

Using positive Casework in Developing Positive Thinking Skills among Expatriate Female Students in the University Campus (A Study Applied on Female Students in the University Campus at the Higher Institute of Social Work in Port Said)

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Using positive Casework in Developing Positive Thinking Skills among Expatriate Female Students in the University Campus (A Study Applied on Female Students in the University Campus at the Higher Institute of Social Work in Port Said)

Abstract:

The study aimed to test the effectiveness of the professional intervention program to develop positive thinking skills using the positive casework among expatriate female students in the university campus affiliated with the Higher Institute of Social Work in Port Said, the study was applied to a sample of 15 individuals from these female students. This study belonged to the pattern of the quasi-experimental studies and relied on the quasi-experimental approach using the pre-post design for a single group. It also relies on applying the positive thinking skills scale (prepared by the researcher herself). The results of the study proved the effectiveness of the professional intervention program using the positive casework in developing positive thinking skills among expatriate female students at the university campus regarding the following skills: positive self-talk, positive expectation, self-leadership for positive thinking, problem solving, and decision-making.

Keywords: positive Casework, Positive Thinking, Expatriate Female Students.

المستخلص:

هدفت الدراسة إلى اختبار فاعلية برنامج التدخل المهني لتنمية مهارات التفكير الإيجابي باستخدام خدمة الفرد الايجابية لدى الطالبات المغتربات بالمدينة الجامعية التابعة للمعهد العالي للخدمة الاجتماعية ببورسعيد طبقت الدراسة علي عينة قوامها (١٥) مفردة من هؤلاء الطالبات. وتنتمي هذه الدراسة الي نمط الدراسات شبه التجريبية واعتمدت علي المنهج شبه التجريبي باستخدام التصميم القبلي البعدي لمجموعة واحدة واعتمدت علي تطبيق مقياس مهارات التفكير الإيجابي (إعداد الباحثة) وتوصلت نتائج الدراسة إلى فاعلية برنامج التدخل المهني باستخدام خدمة الفرد الأيجابية في تنمية مهارات التفكير الإيجابي لدي الطالبات المغتربات بالمدينة الجامعية فيما يتعلق بمهارة التحدث الذاتي الإيجابي ومهارة التوقع الإيجابي ومهارة القيادة الذاتية للتفكير الإيجابي ومهارة حل المشكلات واتخاذ القرار. **الكلمات المفتاحية:** خدمة الفرد الإيجابية، التفكير الإيجابي، الطالبات المغتربات.

Study Problem

The social work profession is a dynamic profession that is in line with the surrounding societal conditions. It is not an entity isolated from the environment or the surrounding society rather it is affected by it and affect it as well. It also modifies, changes, and develops itself to deal with the conditions of the society on the local, national, regional, and international levels, which are constantly changing (Abo El-Nasr, 2022, p. 4). Considering the multiplicity and diversity of problems facing individuals, universities, and societies at the present time, it is inevitable for the social work profession to make the greatest effort to identify these problems and initiate various professional and scientific methods to confront them, whether at the level of treatment or prevention.

With the development of various professions, including social work, modern orientations and new patterns have emerged in teaching social work at the level of practice or theory, such as green social work, political social work, international social work, and positive social work. Modern orientations have also emerged in the method of serving the individual, such as trauma therapy, acceptance and commitment therapy, meaning therapy, and positive casework. Some studies have shown that expatriate female students at university campuses face numerous challenges, including issues related to nutrition, cleanliness, accommodation, the difficulty of living and studying on campus, the lack of medical care, deprivation of basic amenities essential for daily life, and challenges in social relationships among expatriate female students (Hijazi, 2005; Powrazavi & Hafezian, 2017).

Expatriate female students at the university campus may find it really difficult to solve these problems due to a lack of positive thinking skills. Accordingly, positive thinking is a necessary skill at the present time. Human societies, especially educational and teaching societies, are keen on positive thinking and focus greatly on developing the skills and abilities of children to think positively and protect them from pressure, psychological and behavioral disorders, and negative, frustrating thoughts.

There is no doubt that developing positive thinking skills among expatriate female students at the university campus lies in developing their emotional and behavioral aspects. These aspects give them reassurance, self-confidence, and good handling of situations they may face. Consequently, this development is reflected in their psychological

health. Paying attention to developing such skills among expatriate female students is a goal that the supervising social specialists at the university campuses seek to achieve, due to its great importance in shaping and directing their lifestyle. These skills also help them solve their problems and achieve psychological and social compatibility so that they become good citizens in the society.

The positive thinking of expatriate students is represented in how they think and is positively reflected in their behavior toward others and their situations. It also appears in their ability to evaluate their thoughts and beliefs, control them, and direct them toward achieving the successful results they expect. It encourages supporting problem-solving and using the human mind with all its energies and capabilities. Social work, as a humanitarian profession, deals with society in all its sectors. The category of female university students at the university campuses is one of the profession's concerns. It aims to prepare social workers with a degree of awareness and ability to deal with these students on one hand and to provide students with positive thinking skills that help them act positively in the different situations. Positive casework is one of the fields that provides opportunities for expatriate female students at the university campuses to acquire and develop positive thinking skills, which enables them to achieve psychological and social harmony and improve their lifestyle.

The current study aims to identify the effectiveness of a professional intervention program using positive casework in developing positive thinking skills among expatriate female students at the university campuses.

Study Objectives:

The current study aims to achieve a main objective: Testing the effectiveness of the professional intervention program to develop positive thinking skills using positive casework among expatriate female students at the university campus. This objective divided into four sub-objectives as follows:

- a. Testing the effectiveness of the professional intervention program to develop positive self-talk skills using positive casework for expatriate female students at the university campus.
- b. Testing the effectiveness of the professional intervention program to develop the skill of positive expectation using the

positive casework for expatriate female students at the university campus.

- c. Testing the effectiveness of the professional intervention program to develop the self-leadership skill of positive thinking using the positive casework for expatriate female students at the university campus.
- d. Testing the effectiveness of the professional intervention program to develop problem-solving and decision-making skills using positive casework for expatriate female students at the university campus.

Study Importance:

1. Professional intervention to develop positive thinking skills among expatriate female students at the university campus using positive casework helps female students adapt psychologically, socially, and academically and supports their outlook on university life.
2. The lack of studies related to the use of positive casework in developing positive thinking skills for female expatriate students at the university campus gives this study its importance and uniqueness.
3. There are many obstacles and problems facing expatriate female students due to their lack of positive thinking skills.
4. The responsibility of universities is not limited to providing students with knowledge and experience, but extends to preparing and qualifying them for life by providing them with positive thinking skills that enable them to interact effectively with others.
5. One of the studies showed the necessity of paying attention to preparing and qualifying university students to practice satisfactory work and developing their abilities and skills by emphasizing some requirements that social work students must acquire, including positive thinking skills. (Mustafa, 2002)

Study Concepts:

• The Concept of Positive Casework:

In the beginning Abo El Nasr (2022,5) defined positive social work as a modern professional style or type or branch in the social work profession that focuses on the positive aspects and qualities in individuals, groups, organizations, and the society and on developing

their skills, which contributes to achieve more self, collective, organizational and societal effectiveness and a better life.

Positive casework is a way to help individuals improve their lives and achieve their goals by focusing on the positive aspects of their lives. It is based on the idea that every individual has abilities and potentials that they can develop. Hence, focusing on these abilities and potentials can help them overcome the challenges they face (the Egyptian Society for Social Work, 2023). Positive work, also known as strengths-based practice or solution-focused casework, is a client-centered approach that mobilizes an individual's strengths and resources to overcome challenges and achieve goals. In contrast to traditional social work approaches that often deal with problems and shortcomings, positive casework focuses on an individual's current abilities and potential for positive change (Saleebey, 2010).

The researcher defines positive casework as one of the modern orientations, which aims to invest the clients' abilities and potential to think positively about solving their problems by focusing on their strengths.

