on the effectiveness of the proposed activity.

Writing of first draft: Students would be well advised to get started on the first section (literature review) of their project report early, even if project implementation is still proceeding. Supervisors may be able to read and give feedback on drafts, a section at a time. This provides students with feedback on such matters as style, comprehensiveness, and length. It is important, also, to provide Supervisors with a tentative table of contents listing all section headings at the time the first section is presented to the Supervisor. It is quite common at this stage for some students to experience difficulty in writing fluent, clear, and readable English. Part of the learning required for completing the report is the ability to write clearly. If you have difficulty in writing *good* English, extra time should be allowed for the writing-up stage so that you can learn the necessary skills. It is quite common for some students to write two or three drafts of each section before both the Supervisor and student are happy with it. The report style and referencing system used should conform to the style described in the seventh edition of the Publication Manual of the American Psychological Association (2020).

Revision and Polishing: This is the time for correcting, polishing, and improving the first draft, incorporating the Supervisor's suggestions, adding additional references, etc.

Final draft: Typing: Supervisors may be invited to read completed final drafts early, and this step is essential before the Capstone Project reaches its completion. Students should allow plenty of time for typing and proofreading.

7. **Project Procedures**

The following are basic procedures that a psychology Capstone Project would normally go through. Again, students should consult their Supervisor on the essential steps or milestones they are expected to accomplish at different stages of their project. Please keep in mind that the following procedures are mainly for reference because students and their Supervisors tend to work out a set of procedures that are most suitable for them but may deviate somewhat from what is outlined in the following.

Project Topic Orientation: Find a topic and identify an issue in a specific setting. This can be accomplished by looking up references from the library, talking to staff and people in the field, identifying issues from newspapers, or reflecting on your own personal experience. List central ideas, ask your own questions. Identify an issue in a specific setting and think of how the theories and knowledge of positive psychology and/or positive education can help to address the issue.

Preliminary Reading and Literature Search: Find out what theories of positive psychology and/or positive education are relevant and what has been done in the field. Abstract review (at least the last 5 years). Look for studies with well-designed positive psychology interventions or positive education programmes (not necessarily in the area but that can provide a clear model for writing style, method, or statistical analysis if applicable). *Decide on the activity to be implemented.* Make a note of the reasons why you think the selected theories and previous findings are relevant and why the proposed activity is relevant to your identified issue in the self-selected context.

General Aims: Write up the general aim(s) of the project. Include the self-selected context, the project topic area, and the identified issue. Write with a general statement of why the topic is or should be of interest to positive psychology or positive education, i.e. its background. This section should be clear.

Literature Review and Expected Outcomes for Evaluation: It is important to have a clear idea of the aims of the project and the studies or theories from your literature search that are central to your identified issue. At the same time, you must also have clear ideas in your mind what kind of outcomes should be expected for the evaluation purpose and how the expected outcomes have been assessed in the past and/or how they would be most appropriately assessed in your Capstone Project.

Further Focused Reading and Literature Search: Based on the proposed activity and expected outcomes formulated, you must now clarify what is the best way to conduct analyses for evaluating the efficacy of the proposed activity and to ensure that you have found the most relevant previous studies for your purposes.

Discussion of Expected Outcome(s) and Design: Now you must summarize all the materials that *directly relate to your identified issue, your proposed action plan, and expected outcomes.* That is, past research, past theorizing and the rationale for any ideas you have had in formulating your proposal.

Preliminary Design: It is now that you will also discuss some of the finer details of the action plan (i.e., the design and procedure) of your project with your Supervisor.

Write up of Literature Section and Derivation of Expected Outcomes: Now you will put together the previous steps into a draft form. It will include general aims and subject matter, general review of the literature, a review of specific studies and ideas directly relevant to the identified issue and expected outcomes and it will end with a list of the expected outcomes.

Finalizing Action Plan: You will now have a clear idea of what to do, how to measure the expected outcomes, and how to evaluate the efficacy of your proposed activity for addressing the identified issue at the selected context. At this stage, you will need to clarify the sample base and size, the nature of the context chosen, the exact procedure for the participants, specific measurement details including other peripheral measurements for assessing the expected outcomes (if applicable) and evaluating the effectiveness of the proposed activity etc.

Obtaining Research Ethics Approval: Before any activities are carried out, research ethics approval must be obtained from your Supervisor, the PS Department, and the Faculty. Model consent forms, draft questionnaires or interview questions, and a project proposal must be attached to the ethics application form and submitted a month or more before the action plan is expected to be implemented.

Initiating Sample Contact: Depending on the sample chosen, the task of gaining permission for access to participants may require letters and/or personal contact with agencies. Parental approval may need to be obtained. Ample time must be allocated for this procedure in the project timetable.

Write up of Method: At this point the whole method section (i.e., the action plan) must be written up. There may be some minor additions or alterations later but essentially this section should be straightforward. This section can be completed in conjunction with the next.

Project Implementation and Discussion of Evaluation: Here the project will be underway and you will be monitoring the progress of the project and recording the data related to your expected outcomes (e.g. scoring or open-ended response etc.) for evaluation purposes in tabulated form in Excel, SPSS, or your preferred data analysis program. With advice from your Supervisor and models from the existing literature, you will now decide the exact details of how you can analyse, organise, and present your data in order to clearly and appropriately evaluate the effectiveness of the proposed activity.

Analysis and Write up of Evaluation: Here you will be involved in the major analysis of your data on the expected outcomes and you will create tables and graphs together with writing out clearly what you have found and how it can tell regarding the effectiveness of your proposed activity based on the results of the analysis(es).

Discussion of Results: This usually will form the fourth section of your final report. You will already have the other three sections almost completed. In this section you will discuss what you have found, how effective your proposed activity was, and any additional information you have. Indicate the strengths or weaknesses of the results and make interpretations. *It is particularly important that you discuss your results in relation to the published work you outlined in the literature section.*

Limitations: Outline any problems you had with sampling, procedures, etc. Identify elements in the design that you would like to change if you were to do it again. Discuss any weaknesses in the project design and implementation.

Personal Reflection: Your work may have implications for applications of theories in positive psychology and/or positive education in the future for the same specific setting or other settings. Discuss these implications. Make specific recommendations for these implications if they are appropriate. Summarize your entire experience working on the Capstone Project. Make some summary remarks about how your understanding of the self-selected setting is changed after completing the project. What have you learned about the population in your self-selected setting? What contradicted your prior beliefs about the setting? How will the skills and knowledge gained from this Capstone Project help you attain your personal and/or career goals?

References: During the course of your project you should have accurately recorded all your sources. Create your final list and check carefully that every reference in the text is on your list.

Appendices: The Appendices will include specific extensive instructions and measurement details that are not included in the text but that are necessary if someone were to implement your proposed activity. Also, you may include tabulated data that may be useful for a reader but was not central to your analysis and discussion of results.

Proofreading: It is easy for you, living so close to your work, to miss errors in the text. Get at least two people to proofread your final draft. They do not have to necessarily read for meaning.

8. Organization and Format of Capstone Project Report

These notes are intended as a guide to the writing of Capstone Project reports in general. They will be relevant to most positive psychology and positive education courses but it is assumed that you will interpret them in conjunction with specific directions or expressed expectations from your Supervisor.

Bear in mind that you are writing scientific reports. As such they should be expressed in language that is clear, concise, objective, and devoid of words having emotional or emotive connotations. The third person and the past tense are considered most appropriate for scientific reports.

8.1 Formatting Guidelines

Paper. Use only one side of A-4 size white papers (unless supervisor request two-sided printing).

Typeface Size, Font, and Print. Project reports must be typed in a 12-point standard Times New Roman font. Avoid using fancy fonts as they are difficult to read and are not appropriate for a project report. Use the same font throughout the document. While illustrations may be in color, you should use only black type in your project report.

Line Spacing. Indent every paragraph and double-space your project report, including the title page and copyright page. Check the APA style guide to determine whether

long quotations, footnotes, the table of contents, and the bibliography should be single-spaced or double-spaced. Do not add extra spaces between paragraphs or sections.

Margins. To facilitate binding, the left margin of your project report should be 1½". The remaining margins should be 1" (2.54 cm). Page numbers and illustrations must fit within the specified margins. If an illustration is too large to fit into the margins, reduce it so that it will fit.

Pagination. Number ALL pages of your final report with the exception of the title page. The text of your project report should be numbered with Arabic numerals (1, 2, 3, ...). Numbers should appear at least 1" (2.54cm) from the right-hand edge of the page, in the space between the top edge of the paper and the first line of text. Pagination must be carefully checked for correct sequence and completeness. All errors must be corrected before final submission.

Other formatting style. Reference list and editorial style (e.g., figures, tables, graphs, etc.) should conform to the APA Publication Manual (7th edition). Charts, graphs, maps, and tables that are larger than the standard page should be avoided unless absolutely necessary. Overlays must be meticulously positioned in the text. Where graphs, illustrations, photographs, etc. fill an entire page, these pages can be numbered in sequence or left unnumbered.

8.2 Organization of Materials

Students are required to hand in an electronic copy of their project report. The length of project report should range around **4,000 words** (excluding reference list, tables, figures, and appendices).

Front Matters:

Title page

The title page must contain the following information:

- the project title
- the full name of the candidate
- previous degree(s) of the candidate, including name of institution and year of obtaining the degree
- A statement beginning with "A Capstone Project Report..." (see sample Title Page)
- The University (EdUHK) and degree for which the project report is submitted
- the month and year of the expected graduation date from the degree

The title should summarize the main idea of the research project simply and clearly. The title should be typed in all uppercase letters and must be centered and bolded. The word "BY" and your name should be typed in uppercase letters. Both your name and previous degrees must correspond with University records. All items must be centered. For example:

BY

YOUR NAME

A sample title page is attached in Appendix 6.

Acknowledgements (optional)

Inclusion of acknowledgments is optional. The line spacing of the text must be consistent with the spacing in the rest of the document, and the heading must be consistent with all other headings. This page must be numbered with lowercase Roman numerals. See the sample in Appendix 7.

Project Report Submission Declaration Form

Students should fill out and sign the project report submission declaration form, which is attached in Appendix 8.

Text Section:

The text must be divided into different sections. The pages of the text must be numbered using Arabic numerals, beginning with the number '1', and this number must be displayed. Each project report should contain the following sections:

- Section 1: Introduction
- Section 2: Methodology
- Section 3: Results
- Section 4: Discussion and Personal Reflection

Headings

All major headings and subheadings must be presented consistently throughout all sections, in terms of capitalization, placement on the page, font style, and font size used. For instance, if the heading for section one appears centered in all capital letters, then the other section headings must also be centered, in all capital letters.

Reference citation in text

Every statement of research findings in the report and every reference cited in the text must be acknowledged using the correct referencing method. Every reference cited in the text must appear in the reference list at the end of the report. Material which has been needed but not referred to in the report should not be included in the reference list.

Subject to specific variation because of the work being reported, the following suggestions are made about what might normally be expected to appear in each chapter.

Introduction

- **General introduction.** This section basically gives the reasons for implementing the proposed activity. The problem addressed in the specific setting and potential implications of the project should be introduced. The question "Why was this project carried out?" should be answered.
- **Literature review and expected outcomes.** This section usually entails the citing of previous relevant research which is highly relevant to the aims of the project, the identified issue in the self-selected setting, proposed activity, and expected outcomes. At the end of this section, how the proposed activity will lead to the expected outcomes need to be clearly stated.

Methodology

- **Participants.** You need to define the population you are testing, and justify your use of that population. Specify what samples you are taking from the population, how and why you are taking those samples and perhaps state why other samples are not being used, for example, "Participants were first-year psychology students from the Education University of Hong Kong. There were 56 females and 49 males. The age range for females was 18-45 with a median age of 23 and for males was 18-39 with a median age of 22." Other variables defining the sample which could be included might be socio-economic status, occupation, level of education, marital status and so on.
- **Materials.** This subsection contains a precise description of all the apparatus, tests, or questionnaires involved. Clear diagrams of any equipment should be drawn. Sufficient details of the measurements need to be provided in the main text. If possible append an example of any test or questionnaire to the report.
- **Procedure.** This entails a straightforward description of what was actually done and said to or with participants. Instructions given to the participants should be included word by word unless they are lengthy, in which case they should be appended to the report.

Results

- **Text.** The approaches used in evaluating whether the expected outcomes of the proposed activity have been achieved are stated. Data may then be presented in summary tables or graphs in condensed form.

It is not sufficient to simply present tables or figures in this section. All results should be described in brief prose, referring to tables or figures where they are relevant.