The Concept of Positive Thinking Skills:

Positive thinking is defined as optimism in every sense of the word, looking at the beauty in everything, and searching for the exciting side of life, even if it is a flash of light (Al-Atoum, 2004, p. 15). It is also known as the individual's ability to evaluate his thoughts, control them, and direct them in a positive and optimistic way instead of expecting bad things. It also implies supporting problem-solving through optimistic mental systems and patterns that seek to reach a solution to the problem, in addition to the tendency to practice behaviors that make life successful and satisfactory (Al-Kashkshi, 2018, p. 264). Positive thinking is also defined as adopting a set of rational ideas and extending the individual's activities and goals toward acquiring certain skills that enable the individual to practice positive thinking dedicated to living effectively and happily (Ibrahim, 2008, p. 115).

Fredrick (2001, p. 218) defines positive thinking as being distinguished by positive emotional experiences toward joy, willingness, satisfaction, and love in addition to moments with negative emotions such as anxiety, sadness, anger, and despair. Positive thinking represents the most prominent aspects of human competence, as it is the most effective evidence in dealing with life's problems and challenges. Obstacles and negatives can only be solved through

positive thinking, as it provides a way out of them and reveals possible solutions. Thus, it is an approach that fills energies and extracts the apparent and hidden within the person to solve problems (Hijazi, 2005, p. 329).

This is consistent with the study of Al-Momani (2018), which indicated that positive thinking is what helps individuals face their problems with patience and challenge. It also helps them find quick and correct solutions to the problems. It has many clear effects on the individuals, the most important of which is the individuals' feelings of self-satisfaction, happiness, and reassurance, which mean that the individuals think about negatives, difficult, and stressful circumstances and situations for something positive that makes them feel comfortable and reassured and reduces the negative feelings as well (Al-Momani, 2018, p. 13). The results of Hafizian and Pourrazavi's study (2017) confirmed that teaching and training in positive thinking skills have a significant impact on social, emotional, and academic adaptation. Learning and practicing these skills enhances the individuals' relationship with themselves and with others. It strengthens a sense of self-worth, self-esteem, and the ability to achieve, all of which greatly influence the individuals' lives (Hafizian & Pourrazavi, 2017, p. 26).

The researcher defines positive thinking as the ability of individuals to maintain their balance and awareness of all the problems they face and adopt ideas that make them feel happy and optimistic, far from negative thinking and not allowing external or internal factors to control their thoughts. Positive thinking is defined procedurally in this study as the type of thinking that includes abilities and skills that expatriate students rely on in knowing assumptions, interpretation, inference, and the ability to express opinions, discussions, and evaluate arguments and evidence, which necessarily reflects on the feelings of happiness and satisfaction toward themselves and others. As for positive thinking skills, they include several skills, including: (Musa, 2017, p. 183)

- 1- Positive expectations and optimism involve anticipating gains in various aspects of a person's life, as well as increasing the level of optimism regarding expected positive outcomes in their health, personal, social, and professional life.
- 2- Emotional control refers to a person's ability to direct their attention and imagination in healthy and productive ways that align with the requirements of mental health, as well as support

the development of a cognitive balance essential for psychological and social adjustment.

- 3- Love of learning and cognitive openness refer to a positive attitude toward the possibilities of change, including a strong interest in knowledge and a passion for learning. People with this mindset experience life with a positive outlook.
- 4- A general sense of satisfaction and happiness derived from achieving life goals, including standards of living, accomplishments, and personal growth through learning.
- 5- Positive acceptance refers to adopting social ideas and behaviors that reflect an understanding of people's differences and viewing them from a positive perspective.
- 6- Tolerance refers to adopting ideas and behaviors that view the past as behind us, accepting reality and its challenges without attempting to change the impossible, and embracing what cannot be changed.
- 7- Emotional intelligence refers to a set of personal, social, and emotional skills that enable an individual to understand the feelings and emotions of others, thereby enhancing their abilities to lead their psychological and social life.
- 8- Positive risk-taking refers to having greater abilities in exploration, a desire to discover the unknown, and an acceptance of ambiguity. Accordingly, individuals are better equipped to make effective, positive decisions and take thoughtful risks. These skills together prepare students to effectively approach societal demands.

The current study is concerned with developing positive thinking skills for expatriate female students residing at the university campuses as follows: (See both)

- 1- **Positive Self-Talk Skill:** It is the student's ability to acquire the dialogue skill that helps her motivate and accept herself by focusing on the sources of positive power within her to reinforce a positive idea, get rid of a negative one, or confront a problem.
- 2- **Positive Expectation Skill:** This is the student's feeling of optimism about something positive and a positive view toward her future and making the best use of her knowledge and skills to achieve progress and success in life.

- 3- **Self-Leadership Skill for Thinking:** It is guiding the student to mental activities and ideas, adopting constructive beliefs, and avoiding thinking errors, which leads to controlling her emotions and behavior in a positive way.
- 4- **Problem Solving and Decision-Making Skills:** It is the student's ability to think about solving the problems she faces, make the appropriate decision at the appropriate time, and take full responsibility for her decision.

The social worker plays an important role in providing assistance to expatriate female students at the university campuses aiming to increase their self-confidence, improve their self-esteem, and modify negative behavioral responses that lead them to self-defeat. Providing them with social skills, they can support positive values and behavior, confront difficulties, and help them deal positively with their colleagues and form friendships with them. All of these require the social worker to help the students develop their positive thinking skills.

- **The Concept of Expatriate Female Students at University Campuses:**

University campuses are the places that provide care and a suitable environment for female students to increase their ability to adapt to new cultural and scientific developments. They help them achieve academic achievement and excel in addition to practicing sports, cultural, and artistic activities. The campuses are governmental institutions that aim to care for female students residing in them (<https://ww.aun.edu.eg>). The philosophy of university campuses is not only based on providing a place for expatriate female students to live but also on providing an integrated living environment that is very similar to family life. The expatriate female students on university campuses are a group of expatriate female students who are away from their families during their university studies and live at the university campus affiliated with the Higher Institute of Social Work in Port Said. They also receive social care in its various forms as well as medical care during their stay on the campus. There is no doubt that these expatriate female students residing in the university campus face many problems and situations that require them to think positively about solutions and make appropriate decisions.

Theoretical Orientation of the Study

This study relies on the positive casework approach as its theoretical guide.

a. The Emergence of the Positive Casework Approach

The positive casework approach originated in the United States in the early twentieth century, when there was a growing interest in focusing on the positive aspects of people's lives, rather than the challenges they faced. Among the most prominent pioneers of the positive casework are:

1. **Edward Thorndike:** An American psychologist who founded the theory of learning by trial and error, which emphasizes the importance of focusing on the abilities and potentials that the individual possesses, rather than focusing on the challenges he faces (Collins, 2008).
2. **Carl Rogers:** An American psychologist who founded the theory of client-centered therapy, which emphasizes the importance of building a positive relationship between the social worker and the client and helping the clients develop their abilities and potential (Morrison, 2007).
3. **William Gibbs:** An American social worker who founded the task-focused model in casework, which focuses on helping individuals achieve their goals by focusing on the tasks they need to achieve these goals (Saleebey, 2010).

The efforts of these pioneers led to the development of the positive casework method, which has become an important approach in the social work profession.

b. Key Elements of a Positive Casework Approach

1. **Strengths-based approach:** It focuses on identifying and building on an individual's strengths, skills, and resources rather than addressing only weaknesses.
2. **A goal-oriented approach:** It helps clients set realistic, achievable goals that align with their interests and values.
3. **Collaborative partnership:** It builds a strong collaborative partnership between the social worker and the client, where the client is an active participant in decision-making.
4. **Empowerment:** It enables clients to identify their solutions and take control of their lives.
5. **Solution-focused approach:** It shifts the focus from the problem to potential solutions and positive outcomes.
6. **Resilience orientation:** It is recognizing and building on the client's resilience and ability to cope with adversity (Franklin, 2012).