- **Tables and Figures.** Tables are numbered and headed flush left, principal words capitalized, above the table. For example:

Table 1

Correlations between Conservatism and other Personality Variables

Personality Variable	Sex	
	Male	Female
Neuroticism	0.13	0.00
Introversion	0.06	0.09
Aggressiveness	0.23*	0.11
Authoritarianism	0.64**	0.05*
Dominance	0.26*	0.20
Ego-strength	0.08	0.04
Guilt proneness	0.21	0.00

* $p < .05$ ** $p < .01$

Figures are identified below the actual figure. Give the word Figure and capital F, and underline it, together with the Figure number. The title should be in upper case, as should both the vertical and horizontal axis labels. Example:

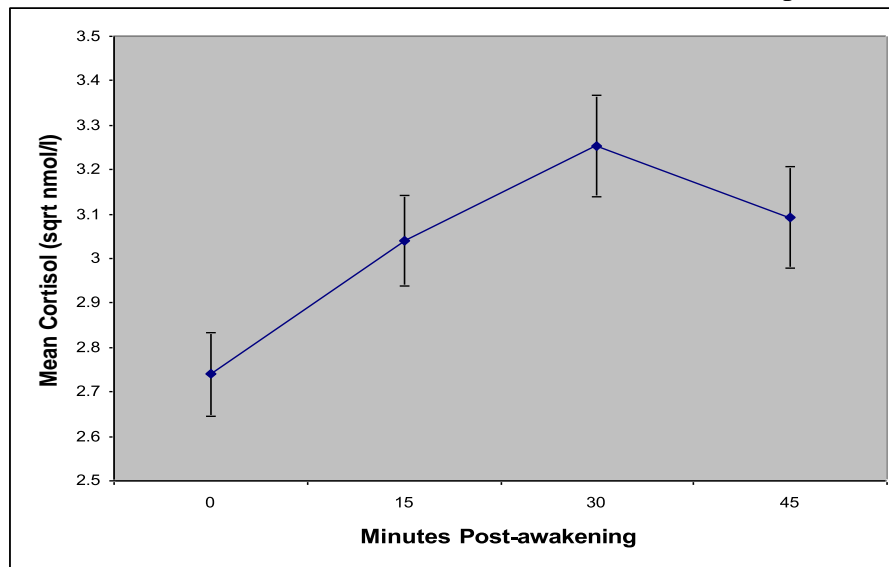


Figure 1: Means and Standard Errors of the Awakening Cortisol Responses in Adherent Participants (n = 68)

[List captions together on a separate page.]

Discussion and Personal Reflection

- The significance of the proposed activity should be discussed. The results should be related to the evaluation of the expected outcomes and you should discuss whether the proposed activity is effective or not based on the obtained findings.
- You should discuss any shortcomings of your project and make suggestions for further research, for example, revising the procedure.
- Personal reflection: You should discuss the implications of the present project for the application of positive psychology and/or positive education in future in the self-selected context and/or in other contexts. You should also discuss what you have learned during the Capstone Project. For instance, you may discuss how your understanding of the selected setting and the population in the selected setting has been changed because of the Capstone Project.
- A sample text page is shown in Appendix 9.

Back Matter:

Reference list

All project reports must have a list of references. Authors should be listed in alphabetical order. The reference list should be double-spaced. When placed at the end of the document, the reference list is not considered as a chapter and, therefore, should not have a chapter number, however, the heading should be formatted in the same way as the chapters. Avoid having a page break in the middle of a citation; instead, arrange page breaks to fall between citations. Please refer to the 7th edition of the Publication Manual of the American Psychological Association (2020) for detailed

instructions on the correct referencing method. A sample reference list is shown in Appendix 10.

Appendix or Appendices

Students may wish to include additional supporting materials at the end of their project reports. This information should be organized into an appendix or series of appendices. Appendix material may include examples of questionnaires and tests, sets of instructions, tables of raw data and statistical calculations performed.

Appendices are placed only at the end of the project report text: they should not appear at the end of a section. Materials in an appendix should be doubled-spaced. If there is more than one appendix, they should be numbered as A, B, C, etc., in the order in which they are mentioned in text. Begin each appendix on a separate page.

8.3 Submitting the Capstone Project Report

An electronic copy of the Capstone Project report (in pdf format) should be submitted to the Course Coordinator via “Turnitin” on the *Moodle* page for the PSY6072 course on or before the submission date announced. *Late submission will not be entertained*. The electronic version submitted to Turnitin is regarded as the final version submitted by the author of the project report. You should submit it by yourself and should not authorize another person to submit it on behalf of you.

In addition, you need to submit (1) a raw SPSS dataset or a Word file containing all open-ended responses (or in other formats as appropriate), (2) a clean dataset (3) a copy of the questionnaires for measuring the expected outcomes via the programme email.

Incomplete submission by the deadline and/or failure to comply with regulations stated in the handbook (e.g., research ethics) will result in substantial grade deduction.

9. Capstone Project Assessment

9.1. Assessment tasks and weighting

Assessment Tasks	Weighting (%)
Proposal presentation	10%
Proposal (~1,500 words, excluding references, tables, figures, and appendices)	20%
Final report as a thesis (~4,000 words, excluding references, tables, figures, and appendices)	70%

9.2. Project Presentation and Written Proposal

Students will produce one project presentation. In the presentation, students will present their project proposal. This presentation accounts for 10% of the final grade of the course.

The presentation is expected to feature, but not limited to, the following components:

- Aim(s) and objective(s) of the project;
- Literature review pertaining to the project;
- Concrete action plan to address the project issue(s), with reference to relevant theories or principles of positive psychology and/or positive education;
- Concrete plan to evaluate the efficacy of execution or implementation regarding the proposed activity, expected outcomes of the project, and justification of the project

Details of the project presentation will be announced via e-mail and on *Moodle*.

After the presentation, students will submit a 1,500-word project proposal. Students are expected to revise their proposal by integrating the comments from the examiners and their peers. This written project proposal accounts for 20% of the final grade of the course.

9.3. Final Report

Students will write a final project report of around 4,000 words (excluding reference and appendix). It includes,

- Aim(s) and objective(s) of the project and justification of the project;
- Design and literature review pertaining to the project;
- Their initial plan and the actual steps taken to address the project issue(s), with reference to relevant theories or principles of positive psychology and/or positive education;
- Final evaluation of whether the project has achieved what it is intended to achieve.
- Discussion and Personal reflection

This final report accounts for 70% of the final grade of the course.

9.4. Assessment Process of the Capstone Project Submitted Materials

In order for the Department to keep track of the materials that are submitted for marking and ensure that marks are forwarded to the Departmental Assessment Panel (DAP) as quickly as possible, students must submit the materials on time. The marking process is as follows:

1. For the presentation, normally the Supervisor and two random assessors (e.g., other project supervisors or the course coordinator) will assess the student's presentation. The preliminary grade for the presentation will be released shortly after the grading is completed.
2. The submitted proposal will be forwarded to the student's Supervisor. The Supervisor will recommend a mark and grade, comment on the submitted material,

and then return the submitted material and the evaluation form to the MA(PPE) Programme Assistant. The submitted material and the evaluation form will be also passed on to the second marker for double marking. The preliminary grade for the proposal will be released shortly after the grading is completed.

3. The final report will be forwarded to the student's Supervisor. The Supervisor will recommend a mark and grade, comment on the submitted material, and then return the submitted material and the evaluation form to the MA(PPE) Programme Assistant. The submitted material and the evaluation form will be also passed on to the second marker for double marking.
4. The Course Coordinator will be responsible for adjusting the marks where he/she deems necessary and assigning the final grade, and will return the submitted material to the MA(PPE) Programme Assistant.
5. The final grade of the course will be released by the Registry after it is recommended by the DAP and approved by the Head of the Department.
6. Samples of submitted material comprising various grade ranges will be drawn to send to the External Advisor for reference.
7. Marked submitted materials together with the assessment forms will be returned to the MA(PPE) Programme Assistant, who will then pass the submitted materials to individual Supervisors for their own reference and/or retention.
8. Students who want to collect the comments of their submitted materials or the marked submitted materials should contact their Supervisor directly.

9.5. Assessment Criteria of Capstone Project Submitted Material

Project Supervisors will assess the submitted material, including presentation, project proposal, and final report, and recommend a grade based on a set of standard criteria (Appendix 11).

If there are any special circumstances surrounding the work on the project that the Supervisor feels should be considered in assigning a mark, these are also indicated on the grading form and can influence the final grade. For example, on the positive side, the student was very innovative and did a tremendous amount of work. Or on the negative side, the student was a virtual passenger who did little more than follow directions.

Students should follow the academic regulations (Section 8.2 of the Academic Regulations for Taught Postgraduate Programmes) with regard to the appeal process to resolve grade disagreements. Submitted material should be clear of plagiarism and other violations of academic honesty. Details of the regulations are available at the website of the Graduate School.

10. Reference

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed). Washington, D.C.: American Psychological Association.

Appendix 1:

Project Topic Selection Form 2023/24 (via ONLINE form)

THE EDUCATION UNIVERSITY OF HONG KONG
Faculty of Education and Human Development
Department of Psychology

Master of Arts in Positive Psychology in Education

Project Topic Selection Form 2023/24

Please complete this form if you choose to take the Capstone Project as a partial fulfillment of the elective courses, and you want to start the Capstone Project course in **Semester 2, 2023/24**.

Please make sure you have fulfilled the following pre-requisites of the Capstone Project:

- Successful completion of 12 credit points (including Positive Psychology, Positive Education, and Research Methods in Psychology)

The result of the application will be announced in November.

I would like to apply for the Capstone Project course in 2023/24.

Please indicate your preferred project topic below (choose **ONE**):

- Positive Education
 Positive Psychology-oriented interventions (e.g., Positive Psychotherapy)
 Well-being enhancement (e.g., character strength and/or virtue building)

The completed form should be signed and returned to Ms. Zita Lam at zwylam@eduhk.hk by **October 6, 2023 (Friday)**.

Late submission will **NOT** be entertained unless for very strong reasons.

Signature: _____

Student name (English): _____

Student Number: _____

Date: _____

Appendix 2:

Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students

Definition of Plagiarism

Plagiarism is the most common academic misconduct. It is defined as copying passages and/or borrowing ideas, concepts, and arguments from other sources without properly referencing those sources and appropriate acknowledgement. By this definition, plagiarism may be intentional or unintentional.

Plagiarism is a serious academic offence in the intellectual world as it stifles creativity and originality, whilst denying you the opportunity of learning from your work. There is zero tolerance for plagiarism at any level at the University as clearly spelt out in the Policy. Even if you just copy a phrase or sentence, or borrow an idea and/or concept without proper referencing, you have already committed plagiarism, an academic theft similar to stealing. You should avoid it at all costs. Also, it does not matter what the nature of the source is. It may be a book, a magazine, a newspaper article, a table or passage from the internet, or simply a course work of another student or even teaching material distributed by your course teachers.

The most obvious form of plagiarism is direct copying without referencing. Modifying the way the author expresses his/her idea and passing this off as your own, that is, paraphrasing the author's idea, is another form of plagiarism though it is less explicit. Students, however, often fall prey to this form of plagiarism. Other forms may include borrowing the work of others by attaching one's name to it or the indirect borrowing of work from a secondary source cited in the original source without properly acknowledging both sources. The following example may help you to grasp the meaning more thoroughly:

In Hong Kong, women are expected to live longer than men.

(This fact has been widely known to Hong Kong people, so it is already common knowledge and there is no need to acknowledge the source.)

In Hong Kong, women outlive men. According to the statistics of the Centre for Health Protection in 2021, the average life expectancy of women is 87.9 years while that for men is only 83.2 years.

Centre for Health Protection's Major Health Indicators in 2021 and 2022. Retrieved 22 August 2023, from (<http://www.chp.gov.hk/en/statistics/data/10/27/110.html>)

(When we give exact figures, unless you are the source provider, you have to acknowledge the source. If you don't do so, you commit plagiarism!)

When you report someone else's ideas/findings you must put it in your own words and cite the source, and not merely copy full sentences or parts of sentences from the source article. Poor paraphrasing (e.g. copying another's sentence and changing a few words to synonyms or changing the order of sentence structure) and translation of other's work (e.g. from Chinese to English/English to Chinese) are also a kind of plagiarism even if a citation is also appended. It is your responsibility as a scholar-in-training to cite the ideas and work of others correctly.

It is intellectually dishonest to present someone else's ideas or words (whether written or not) as one's own, especially if this is done deliberately or with the intention to deceive the reader. Further, regardless of intention, plagiarism violates the principles of moral responsibility and intellectual integrity. It indicates a serious character flaw which leads to the erosion of trust (especially when it is repeated). It is inconsistent with our best sense of ourselves and our place in society. The integrity of any community, including the University and the broader academic community, is built on mutual trust and care – values which are threatened whenever plagiarism occurs. As such plagiarism is always morally wrong and, hence, unacceptable.