Benefits of Positive Casework Approach

- Improving customer engagement and self-efficacy
- Increasing motivation and hope
- Enhancing problem-solving skills
- Sustaining and empowering outcomes
- Reducing dependence on social work

Positive Casework Objectives

Positive casework aims to achieve a group of goals, including:

- Helping individuals develop their awareness of themselves, their abilities and potential
- Helping individuals define their goals and develop plans to achieve them
- Helping individuals develop problem-solving and decision-making skills
- Helping individuals build positive relationships with others
- Helping individuals feel satisfied with their lives

Foundations of Positive Casework

Positive casework is based on a group of foundations, including:

- **Belief in the individual's ability to change:** Positive casework believes that individuals have the ability to change, and that focusing on the positive aspects of their lives can help them achieve this change.
- **Focus on abilities and potential:** Positive casework focuses on the abilities and potential that the individuals possess, not on the challenges they face.
- **Active participation of the individual:** Positive casework depends on the active participation of the individuals in the assistance process, as the individuals are involved in defining their goals and developing plans to achieve them.
- **Positive professional relationship:** Positive casework depends on building a positive professional relationship between the social worker and the client, as this relationship is based on mutual trust and respect.

Basic Steps to Positive Casework

Positive casework includes a set of basic steps, including:

- **Professional assessment:** The social worker begins the assistance process by assessing the case, where he/she identifies

the problem facing the clients, their goals, abilities and potential.

- **Planning:** Based on the results of the assessment, the social worker develops a plan for assistance, where he/she determines the goals that will be achieved, and the steps that will be taken to achieve these goals.
- **Implementation or professional intervention:** The social worker implements the assistance plan, where he/she provides support and advice to the clients to achieve their goals.
- **Continuous assessment:** The social worker evaluates the assistance process on an ongoing basis, where the assistance plan is modified when needed.

Practical Applications of Positive Casework

Positive casework can be applied in a variety of areas, including:

- **Social work:** Positive casework can be used in social work with individuals facing a variety of challenges, such as poverty, unemployment, and psychological disorders.
- **Education:** Positive casework can be used in education with students who have difficulties studying or learning.
- **Health:** Positive casework can be used in health with individuals facing health challenges, such as chronic diseases or disabilities.

Review of the Literature:

The researcher reviewed some previous research and studies related to positive thinking, its skills, and positive casework, and they are presented as follows:

Qasim, Abdel-Mureed Abdel-Jaber Muhammad, 2009

Abdel-Mureed's study (2009) aimed to identify the dimensions of positive thinking among Egyptians by identifying the cognitive structure of the positive thinking scale (Abdel Sattar Ibrahim, 2008). The study sample consisted of 151 subjects from Egyptian society of both sexes from the age group (17-50) years with an average age of (28.5) years and a standard deviation for this age of (13.3) years. The researcher used the Arab Positive Thinking Scale (Abdel Sattar Ibrahim, 2008), which measures ten dimensions: optimism and positive expectations, emotional control and control of higher mental processes, love of learning and cognitive monitoring of health, satisfaction, positive acceptance of differences with others, forgiveness and comfort, emotional intelligence, unconditional acceptance of the self, acceptance of personal responsibility, and positive risk-taking. The statistical

analysis of that study showed that the positive thinking scale met acceptable psychometric conditions. The reliability coefficient, using the split-half correlation method between the even and odd statements, reached 73 after correction using the Spearman-Brown coefficient and the retest method, $N = 30$, 0.92. In terms of validity, the correlation method was used between the score of each subscale and the total score on the total scale, ranging between 0.32 and 0.78. This indicates the presence of a high agreement coefficient between the sub-scales and each other, indicating that their agreement prepared the scale for its assessment. The statistical treatments using factor analysis also yielded three main factors that contributed to 58% of the total variance, which are optimism, positive expectations, and personal responsibility.

Franklin, C., Boswell, D., & Corcoran, K. (2012)

That study aimed to evaluate the effectiveness of capacity-based interventions in managing the behaviors of at-risk adolescents. A sample of 100 at-risk adolescents was selected and divided into two groups; one group received a capacity-based intervention, and the other group received a traditional intervention. That study found that the capacity-based intervention was more effective than the traditional intervention in improving the behaviors of at-risk adolescents.

Welman, et. al. (2014)

That study aimed to conduct a systematic review of the literature on capability focus in social work. Fifty-eight studies were reviewed, and the study found that capability focus has a positive effect on many outcomes, including life satisfaction, self-efficacy, psychological well-being, and job performance.

Waer, Najwa Ahmed Abdullah, 2014

That study aimed to identify the effect of a training program based on some habits of mind in developing positive thinking skills among students of the Faculty of Education in the New Valley. The study sample consisted of 30 male and female students in the second year from all departments of the Faculty of Education in the New Valley, including 10 male students and 20 female students. The positive thinking scale was applied to all of them. The following results were attained: There are statistically significant differences in positive thinking skills at a level of less than 0.01 between the average scores of the individuals of the experimental group in the pre- and post-measurement. After applying the program, there were statistically significant differences in emotional control at a level of less than 0.01

in favor of males. While there are no significant differences in the rest of the positive thinking skills.

Li, M., Li, Y., & Wang, Y. (2016)

That study aimed to conduct a systematic review of the literature on capacity focus in the care of older people. Twenty-four studies were reviewed, and the study found that capacity focus has a positive effect on various outcomes, including life satisfaction, sense of self-worth, social participation, and independence.

Ibn Shaaban, Osama Omar Ibrahim, 2017

That study aimed to identify the correlation between some skills: positive thinking, positive self-talk, positive imagination, positive expectation, and the feeling of happiness among primary school students. It belongs to the exploratory and descriptive studies. It relied on the descriptive approach to identify the relationship between positive thinking and feeling happy among primary school students. It also relied on the experimental approach to identify the effectiveness of the training program to develop some positive thinking skills to improve the feeling of happiness among primary school students. It was applied to a sample of 189 students: 98 males and 71 females. The exploratory study group consisted of 30 students: 15 females and 15 males. The descriptive study group consisted of 100 students: 50 males and 50 females. The experimental study group consisted of 60 students: 30 males and 30 females. The positive thinking skills scale was applied to primary school students. The results of the study showed that there were statistically significant differences between primary school students of both genders, males and females, in the dimensions of the positive thinking skills scale and the dimensions of the happiness scale.

Abdel Razek, Amani Ibrahim Al-Dessouki, 2017

That study aimed to identify the effectiveness of a program based on positive thinking in developing problem-solving skills among kindergarten children. The researcher used the quasi-experimental approach based on a single-group design because it is the most appropriate design for the nature of that study. To achieve this, the Colored Progressive Matrices Test for measuring intelligence, by John Raven, the Illustrated Problem-Solving Scale, by Noha Al-Zayat (2016), and a program based on positive thinking, by the researcher, were applied. The study hypotheses were identified in two elements: There are statistically significant differences between the average scores of kindergarten children in the pre- and post-measurements of

applying for the positive thinking program on the problem-solving scale in the direction of the post-measurement, and there are no significant differences between the average scores of kindergarten children in the post- and follow-up measurements of applying for the positive thinking program on the problem-solving scale. The results confirmed the validity of the research hypotheses. These results are consistent with the studies of Chwee Lee & Choonquek (2010); Joffrey & Swami (2011); and Charks R. & Susan (2014), which confirmed the effectiveness of the positive thinking program in developing problem-solving skills.

Ahmed, Nevin Sabah Bayoumi, 2018

That study aimed to identify the effectiveness of a training program in developing positive thinking and its impact on reducing psychological stress and social anxiety among university students. It belongs to the experimental studies and relied on the experimental method. It relied on the positive thinking scale (prepared by the researcher), the psychological stress scale (prepared by the researcher), and the social anxiety scale (prepared by Zainab Abdel-Alim Badawi). The results of the study are as follows:

- There are statistically significant differences between the average scores of the experimental group students before and after the positive thinking development program in each of its dimensions, self-efficacy and self-esteem, in favor of the post-measurement.
- There are statistically significant differences between the average scores of the experimental group in the post-measurement in favor of the experimental group.
- There are statistically significant differences between the average scores of the experimental and control groups in the total score of positive thinking and each of its dimensions (future, economic, health, social, family, academic, and personal) in the post-measurement in favor of the experimental group.