Consequences of Plagiarism

The University adopts a zero-tolerance policy to plagiarism. Plagiarism stifles creativity and originality, and denies students the opportunity to learn from their own work. Further, if the distinction between students' work and the work of others is unclear, the University will be unable to fulfill its responsibility to evaluate students' academic performance.

Each and every case of suspected plagiarism will be responded to in accordance with the Guidelines for Handling Student Disciplinary Matters (http://www.eduhk.hk/re/student_handbook/text_en4_4.html), which are supplemented by the Procedures for Handling Suspected Cases of Academic Dishonesty, taking into account the particular circumstances of the occurrence. Plagiarism may lead to grade deduction, course failure, and discontinuation of studies. Suspected cases will be investigated and handled by the Department initially. Severe cases or a second offence of plagiarism will be forwarded to the Student Disciplinary Committee at the University level for further consideration, decision and action, as appropriate.

Other Forms of Academic Dishonesty

Cheating: This mainly concerns cheating in examinations and tests/quizzes. It could be copying from notes (with the exception of open book examinations), giving or receiving assistance, altering an examination answer for re-grading, or getting the examination paper in advance.

Multiple Submissions: You are not allowed to submit one paper for two or more courses without prior approval from all the course teachers concerned. You are also prohibited from re-submitting any already assessed paper for another course, or using any part of the same without proper acknowledgement.

Impersonation / Surrogate: You must not engage anyone to take an examination or to complete a paper/coursework on your behalf, neither should you sit an examination for other nor complete a paper/coursework for other nor submit a paper/coursework in another's name.

Fabrication / Falsification: You must not fabricate data for research or provide falsified information or facts (e.g. forging medical certificates in case of absence from examinations).

Collusion: You must not work with another student in the preparation and production of work which is presented as your own or his/her own.

How to Avoid Academic Misconduct

With a view to enabling you to follow good practice, you are required to indicate your agreement that you will uphold the principles of academic honesty throughout your studies upon your admission to the University. Additionally, in order to avoid falling into the trap of academic dishonesty, you should:

- know what academic dishonesty and copyright violation mean and what you have to do to avoid them, and take full responsibility for all your submitted work;
- must make a full and proper acknowledgment of the sources of your work and of their intellectual property;
- keep a reasonable work, study and life balance. Please give yourself sufficient time for research, field work or preparation of your course assignment, plan your work in advance, and know what you have to do and when in order to avoid doing your writing or research at the last minute;
- strive for originality, creativity and independence, and ensure that all submitted work is your original work;
- deal with your personal and health problems properly and in a timely manner, so as to prevent unfavorable factors from affecting academic progress. Please do not hesitate to seek assistance or counselling from the Student Affairs Office if need be;
- contact and consult your course lecturer/ supervisor for guidance and assistance in case of uncertainties or difficulties, and
- seeking the approval of your course lecturer/ supervisor when you wish to use your previous work as a foundation or part of your present work.
- declare if your assignment contains materials generated by AI tools. You should state how these materials were incorporated in/used for the assignment on the Assignment Submission Declaration Form.

Students may be required to submit assignment to 'TURNITIN' (an online web-based text-matching software that searches for matching text and which aids the detection of plagiarism), as a deterrent to plagiarism. Students must be informed by their course lecturers that TURNITIN will be used. For clarification, please consult your course lecturers.

Consequences of Academic Dishonesty

Ignorance of the meaning or scope of academic dishonesty is not an excuse under any circumstances. If you do not know what academic dishonesty is, it is your duty to find it out such as consulting your course lecturers instead of just waiting to be told. Any alleged cases of academic misconduct will be handled by the Head of department (HoD) concerned who shall then refer to the cases to the Academic Dishonesty Review Panel to conduct a thorough investigation if a prima facie case for academic dishonesty exists.

To ensure an equitable process, the student shall have the right to attend an interview meeting arranged by the Academic Dishonesty Review Panel, if desired and to be accompanied to the meeting of the Review Panel by a member of the University (a fellow student or a staff member). If the student does not wish to attend the meeting with the Review Panel or is unable to attend, he/ she will be permitted to submit a written account or explanation of the alleged misconduct in his/her defence. However, the student is strongly advised to attend the meeting of the Review Panel such that his/her own right of self-defence can be protected.

An investigative report should be sent to the Head of Department (or HoD's delegate) who will consider whether the student is deemed to have committed academic dishonesty. Where a case of academic dishonesty is established, the Head of department (or HoD's delegate) may consider

imposing penalties which include written reprimand; make-up work; a lower grade for the assignment/course concerned; and/or a failure grade for the assignment/course concerned.

Where the alleged offence is considered to be serious or is a second offence of academic dishonesty, Head of academic department shall refer the case to the Student Disciplinary Committee (SDC) via the Associate Dean of Faculty/Graduate School, where appropriate for further consideration. The SDC shall summon the student for interview where he/she should be given ample opportunity to offer an explanation. The student shall have the right to be accompanied to the hearing by a member of the University (a fellow student or a staff member). Any proven acts of academic misconduct may result in the imposition of penalties which include but not limited to suspension of studies for a period of time; deferment of graduation* for a period of time; and/or dismissal from the University.

* For non-local students, the deferment of graduation may affect your applications to stay/return and study/work in Hong Kong. For details of the Immigration Guidelines, you may refer to the website of the Immigration Department (<http://www.immd.gov.hk/eng/services/index.html>), if necessary.

Anti-Academic Dishonesty Guidelines on the Departmental Website

Our academic and teaching staff has developed some avoiding academic dishonesty guidelines and uploaded to the departmental website (<http://www.eduhk.hk/ps/en/information.php?s=guideline>). Students are recommended to study these guidelines before having the class.

Further Advice

You have been studying hard to become a student of higher education. Following these guidelines will help you to thrive academically and get the most from your time at EdUHK.

Appendix 3:
Sample Final Ethics Approval Email for TPg Research

To: Applicant for Student Research Ethical Review
c.c.: Chairperson/ Delegate of FHREC, Principal Supervisor of the Applicant, PS Departmental Ethics Committee

Dear [Student Name],

Application for Ethical Review < FHREC:XXXXXX >

I am pleased to inform you that approval has been given by Faculty Human Research Ethics Committee (FHREC) with regard to your application for ethical review related to the following research project for a period from XXX to XXX:

Project Title: XXXXXXXXXXXXXXX

Please note that you are responsible for informing the FHREC in advance of any changes in the research proposal or procedures which may affect the validity of this ethical approval. You will receive separate notification should a fresh approval be required.

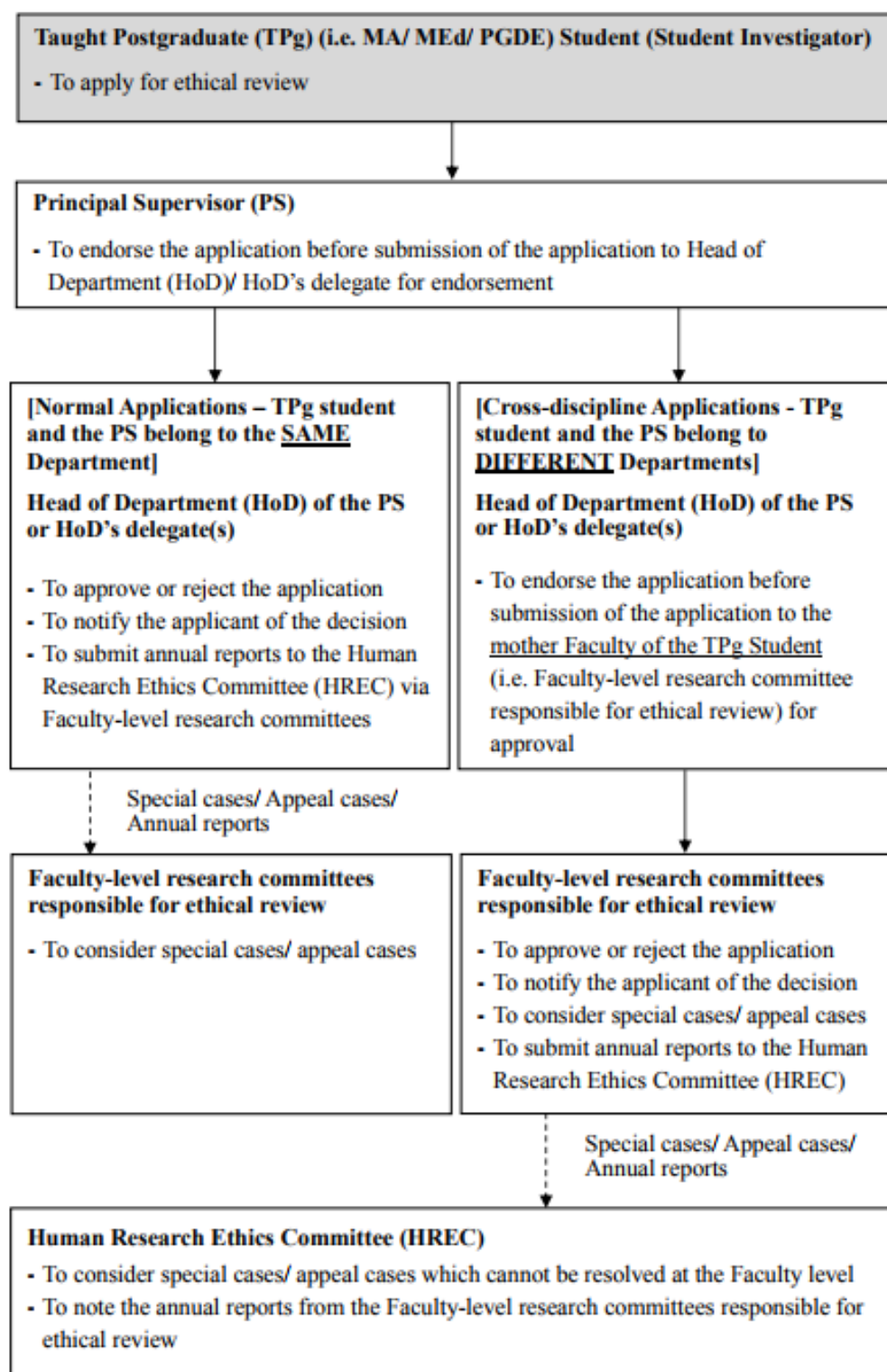
Thank you for your kind attention.

Yours sincerely,

Ms. XXX
Secretary
Faculty Human Research Ethics Committee

Appendix 4:

Flow of Application for Ethical Review: Taught Postgraduate (TPg) (i.e. MA/ MED/ PGDE) Student Research Projects



July 2017

Appendix 5

*Timeline of Capstone Project 2023/24

Date	Things to do/Milestones	Action Party
Nov 2023 or earlier	Students meet the Project Supervisors for discussion of different aspects of the Project Proposal.	Students and Project Supervisors
By 19 Jan 2024	Self-Learning Online Lesson on Ethics Application (compulsory)	Students
By 26 Jan 2024	**Students complete a presentation for their Capstone Project proposal (10% of the final grade) Venue: TBC	Department / Project Supervisors / Students
2 Feb 2024	***Students submit the Project Proposal & Ethical Review Application to Supervisors Project proposal due (20% of the final grade)	Students
9 Feb 2024	Supervisors submit students' Project Proposal & Ethical Review Application to the Faculty	Supervisors
15 Mar 2024	Completion of processing / approving students' Ethical Review Applications	Faculty/ Department
Mid Mar – May 2024	Upon the approval of Ethical Review Application, students work on: project implementation, analysis and evaluation of the proposed activity; consult/discuss with the Project Supervisor when implementing the project and writing the report; report to the Project Supervisor on the progress from time to time; and drafting the report.	Students and Project Supervisors
****Fast track		
10 May 2024	Refinement of Project Report Submission of the revised Project Report by students through TURNITIN (70% of the final grade)	Students
Late May 2024	Project Supervisors to mark the Reports (including double-marking)	Project Supervisors
Late May 2024	Grade Submission to Department	Project Supervisors
Early Jun 2024	Grade Submission to Registry	Department
****Regular track		
12 Jun 2024	Refinement of Project Report Submission of the revised Project Report by students through TURNITIN (70% of the final grade)	Students

Late Jun 2024	Project Supervisors to mark the Reports (including double-marking)	Project Supervisors
Late Jun 2024	Grade Submission to Department	Project Supervisors
Early Jul 2024	Grade Submission to Registry	Department

Notes:

- * Students should discuss with their Supervisor to **derive a most suitable timeline** for their project.
- ** **Project presentation** is a **compulsory** component for the Capstone Project course and is worth **10%** of your final score. Please reserve you time to participate in it.
- *** **Mark deduction** is applied for **late submission** of Ethical Review Application materials without prior approval or submission with **poor quality**. It will be penalized by up to 5-point deduction from the final grade of this course.
- **** There are **two tracks** for final report submission.
 For the ***fast track***, i.e., submitting final report before Mid-May, the grade would normally be released in June. The graduation status of the students who choose this track would normally be approved by the Academic Board before July 2024 (The graduation date listed on the graduation certificate will be July 2024).
 For the ***regular track***, i.e., submitting final report by Mid-June, the grade would normally be released in July. The graduation status of the students who choose this track would normally be approved by the Academic Board after August 2024 (The graduation date listed on the graduation certificate will be October 2024).