Bashri, Amina Muhammad Abu Talib, 2019

That study aimed to identify the effectiveness of a guidance program to develop positive personality traits and its impact on the quality of life among secondary school students in Jazan. The study sample consisted of (30) female students from the second year of secondary school, aged between 17 and 18 years, from Dhama Girls High School. They were divided into (15) students as an experimental group, and (15) students as a control group.

The research relied on the experimental approach. The study tools were represented in the scale of positive personality traits (prepared by the researcher), the quality-of-life scale (prepared by Al-Moussawi, 2017), and a guidance program for developing positive personality traits (prepared by the researcher). Appropriate statistical methods were used through the SPSS statistical data package to achieve the research objectives. The Mann-Whitney test for independent groups and the Wilcoxon test (rank sign) for related groups were used to analyze the data; Black's gain equation and the effect size equation were used to identify the program's effect.

The research reached the following results:

- There are statistically significant differences between the average ranks of the scores of the experimental group members in the pre-test compared to the post-test in favor of the post-test on the positive traits scale.
- There are statistically significant differences between the average ranks of the scores of the experimental group members in the pre-test compared to the post-test in the total score on the quality-of-life scale in favor of the post-test.
- There are statistically significant differences for the dimensions of health and psychological status and the school status dimension.
- There are no statistically significant differences for the dimensions of social relations and family and environmental status in the pre-test and post-test.
- There are statistically significant differences between the average ranks of the scores of the experimental group and the control group in the post-test on the positive traits scale in favor of the experimental group.
- There are statistically significant differences between the average ranks of the scores of the experimental and control groups in the post-test in the total score on the quality-of-life scale in favor of the experimental group.
- There are statistically significant differences between the average ranks of the scores of the experimental and control groups in the post-test for the sub-dimensions of quality-of-life.

- The experimental group was ranked in the post-test and follow-up measurements on the quality-of-life scale in favor of the post-test.

The research concluded that the program used to develop positive personality traits was effective and had an impact on the quality of life for secondary school female students in Jazan.

Al-Kashkshi, Magda El Sayed, 2019

That study referred to serious creativity and its relationship with positive thinking among female students at King Abdulaziz University in Jeddah. The study aimed to identify the relationship between serious creativity and positive thinking among female students at King Abdulaziz University. The Serious Creativity Scale (prepared by Al-Aqraa, 2017) and the Positive Thinking Scale (prepared by Al-Qassas, 2018) were applied to 207 female students at King Abdulaziz University. The results showed a statistically significant correlation between serious creativity and positive thinking and a high level of serious creativity and positive thinking among the study sample. The results also showed that serious creativity contributes significantly to predicting positive thinking.

Saleh, Zain Al-Abidin Adnan, 2020

That study aimed to identify the psychometric properties of the positive thinking scale among a sample of university students in Iraq, in addition to identifying the levels of positive thinking among university students. It was conducted on a sample of (295) students: 16 males and 179 females. The students' academic groups ranged from the first to the sixth grades, and their ages ranged from 19 to 30 years, with an average age of 27.45 years and a standard deviation of 2.55 years. The results showed the presence of five factors in the positive thinking scale, which are positive thinking related to personal life, positive thinking related to personal qualities, positive thinking related to friends and supporting others, positive thinking full of self-confidence, and positive thinking toward continuity and progress. The scale was characterized by good internal consistency and good Cronbach's alpha stability, which makes the scale have good psychometric properties. The results also showed that the average positive thinking related to personal qualities was 79.35% in the first place at a high level. The average positive thinking toward continuity and progress was 77.06%, in second place at a high level. The average positive thinking full of self-confidence was 70.38% in the third place at a high level. The average

positive thinking related to friends and supporting others was 63.06% in fourth place at an average level. Finally, the average positive thinking related to self-confidence was 54.35% in fifth place at a low level.

Saleh, Naglaa Mohamed Mohamed, 2020

That study showed that positive thinking is one of the thinking patterns that elevates individuals and helps them invest their minds and discover the latent powers within them, as well as helping them change their lives for the better. University students, especially social work students, need to learn positive thinking and develop skills to qualify them to practice professional work in the future so that they can solve their clients' problems. Therefore, that study sought to achieve a general goal, which is to develop positive thinking skills among social work students, especially the skills of problem-solving and forming social relationships with others, through practicing a professional intervention program whose activities are based on group discussion in its various methods. To prove the validity of the study hypotheses, the program was practiced with an experimental group consisting of 12 third-year field training students who were selected after confirming their need to develop positive thinking through the results of the pre-measurement of the scale. The results of the study showed the effectiveness of the professional intervention program that the researcher developed to develop positive thinking among students, especially the skills of problem-solving and forming social relationships with others.

Abu Zaid, Asmaa Gamal Abdel-Allah, 2021

That study aimed to gain a proposed vision for using the cognitive-behavioral approach from the perspective of working with universities in developing positive thinking for mothers of children with mental disabilities. That study belongs to the descriptive analytical studies. It used the comprehensive social survey method for 94 mothers. The results of the study got a proposed vision for using the cognitive-behavioral approach from the perspective of the method of working with universities in developing positive thinking for mothers of children with mental disabilities.

Abo El Nasr (2022):

With the development of various professions, including the profession of social work and its trend towards professionalism, the generalist practice, quality, modernization, contemporary, authentication, preventive approach, spiritual approach, transparency, accountability,

electronic (on line), accountability, and team work... Many modern trends have appeared in the social work profession, affecting its concept, characteristics and aims... Which contributed to modifying the educational curricula and methods of field practice in this profession to apply these trends, be guided, and even adhere to them. Among these recent trends is the emergence of new fields and patterns in social work education and practice, such as: positive social work.

The current research aimed to shed light on the nature of positive social work as a modern trend in the social work profession, in terms of: origin, definition, goals, philosophy, topics, principles, strategies, sections and related writings.

Perhaps this may contribute to changing the compass of social work education and practice towards this pattern, which represents a recent trend in the direction of positive thinking, feelings, trends, qualities, energy and behaviors of faculty members, social work students, social workers and social work clients, and this in turn contributes to achieving the social work aims more efficient and effective. At the end of the research, a set of important recommendations were presented on the subject of positive social work.

Li & et. al. (2022)

That study aimed to conduct a systematic review of the literature on capacity-based approaches to working with immigrants. Thirty-one studies were reviewed and the study found that capacity-based approaches have a positive impact on a variety of outcomes, including adaptation to the new community, social integration, and a sense of belonging.

Abu Zaid, Salah Muhammad, Hassan, Shawqi Hassani, 2023

The study aimed to measure the effectiveness of an electronic program to develop positive thinking skills for teachers of commercial subjects. To achieve this, the researcher used the descriptive and experimental approaches and used the general model, ADDIA, for training design. The research measurement tools were represented in a questionnaire for positive thinking skills to identify some positive thinking skills for teachers of commercial subjects to develop through the use of the proposed program and the positive thinking scale to determine the extent to which teachers of commercial subjects possess positive thinking skills. The research group consisted of (60) male and female teachers of commercial subjects in technical secondary schools in Fayoum. The study tools were applied to them, and the basic

research experiment was conducted. The research results indicated the effectiveness of the electronic program in developing positive thinking skills for teachers of commercial subjects. There were no statistically significant differences between the average scores of males and females in the experimental group in the post-application of the positive thinking scale.

Wiriosh, Saadia Mohi, 2024

The aim of that study was to identify positive thinking and cognitive flexibility and to identify the relationship between positive thinking and cognitive flexibility. That study was applied on female students of the Kindergarten Department at the College of Education for Girls, University of Baghdad, and the College of Basic Education, Al-Mustansiriya University, for all academic levels for the academic year 2022/2023. The study sample consisted of 200 female students, selected using the random floor method and equal distribution. The positive thinking scale was prepared in light of the theory of Spingman et. Al. (1998) to measure (5) dimensions of positive thinking, which are positive expectations toward the future, positive feelings, positive self-concept, life satisfaction, and positive flexibility, which included 35 statements. The cognitive flexibility scale was prepared based on the theory of Cipro (1988) in two dimensions: automatic responses and adaptive responses, which included 26 statements. The validity of the scale was determined using two methods: apparent validity and construct validity. The reliability was proved for each scale using the retest method and the Alpha-Corner Equation. After applying the two scales to the study sample, the data were analyzed and processed statistically using the SPSS program. Based on the study results, recommendations, and suggestions, the students of the Kindergarten Department have positive thinking and high cognitive flexibility. Hence, the correlation between positive thinking and successful cognitive flexibility is a direct relationship.

Based on the previous review of the literature, the researcher is able to draw the following points:

1. Some studies focused on the necessity of developing positive thinking skills due to their important role in building the personality of female university students: Al-Kashkshi, (2019); Bashiri, (2019); Saleh, Zain Al-Abidin (2020); Waryoush, (2024); and Waer, (2014).

2. Some studies confirmed that there is a correlation between positive thinking skills and the feeling of happiness and satisfaction among female students such as Ibn Shaaban, (2017).
3. Some scientific studies have shown that developing positive thinking skills helps reduce psychological stress and social anxiety among female university students: Ahmed (2018) and Saleh, Muhammad (2020).
4. The scarcity of studies and research that used positive casework in developing positive thinking skills among any group of society.

Methodological Procedures:

1. Study Hypotheses:

This study tests the validity of a main hypothesis, which is that there are statistically significant differences between the average scores of the experimental group before applying the professional intervention program using the positive casework to develop positive thinking skills among expatriate female students at the university campus and their average scores after applying the program in favor of the post-measurement. Four sub-hypotheses emerge from the main hypothesis as follows:

- There is a statistically significant relationship between using positive casework and developing positive self-talk skills among expatriate female students at the university campus.
- There is a statistically significant relationship between using positive casework and developing positive expectation skills among expatriate female students at the university campus.
- There is a statistically significant relationship between using positive casework and developing self-leadership thinking skills among expatriate female students at the university campus.
- There is a statistically significant relationship between using positive casework and developing problem-solving and decision-making skills among expatriate female students at the university campus.

2. Study Type and its Method

This study belongs to the quasi-experimental studies that are compatible with the social work profession as a humanitarian profession in which it is difficult to control all the variables related to social research. It relies on the experimental method as it is more appropriate for the type of quasi-experimental studies. It also relies on the pre-post design for one group consisting of 15 individuals.

3. Study Tools

- Individual and group interviews as a study and therapeutic method.
- Positive thinking skills scale prepared by the researcher.

The researcher designed a scale of positive thinking skills for expatriate female students. It consists of four dimensions: positive self-talk skill, positive expectation skill, self-leadership skill for thinking, problem-solving skill, and decision-making skill. The scale was prepared through the following stages:

The stage of collecting statements: The researcher collected the measured statements by reviewing previous studies (Saleh, 2020; Afaf Rashid Abdel Rahman, 2009; Abu Zaid, 2023; and Ibn Shaaban, 2016). She also reviews the literature related to students' positive thinking skills to analyze the concepts of this study (positive casework, positive thinking skills, and female expatriate students).

The stage of formulating statements: Statements related to the dimensions of positive thinking skills were formulated based on positive and negative statements, and three options were given for each statement as follows: agree, somewhat agree, and disagree. The evaluation for each response for positive statements is as follows: agree (3), somewhat agree (2), disagree (1), and for negative statements: agree (1), somewhat agree (2), and disagree (3).

The stage of arbitrating statements: The scale was presented in its initial form to four professors of social work and casework for arbitration. This stage resulted in the exclusion of statements for which the arbitrators' agreement rate was less than 80%.

The stage of Validity and reliability: Based on the opinions of the arbitrators, the statements for the dimensions of the scale were formulated in a final form in light of the modifications of the professors. Each dimension consists of 10 statements. The researcher also conducts the reliability of the scale by applying it to a sample of expatriate female students at the university campus with similar characteristics to the students of the experimental and control groups. Then, it is reapplied to Fakher Yoma and the differences between the two measurements are calculated by applying Spearman's correlation coefficient through the following law.

$$\frac{\sum d^2}{n(n^2 - 1)} - 1 = \rho$$

The following table shows the reliability scores for the positive thinking skills scale among female expatriate students at the university campus.

Table (1): The stability scores of the positive thinking skills scale for female expatriate students at the university campus using Spearman's coefficient

No .	First application	First application score ranking	The second application	Second application score ranking	Differences	Differences square
1	80	9.5	82	9	0.5	0.25
2	82	7	81	10	3	9
3	87	5	84	8	3	9
4	86	3	99	2.5	0.5	0.25
5	88	4	86	6	2	4
6	80	9.5	85	7	2.5	6.25
7	81	8	88	5	3	9
8	84	6	89	4	2	4
9	90	2	100	1	1	1
10	91	1	99	2.5	1.5	2.25
Total						45

$$\frac{\sum d^2}{n(n^2 - 1)} - 1 = \rho$$

Spearman's coefficient=

$\rho = 1 - \frac{6 \times 45}{990}$	1- 0.272 = 0.73
Reliability Coefficient =	$\sqrt{0.73}$ = 0.85

Study Fields:

Spatial Field: This study is conducted in the university campus of the Higher Institute of Social Work in Port Said, located in Bilal Ibn Rabah Housing, Al-Zuhur District, Port Said.

Human Field: The study is applied to a non-random sample consisting of 15 individuals as a single group on which pre- and post-measurements are conducted. It is selected from a population of 300 female students residing in the university campus of the Higher Institute of Social Work, based on the following criteria:

- The student's age should be between 20 and 24 years.
- They should have been in the university campus for more than a year.
- They should accept to participate in implementing the professional intervention program.
- They should be a permanent resident in the campus during the academic year.
- They should be among those who received low scores on the scale of developing positive thinking skills.

Time Field: This study took six months, including the theoretical study, the field study period, and the application of the professional intervention program from June 2024 until November 2024.

Professional Intervention Program:

It aims to define the concepts associated with positive casework theoretically and what is related to it. It also provides theoretical material related to positive casework and the procedures for its application. Positive casework is the intellectual framework on which the researcher relies in formulating the professional intervention program. The procedures for the professional intervention program are discussed below as follows:

a. Professional Intervention Program Objectives: It represents the indicators and activities through which the role of the social worker in dealing with female expatriate students in the university campus who suffer from a low level of positive thinking skills as follows:

- Identifying the most important positive thinking skills for female expatriate students at the university campus that require development and improvement.
- Identifying the behavioral aspects related to each positive thinking skill among female expatriate students at the university campus.
- Benefiting from the available resources develop the positive thinking skills of these female expatriate students at the university campus.
- Adopting and implementing a set of carefully selected methods and mechanisms within the framework of positive casework during the different stages of professional intervention.

b. Program Description: Female expatriate students at the university campus are working to develop activities, methods, and practical skills. These efforts aim to provide them with a vision that enables them to

use positive thinking skills when dealing with situations and problems they encounter. Many of these challenges constitute difficult experiences for them. These students often need help and support from a social worker to learn how to apply positive thinking methods in different situations.

c. Stages of the Professional Intervention Program

1. Professional Evaluation Stage

The researcher starts the process of assistance by evaluating the situation of female expatriate students at the university campus. Hence, the problems resulting from thinking styles and the level of their thinking skills in the situations they encounter are identified according to the results of the scale used for this purpose. This stage also aims to determine the goals of each case based on the available data and identify the positive thinking skills that need to be developed. In addition, it involves setting the goals of professional intervention and reviewing them with each case according to the available data.