**Appendix 6:
Sample Title Page**

THE RELATIONSHIP BETWEEN RELIGIOSITY AND SELF-CONCEPT

BY

NG, MEI LAI

A Capstone Project Report Submitted to
The Education University of Hong Kong
in Partial Fulfillment of the Requirements for
the Degree of Master of Arts in Positive Psychology in Education

June, 2024

Appendix 7:
Sample Acknowledgements Page

ACKNOWLEDGEMENTS

I offer my enduring gratitude to the faculty, staff and my fellow students at the Department of Psychology, the Education University of Hong Kong, who have inspired me to continue my work in this field. I owe particular thanks to Dr. X. Y. Zee, whose penetrating questions taught me to question more deeply.

I thank Dr. A. B. Sze for enlarging my vision of psychology and providing coherent answers to my endless questions.

Special thanks are owed to my parents, who have supported me throughout my years of education, both morally and financially.

Appendix 8:
Project Report Submission Declaration Form
THE EDUCATION UNIVERSITY OF HONG KONG
DEPARTMENT OF PSYCHOLOGY
Assignment Submission Declaration Form

Student Name: _____ **(Student ID No.:** _____ **)**

Programme: _____

Course Code and Title: _____

Section No: _____

Name of Lecturer/Tutor: _____

Title of Assignment: _____

I have read and understood the following:

- *Chapter 8 of Student Handbook*
(https://www.eduhk.hk/re/student_handbook/en/Preface.html):

“The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. This means that you

- take full responsibility for all your submitted work;
- must ensure that all submitted work is your original work; and
- must make a full and proper acknowledgment of the sources of your work and of their intellectual property.

You should always approach your work in a spirit of integrity and honesty, avoiding any actions which might call into question your present and future academic reputation, or that of the University and your fellow students.”

Checklist (please tick):

- () This assignment is my own individual and original work.
- () No part of this assignment has been submitted to any other courses.
- () All sources consulted have been acknowledged in the text and are listed in the reference list, with sufficient documentation to allow their accurate identification.
- () All quotations are enclosed in quotation marks and the source for each quotation has an accurate citation.
- () The information and facts provided are true to my best knowledge.
- () (_____ %, self-estimation) including text and/or image of this assignment are directly generated by AI-enabled tools.

Signature: _____

Date: _____

Appendix 9: Sample Text Page

INTRODUCTION

Depression is a challenging mental health problem that brings huge costs to organizations in both Western and Asian societies (Fushimi et al., 2012), as it causes an increase in job strain and thus leads to a serious reduction in productivity (Li, 2019; Zhu et al., 2017). Alarmingly, a high prevalent rate of depression is observed among employees. For instance, about 25% of employees reported depressive symptoms in European countries (Evan-Kacko & Knapp, 2014). A similar prevalent rate of depression was observed in Hong Kong (Zhu et al., 2017). Despite its significant negative consequences and high prevalence at workplace, most workplace health programs ignored the mental health issue (Tan et al., 2014).

Given that previous studies demonstrate a close relationship between working experiences and depressive symptoms among employees (Li, 2019), the present project aims to explore whether positive psychology interventions at workplace can alleviate the level of depressive symptoms among employees. Specifically, we design and implement an online intervention that aims at promoting employees' sense of gratitude at workplace, and evaluate how the intervention program may affect the level of depressive symptoms reported by employees.

Gratitude

Following Wood et al. (2010), gratitude is defined as an orientation that individuals realize and appreciate the positive aspects in one's life. Accumulative evidence converges to show the positive influence of gratitude on individuals' psychological well-being in diverse domains (for a review, see Emmons & McCullough, 2004). More importantly, previous studies demonstrated that gratitude is not a stable dispositional trait; instead, gratitude can be increased through trainings (Geraghty et al., 2010). There are several explanations for the positive influence of gratitude on psychological well-being. First, expression of gratitude increases the level of positive emotion...

Appendix 10:
Sample Reference List

REFERENCES

- Buchtel, E. E., & Norenzayan, A. (2009). Thinking across cultures: Implications for dual processes. In J. Evans & K. Frankish, (Eds.), *In two minds: Dual processes and beyond* (pp. 217-238). Oxford University Press.
- Cheng, R. W. Y., Lam, S. F., & Chan, J. C. Y. (2008). When high achievers and low achievers work in the same group: The roles of group heterogeneity and processes in project-based learning. *British Journal of Educational Psychology*, 78, 205-221.
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- Sin, N. L., & Lyubomirsky, S. (2009). Enhancing well-being and alleviating depressive symptoms with positive psychology interventions: A practice-friendly meta-analysis. *Journal of Clinical Psychology*, 65, 467-487. <https://doi.org/10.1002/jclp.20593>
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Appendix 11:

Capstone Project Assessment Criteria for Presentation and Proposal

Letter Grade	Marks	Grade definitions	
A+/A/A-	81 – 100	Excellent	<p><u>Literature review:</u> Able to clearly describe the issue addressed in the project and provide strong justification of why the project is related to positive psychology and positive education; able to critically analyze and synthesize relevant literature for actual implementation of a positive psychology intervention or positive education programme in an educational setting; clear and logical formulation of expected outcomes; evidence of solid understanding of the literature.</p> <p><u>Method & Results:</u> Design the most appropriate action plan for the project aim(s) and apply knowledge and skills in positive psychology and positive education for evaluating the effectiveness of the proposed activity. Clear presentation of the expected results.</p> <p><u>Other aspects:</u> Good organization; evidence of scholarly presentation in the writing or/and oral form; comply with research ethics and display of integrity in conducting psychological studies/interventions.</p>
B+/B/B-	66 – 80	Good	<p><u>Literature review:</u> Able to describe the issue addressed in the project and provide reasonable justification of why the project is related to positive psychology and positive education; able to analyze relevant literature for actual implementation of a positive psychology intervention or positive education programmes in an educational setting; reasonable formulation of expected outcomes; evidence of familiarity with the literature.</p> <p><u>Method & Results:</u> Design appropriate action plans for the project aim(s) and apply knowledge and skills in positive psychology and positive education for evaluating the effectiveness of the proposed activity; Clear presentation of the expected results.</p> <p><u>Other aspects:</u> Reasonable organization; clear presentation in the writing or/and oral form; comply with research ethics and display of integrity in conducting psychological studies/interventions.</p>