Stage Activities

- Cooperating with the researcher and assuming responsibility as required by the professional intervention program
- Investigating the interests of the study cases and identifying the various variables related to the situation
- Creating the appropriate psychological atmosphere and climate to deal with the female students, the study cases
- Developing mutual understanding between the researcher and the study cases.

2. Planning Stage: Based on the evaluation results, the researcher develops a plan for assistance, specifying the goals to be achieved, and the steps to be taken to achieve these goals.

Stage Activities

- Organizing, defining, dividing, and agreeing on the objectives of professional intervention according to the capabilities and different circumstances of each case.
- Formulating a set of professional steps to be implemented to achieve the goals of professional intervention with each case according to its capabilities and potential.

3. Implementation and Professional Intervention Stage: In this stage, the researcher implements the assistance plan, providing support and guidance to the female students of the study cases to achieve their goals through implementing the professional intervention plan.

Stage Activities

- Highlighting the role of experience and skill by the researcher in addressing the requirements of working with the study cases
- Highlighting the importance of sufficient flexibility in dealing with the study cases, related to the students' relationships with their supervisors, families, and colleagues both inside and outside the university campus
- Understanding the nature of the activities and tasks carried out by the study cases to overcome the difficulties and problems they encounter due to their thinking styles

4. Continuous Evaluation Stage

The researcher evaluates the assistance process on an ongoing basis, and the assistance plan is modified when necessary. This stage includes the following:

- Verifying the extent of implementation of the professional intervention program.
- Monitoring the changes that occurred in each case through the second application of the positive thinking skills scale for the study cases
- Comparing the measurements before and after the professional intervention for the study cases
- Evaluating the professional intervention to determine the improvement that occurred in the study cases regarding positive thinking skills

Study Stages

- Continuous understanding and proximity between the researcher and the study cases
- Expression of desire and readiness by the study cases for continuous follow-up

Technical Methods and Skills

- Confidence and enthusiasm to take positive positions
- Focus on students' ability to change through focusing on the positive aspects in the lives of expatriate students
- Focus on the abilities and potentials that expatriate students possess
- Positive professional relationship with the female expatriate students
- Skill of appreciating feelings.

- Self-confidence and good behavior in different life situations
- Positive self-challenge skill.
- Positive expectation skill and self-leadership skill for thinking
- Problem-solving and decision-making skill.

Study Tools

- Reports and records of the study cases from the institution of the campus of social work students.
- Interviews of all types, research and professional.
- Observation
- Statistical measures

Roles of the Social Worker

- The role of positive motivation in helping female students adopt positive attitudes toward what they encounter in their university life
- The role of the mediator to help students adopt positive thinking styles in their relationships with others
- The role of the interpreter who explains to students their problems and that positive thinking styles and skills play an important role in overcoming these problems
- The role of the mediator where the social worker plays this role when the problem lies in uncontrolled interactions, the social worker assumes the role of mediator
- The role of the mediator who helps the student and the entire university campus to communicate to each other in a positive way
- The role of the positive interaction innovator where the social worker activates informal communication networks, self-reliance, and teamwork to address the problems of expatriate students to alleviate feelings of isolation and emotional and social separation by stimulating positive thinking for expatriate students at the university campus

Study Schedule

First Week

- General introduction to the study topic and professional intervention
- A comprehensive overview of the professional intervention program
- Introduction to positive casework

- Introduction to the difference between positive and negative thinking methods

Second Week

- Linking between positive concepts and positive life activities and practices
- Explaining the foundations of positive casework, methods and skills
- Stages and steps of positive casework

Third Week

- Linking positive thinking methods with personal growth and individual development
- Linking positive thinking and interactions with relationships with others
- Noticing and appreciating the change that occurs in situations

Fourth Week

- Identifying the main lines for evaluation
- General intellectual frameworks for implementing positive casework
- Foundations of positive casework

Fifth Week

- The process of assistance within the framework of positive casework
- Therapeutic and guidance interventions for female students
- The importance and necessity of positive practices by female students in their lives.

Sixth Week

- Evaluating and reviewing positive and negative practices by female students
- Clarifying positive self-challenge skills and positive expectation skills
- Identifying positive thinking methods associated with these skills

Seventh Week

- Clarifying positive self-leadership skills
- Clarifying problem-solving and decision-making skills
- Using social support systems to observe some female students

Eighth Week

- Applying social work in its positive aspect
- Addressing the positive behaviors of female students

- Some positive examples of possible actions in different situations

Ninth Week

- Ethical guide for positive therapeutic interventions
- Methods, activities, and practices

Tenth Week

- Reviewing and revising theoretical frameworks according to their requirements for professional intervention
- Self-activities and practices
- Completion, evaluation, and application of the scale post-measurement

Presentation and Discussion of the Study Hypotheses Results

The first sub-hypothesis: There is a positive relationship with statistical significance between the use of positive casework and the development of positive self-talk skills among female expatriate students at the university campus:

Table (2): The significance of the differences between the scores of the respondents before and after the professional intervention in the dimension related to the skill of positive self-talk.

Ranks	N	Sum of Ranks	Rank Mean	Z	Significance Level
Negative Ranks	0	0	0	3.443	0.001
Positive Ranks	15	120	8		
Ties	0				
Total	15				

Table (2) indicates that the statistical differences between the pre- and post-measurements regarding the dimension of positive self-talk skill are statistically significant at a level of (0.01) on the rank scale. The results are also statistically significant at (14, 0.01) in favor of the post-measurement, as the value of the (Z) coefficient is (3.443) at (14, 0.01), which indicates a change in the results between the pre- and post-measurement. Accordingly, the professional efforts through the application of the professional intervention program have obtained positive results at the level of developing positive self-talk skills as one of the positive thinking skills.

The researcher's observations on this aspect indicate that there is a kind of lack of positive thinking by female students at the university campus. The researcher is able to focus on this aspect in the

professional intervention program to provide female students with positive self-talk, which would be positively reflected in their way of thinking.

Second sub-hypothesis: There is a positive, statistically significant relationship between the use of positive casework and the development of positive expectation skills among female expatriate students at the university campus.

Table (3): The significance of the differences between the scores of the respondents before and after the professional intervention in the dimension of positive expectation skill.

Ranks	N	Sum of Ranks	Rank Mean	Z	Significance Level
Negative Ranks	0	0	0	3.44	0.001
Positive Ranks	15	120	8		
Ties	0				
Total	15				

Table (3) shows the statistical differences between the pre- and post-measurements regarding the dimension of positive expectation skills for university students. There are statistically significant differences between the pre- and post-measurements for the study cases, and accordingly, the researcher can attribute these changes to the professional intervention program using the positive casework, as the value of the coefficient (Z) is (3.44) at (14, 0.01): statistically significant at a significance level of (0.001).

The researcher's observations indicate that focusing on this dimension through professional intervention sessions is reflected in the positive thinking style of the study cases, and one of the positive results of this aspect is that some of the students targeted by the program adopted methods of positive anticipation of the situations they encountered.

The third sub-hypothesis: There is a positive, statistically significant relationship between the use of positive casework and the development of the skill of self-leadership of thinking among female expatriate students at the university campus.

Table (4): The significance of the differences between the scores of the respondents before and after the professional intervention in the dimension of the skill of self-leadership of thinking.

Ranks	N	Sum of Ranks	Rank Mean	Z	Significance Level
Negative Ranks	0	0	0	3.448	0.001
Positive Ranks	15	120	8		
Ties	0				
Total	15				

Table (4) presents the results of the quantitative measurements and the significance of the differences between the pre- and post-measurements. The coefficient value (Z) at (14, 0.01) is (3.448), which is statistically significant. This indicates that the efforts made by the researcher to enhance the skill of self-leadership in thinking obtained positive results in this aspect. Accordingly, improvements are observed in the study cases, particularly in their use of self-leadership skills to manage their thinking styles and positively lead various situations and behaviors they encounter, especially those interactions with their colleagues at the same campus.

Fourth sub-hypothesis: There is a positive, statistically significant relationship between the use of positive casework and the development of problem-solving and decision-making skills among female expatriate students at the university campus.

Table (5): Significance of differences between the scores of the respondents before and after the professional intervention in the dimension of problem-solving and decision-making skills

Ranks	N	Sum of Ranks	Rank Mean	Z	Significance Level
Negative Ranks	0	0	0	3.447	0.001
Positive Ranks	15	120	8		
Ties	0				
Total	15				

Table (5) presents the results of the quantitative measurements and the significance of the differences between the pre- and post-measurements. The coefficient value (Z) at (14, 0.01) is (3.448), which is statistically significant. This indicates that the efforts made by the researcher to develop problem-solving and decision-making skills

obtained positive results in this aspect. It also indicates improvements in their ability to solve problems they encounter at the campus, as well as their ability to make appropriate decisions at the right time in a way that positively impacts their thinking. These skills benefit them individually and with their commitment to the rules and conditions of the university campus.

Main hypothesis: There are statistically significant differences between the average scores of the experimental group before applying the professional intervention program using positive casework to develop positive thinking skills among female expatriate students at the university campus and their average scores after applying the program in favor of the post-measurement.

Table (6): Significance of differences between the scores of the respondents before and after the professional intervention in the scale of developing positive thinking skills for female expatriate students at the university campus

Ranks	N	Sum of Ranks	Rank Mean	Z	Significance Level
Negative Ranks	0	0	0	3.425	0.001
Positive Ranks	15	120	8		
Ties	0				
Total	15				

Table (6) shows the results of the quantitative measurement of the results of the professional intervention on the scale of developing positive thinking skills. It indicates statistically significant differences between the measurement results before and after the professional intervention. Thus, the measurement results indicate that there is a noticeable change in the development and improvement of positive thinking skills. The value of the coefficient (Z) at (14, 0.01) is (3.425), which is statistically significant. Accordingly, the efforts made by the researcher to develop positive self-talk skills, positive expectation skills, self-leadership skills for thinking, problem-solving skills, and decision-making skills appear in the commitment of the study cases to positive thinking methods during their lives at the university campus. They also appear in the students' keenness on sessions with the researcher, which indicates that the professional intervention program using positive casework has a positive impact on improving and

developing positive thinking skills among female expatriate students at the university campus.

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**Appendix (1)
Positive Thinking Skills Development Scale for Female Expatriate
Students at the University Campus**

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This data is confidential and is used only for scientific research purposes.

2025

Primary data:

1- Name: (Optional)

2- Academic year:

A- First ()

B- Second ()

C- Third ()

D- Fourth ()

3- Student's Governorate:

A- Ismailia ()

B- Sharqia ()

C- Mansoura ()

D- Sinai ()

E- Suez ()

G- Damietta ()

4- Duration of residence in the university campus:

A- One year ()

B- Two years ()

C- Three years ()

D- Four years ()

5- Monthly income of the student's family:

A- Four thousand pounds ()

B- 4000-6000 pounds ()

C- More than 6000 pounds ()

6- Number of family members:

A- Three individuals ()

B- Four individuals ()

C- Five individuals ()

D- More than five individuals ()

7- Exposure to difficult situations while you are in the campus:

A- Yes ()

B- No ()

8- Can you deal with the situations you encounter at the campus?

A- Yes ()

B- No ()

9- Do you face problematic situations with your colleagues at the campus?

A- Yes ()

B- No ()

10- Do you have the ability to think positively in solving your problems?

A- Yes ()

B- No ()

The first dimension: the skill of positive self-talk:

No.	Statements	Agree	Somewhat Agree	Disagree
1	I feel confident in myself and my abilities			
2	I have many bright aspects of my life			
3	I feel satisfied with my life			
4	I am able to make good choices in my life			
5	I can pick myself up when I feel down			
6	I don't let others discourage me			
7	I know that failure in life is not always			
8	Positive self-talk is not easy			
9	The skill of positive talk must be acquired from a young age			
10	Positive self-talk must be distinguished by the social worker			

The second dimension: Positive expectation skill:

No.	Statements	Agree	Somewhat Agree	Disagree
1	I always look to the future with a positive outlook			
2	I feel optimistic about the future			
3	I can invest knowledge and skills to advance in my life			
4	I feel that I am able to achieve success			
5	I do not feel disappointed when plans do not go as expected			
6	I have motivational energy that can be transformed into reality			
7	I get rid of stress by reducing negative self-talk			
8	I am able to deal with any pressures I encounter in the future			
9	I feel happy with everything comes			
10	I expect positivity from others in their communication with me			

The third dimension: the skill of self-leadership of thinking

No.	Statements	Agree	Somewhat Agree	Disagree
1	I can start thinking positively about things			
2	I can feel comfortable with my thinking			
3	Falling into anything in my life doesn't			

	mean failure			
4	If I lose something, I will gain something else			
5	Victory in things is only achieved through planning and good thinking			
6	I have the ability to control everything that happens			
7	I must stop blaming myself as long as I am alive			
8	I adopt constructive beliefs and ideas in my life			
9	I stay away from thinking errors, which enables me to control my emotions			
10	I am able to control my behavior in a positive way			

Fourth dimension: problem-solving and decision-making skill

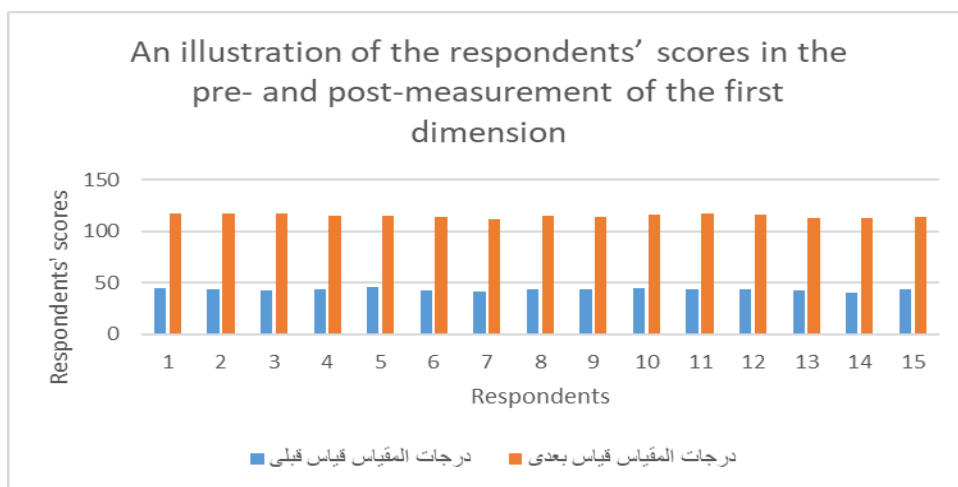
No.	Statements	Agree	Somewhat Agree	Disagree
1	I have the ability to think properly to solve my problems			
2	I am able to make the right decision at the right time			
3	I can take full responsibility for my decisions			
4	I am unable to make a positive decision			
5	I know that many problems are difficult for me to solve			
6	It is better to avoid the problem to avoid further failure			
7	I realize that being exposed to problems is normal			
8	My emotional reaction to the problem prevents me from finding a solution to it			
9	I take the initiative to solve any problem that my colleagues are exposed to			
10	I feel hopeless when I encounter a difficult situation			

Appendix (2)

Scores of the respondents in the pre- and post-measurement of the first dimension of the scale

No.	First dimension pre-measurement scores	First dimension post-measurement scores
1	12	29
2	11	29
3	10	29