C+/C/C-	46 – 65	Adequate	<p><u>Literature review:</u> Able to describe the issue addressed in the project; able to identify relevant literature for actual implementation of a positive psychology intervention or positive education programmes in an educational setting; adequate formulation of expected outcomes; fair understanding of the literature.</p> <p><u>Method & Results:</u> Design appropriate action plans and apply knowledge and skills in positive psychology and positive education for evaluating the effectiveness of the proposed activity; unclear presentation of the expected results.</p> <p><u>Other aspects:</u> Fair organization; reasonable presentation in the writing or/and oral form; inadequacies in complying with research ethics and questionable display of integrity in conducting psychological studies/interventions.</p>
D	41 – 45	Marginal	<p><u>Literature review:</u> Limited information for the issue addressed in the project; Limited or irrelevant use of literature; poor formulation of expected outcomes; the actual implementation of a positive psychology intervention or positive education programmes in an educational setting is weak; poor understanding of the literature.</p> <p><u>Method & Results:</u> There are inadequacies in the action plans and/or application of knowledge and skills in positive psychology and positive education for evaluating the effectiveness of the proposed activity; unclear presentation of the expected results.</p> <p><u>Other aspects:</u> Poor organization; poor presentation in the writing or/and oral form; inadequacies in complying with research ethics and highly questionable display of integrity in conducting psychological</p>
F	0 – 40	Failure	<p>Limited or irrelevant use of literature; little evidence of familiarity with the project topic; lack of information about how to evaluate the effectiveness of the proposed activity; incomprehensible presentation in the writing or/and oral form; fail to comply with research ethics; evidence of academic dishonesty.</p>

Capstone Project Assessment Criteria for Final Report

Letter Grade	Marks	Grade definitions	
A+/A/A-	81 – 100	Excellent	<p><u>Literature review:</u> Able to clearly describe the issue addressed in the project and provide strong justification of why the project is related to positive psychology and/or positive education; able to critically analyze and synthesize relevant literature for actual implementation of a positive psychology intervention or positive education programmes in an educational setting; clear and logical formulation of expected outcomes; evidence of solid understanding of the literature.</p> <p><u>Method & Results:</u> Design the most appropriate action plan for the project aim(s) and apply knowledge and skills in positive psychology and/or positive education for evaluating the effectiveness of the proposed activity; great execution of action plan; critical analysis; clear report of evaluation results.</p> <p><u>Discussion & Personal reflection:</u> Correct and critical discussion of results; sensitive to cross-cultural issues (if applicable); implications and limitations of the action plan are clearly spelled out; in-depth analysis of the learning experience for personal reflection</p> <p><u>Other aspects:</u> Good organization; evidence of scholarly writing style; comply with research ethics and integrity in conducting psychological studies and/or interventions.</p>
B+/B/B-	66 – 80	Good	<p><u>Literature review:</u> Able to describe the issue addressed in the project and provide reasonable justification of why the project is related to positive psychology and positive education; able to analyze relevant literature for actual implementation of a positive psychology intervention or positive education programmes in an educational setting; reasonable formulation of expected outcomes; evidence of familiarity with the literature.</p> <p><u>Method & Results:</u> Design appropriate action plans for the project aim(s) and apply knowledge and skills in positive psychology and/or positive education for evaluating the effectiveness of the proposed activity; good execution of action plan; good analysis; clear report of evaluation results.</p> <p><u>Discussion & Personal reflection:</u> Correct and clear discussion of results; implications and limitations of the action plan are adequately discussed; reasonable analysis of the learning experience for personal reflection</p> <p><u>Other aspects:</u> Reasonable organization; clear writing; comply with research ethics and integrity in conducting psychological studies and/or interventions.</p>

C+/C/C-	46 – 65	Adequate	<p><u>Literature review:</u> Able to describe the issue addressed in the project; able to identify relevant literature for actual implementation of a positive psychology intervention and/or positive education programmes in an educational setting; adequate formulation of expected outcomes; fair understanding of the literature.</p> <p><u>Method & Results:</u> Design appropriate action plans and apply knowledge and skills in positive psychology and/or positive education for evaluating the effectiveness of the proposed activity; appropriate execution of action plan; reasonable analysis; incomplete and/or unclear report of evaluation results.</p> <p><u>Discussion & Personal reflection:</u> Fair discussion of results; implications and limitation of the action plan are not adequately discussed; limited analysis of the learning experience for personal reflection.</p> <p><u>Other aspects:</u> Fair organization; reasonable writing; inadequacies in complying with research ethics and integrity in conducting psychological studies and/or interventions.</p>
D	41 – 45	Marginal	<p><u>Literature review:</u> Limited information for the issue addressed in the project; Limited or irrelevant use of literature; poor formulation of expected outcomes; the actual implementation of a positive psychology intervention or positive education programmes in an educational setting is weak; poor understanding of the literature.</p> <p><u>Method & Results:</u> There are inadequacies in the action plans and/or application of knowledge and skills in positive psychology and/or positive education for evaluating the effectiveness of the proposed activity; poor execution of action plan; poor analyses; incomplete and/or unclear report of evaluation results.</p> <p><u>Discussion & Personal reflection:</u> Poor or inappropriate discussion of results; implications and limitations of the action plan are neither mentioned nor discussed. No personal reflection is made.</p> <p><u>Other aspects:</u> Poor organization; poor writing; inadequacies in complying with research ethics and integrity in conducting psychological studies/interventions.</p>
F	0 – 40	Failure	<p>Data fabrication; limited or irrelevant use of literature; little evidence of familiarity with the project topic; lack of critical and analytic skills; incomprehensible writing; fail to comply with research ethics; evidence of academic dishonesty. The work does NOT constitute an inquiry-based project in Positive Psychology and/or Positive Education, rather it is produced as if the student is working on a research-oriented independent dissertation project (or Honours Project).</p>