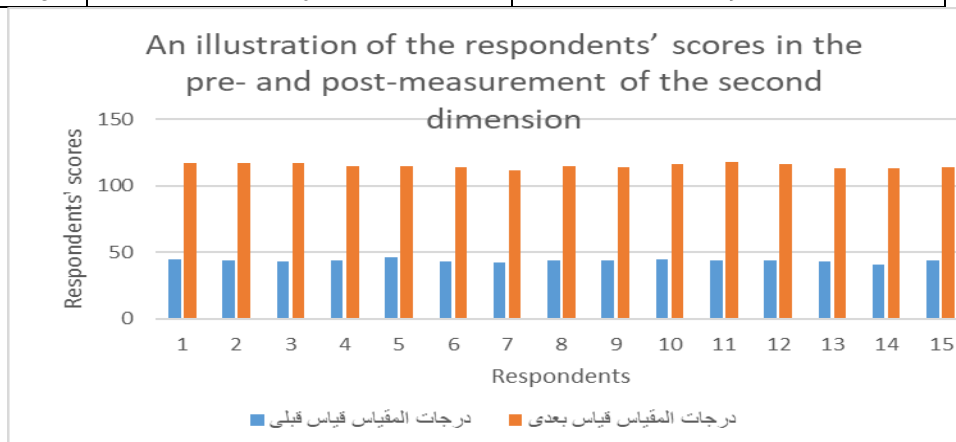
4	11	29
5	13	29
6	10	26
7	10	27
8	10	28
9	11	29
10	11	27
11	12	30
12	11	30
13	11	29
14	10	27
15	12	29



The scores of the respondents in the pre- and post-measurement of the second dimension of the scale

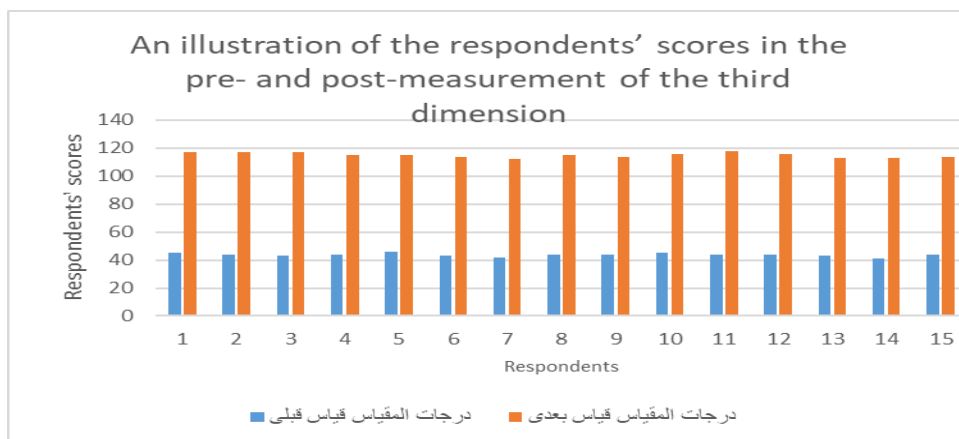
No.	First dimension pre-measurement scores	First dimension post-measurement scores
1	11	30
2	13	29
3	12	29
4	11	29
5	12	27
6	12	29
7	10	27
8	11	28
9	10	28
10	11	30
11	10	28
12	11	29

13	12	26
14	10	27
15	10	29



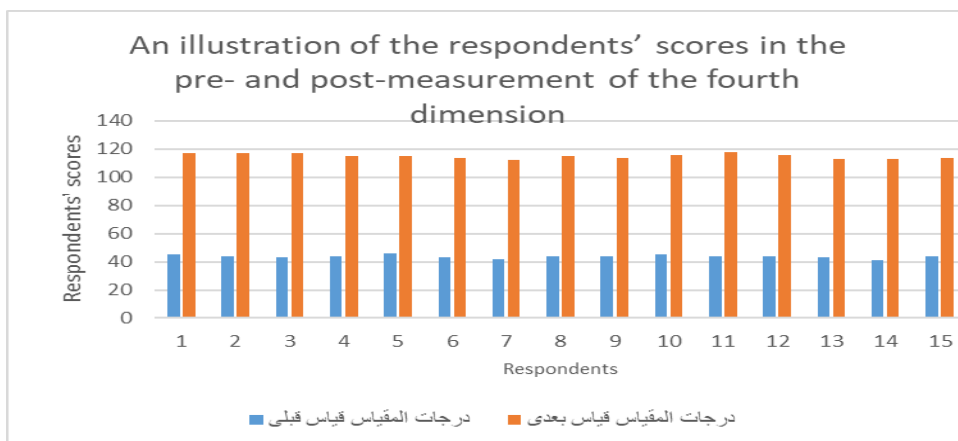
The scores of the respondents in the pre- and post-measurement of the third dimension of the scale

No.	First dimension pre-measurement scores	First dimension post-measurement scores
1	11	29
2	10	30
3	11	29
4	11	30
5	10	29
6	10	30
7	11	29
8	12	29
9	12	29
10	11	29
11	11	30
12	11	29
13	10	29
14	10	29
15	11	29



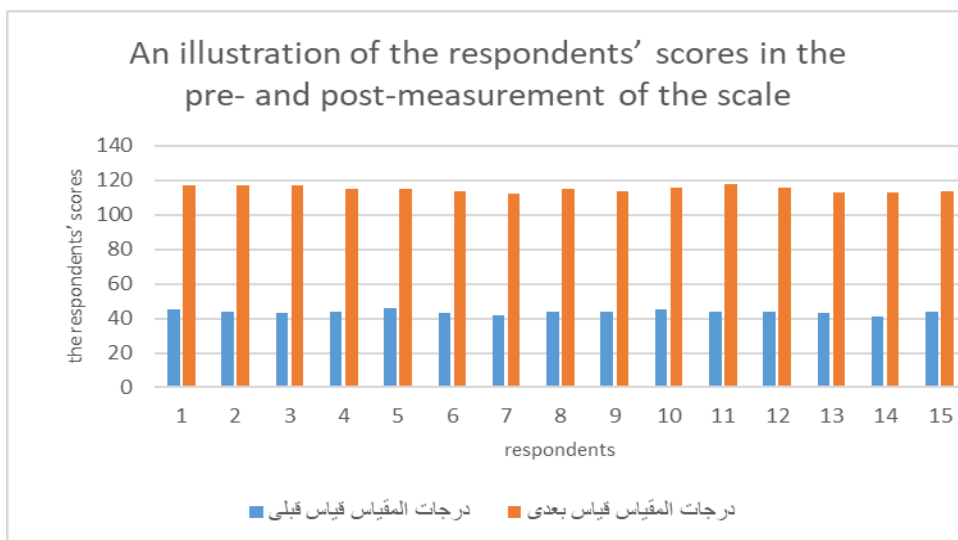
The scores of the respondents in the pre- and post-measurement of the fourth dimension of the scale

No.	First dimension pre-measurement scores	First dimension post-measurement scores
1	11	29
2	10	29
3	10	30
4	11	27
5	11	30
6	11	29
7	11	29
8	11	30
9	11	28
10	12	30
11	11	30
12	11	28
13	10	29
14	11	30
15	11	29



The scores of the respondents in the pre- and post-measurement of the fifth dimension of the scale

No.	First dimension pre-measurement scores	First dimension post-measurement scores
1	45	117
2	44	117
3	43	117
4	44	115
5	46	115
6	43	114
7	42	112
8	44	115
9	44	114
10	45	116
11	44	118
12	44	116
13	43	113
14	41	113
15	44	113



Appendix (3)

Names of the arbitrators of the positive thinking skills scale

No.	Name	Position
1	Prof. Medhat Abo El Nasr	Professor of Social Work Fields- Faculty of Social Work – Helwan University
2	Prof. Mohamed Farouk Radwan	Professor of Social Work Fields at the Higher Institute of Social Work in Port Said
3	Prof. Mustafa El-Naggar	Professor of Casework Faculty of Social Work, Fayoum University
4	Prof. Salama Mansour	Professor of Casework Higher Institute of Social Work in Cairo
5	Prof. Naeem Abdel Wahab Shalaby	Professor of Casework and former Dean of the Higher Institute of Social Work in Port Said