

AN INTER-DISCIPLINARY APPROACH FOR SERVICE-LEARNING

Dr. Cinnie NG

Hong Kong Baptist University

5th Asia-Pacific Regional Conference on Service-Learning May
27-29 2015

Content of Presentation

- Brief Introduction of the Course
- Inter-Disciplinary Approach
- Experiential Learning Approach
- Continuous Reflection Approach
- Multiple Approaches for Assessment and Evaluation
 - ▣ Rubrics for Grading
 - ▣ Feedback from Host Organizations
 - ▣ Reflective Writings
 - ▣ Self-Assessment

GDSC 1887

PATHS TO SERVICE LEADERSHIP IN
HEALTH SERVICE

School of Chinese Medicine

Department of Religion and Philosophy

School of Communication

Office of Student Affairs

Major Objectives

To introduce :

1. The concept and principles of service leadership
2. The service leadership competencies
3. The basic concepts of health and disease in Chinese Medicine
4. The ethos and impact of Christian Care Services in Hong Kong

To develop:

1. Students' organizational, communication and problem-solving skills
2. Students' social concern for the needy in the community

Course Intended Learning Outcomes

Upon successful completion of this course, students should be able:

To describe:

1. service leadership principles and competencies
2. basic concepts of Chinese medicine
3. Christian care services and ethos behind their services

To increase:

1. organizational, communication, interpersonal and problem-solving skills
2. motivation to serve for the needy groups in the community

A. Inter-Disciplinary Approach

Responsible unit

1. **School of Chinese Medicine**

Responsible areas

1. Basic concepts of health and disease in Chinese medicine
2. Current health care system and policy in Hong Kong
3. Training on health service

Inter-Disciplinary Approach

Responsible unit

2. **Department of Religion & Philosophy**

Responsible area

1. **Ethos and impact of Christian medical services in Hong Kong**

Inter-Disciplinary Approach

Responsible units

1. **School of Chinese Medicine**
2. **Department of Religion & Philosophy**
(Team-Teaching)

Responsible area

1. Service leadership and service leadership competencies

Inter-Disciplinary Approach

Responsible unit

3. **School of
Communication**

Responsible area

1. **Role and importance
of health
communication**

Inter-Disciplinary Approach

Responsible unit

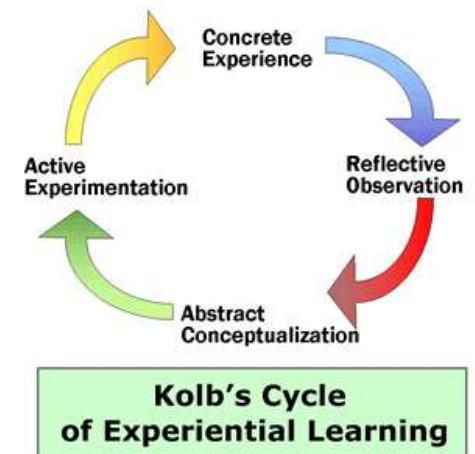
4. **Leadership Qualities Centre, Office of Student Affairs**

Responsible areas

1. Training on service leadership and teamwork
2. Facilitating students on project planning and implementation
3. Facilitating students on reflection
4. Collaboration with service organizations

B. Experiential Learning Approach

1. Community Engagement Via Collaboration with Host Service Organizations
2. Leadership Practice – Design, Plan, Implement, Reflect and Evaluate on Role Plays and Service Projects
3. Exercises on Group Dynamics and Effective Communication



Role Play



Service Delivery

Date

11/11/2014 & 25/12/2014

Host Organizations

1. S.K.H. (Anglican Church) Li Ka Ching Care & Attention House for the Elderly

聖公會李嘉誠護理安老院

<http://www.hkskh.org/content.aspx?id=44&lang=1>

2. Salvation Army Yaumatei Multi-Service Centre
救世軍油麻地長者社區中心

http://www.salvationarmy.org.hk/en/about_us

Participant

54 students & 54 elderly



Health Talk



Chinese Acupoint Massage(中式穴位推拿)





Small Group Activities





C. Continuous Reflection Approach

- On Expectation at the beginning of the course
- On Teamwork
- On Problem-solving experience
- On Sensitivity to service targets
- Reflective Journal / Report

- Reflective questions

D. Multiple Approaches for Assessment and Evaluation

Assessment Tools (grading) (no examination)

1. Group discussion & role play (20% + 10%)

1. Group discussion & role play rubrics

2. Service Projects (10% + 10%)

1. Service delivery rubrics
2. Marking sheet on service delivery

3. Group presentation (10%)

1. Group presentation rubrics
2. Peer evaluation form for group presentation
3. Marking sheet on group presentation

4. Individual reports on two services (Reflective Writings) (20% + 20%)

1. Service Project Reflective Journal Template

[\(Attachment list\)](#)

Multiple Approaches for Assessment and Evaluation

Evaluation by Service Partners (not for grading)

1. Partner Opinion Questionnaire

[\(Appendix 10\)](#)

Multiple Approaches for Assessment and Evaluation

Self-Assessment

Evaluation Tool

(not for grading but for self-discovery and self-awareness)

1. Common Outcome Measurement
Questionnaire (COM)

[\(Appendix 8\)](#)

2. Self-evaluation on HKBU's 7 Graduate
Attributes

[\(Appendix 9\)](#)

Partner Opinion Questionnaire

Results on a scale of 6 completed by two partner organizations:

- Partners are very satisfied with HKBU in preparation on the joint venture (6; 4)
- Performance of HKBU students during the service delivery (6; 5)
- The collaboration benefit your organization (6; 6)
- The services benefit the service recipients (6; 5)

Partner Opinion Questionnaire

Comments from Partners:

1. The project enabled the elders to acquire knowledge regarding Chinese medicine
2. Students are active and well-planned for the service delivery

Codes on Student Achievements

- Knowledge Applications;
- Leadership Skills

Partner Opinion Questionnaire

Comments from Partners:

3. Activities like point massage enhanced rapport building between the students and the elders
4. The participating elders gave positive feedback to the project

Codes on Student Achievements

- Relationship-building;
- Positive feedback from elders

Partner Opinion Questionnaire

Comments from Partners:

5. Frequency of the activities could be increase which is believed to be beneficial to the elders.
6. The initiative and sincere attitude of students that make elders enjoying in the program are appreciated

Codes on student Achievements

- Welcomed;
- Caring attitude being appreciated

Common Outcome Measurement (COM) Questionnaire

- 32-item
- 8 domains with 4 items for each domain

- [Report](#)

Common Outcome Measurement (COM) Questionnaire

The general demographics of the participants are:

Sex (N=42)

| Sex | Frequency | % |
|--------|-----------|-------|
| Male | 14 | 33.3 |
| Female | 28 | 66.7 |
| Total | 42 | 100.0 |

Area of Study (N=42)

| Area of Study | Frequency | % |
|------------------|-----------|-------|
| Arts | 2 | 4.8 |
| Social Sciences | 8 | 19.0 |
| Business | 24 | 57.1 |
| Sciences | 4 | 9.5 |
| Chinese Medicine | 4 | 9.5 |
| Total | 42 | 100.0 |

Year of Study(N=42)

| Year of Study | Frequency | % |
|-----------------|-----------|-------|
| Foundation Year | 0 | 0 |
| Year 1 | 0 | 0 |
| Year 2 | 19 | 45.2 |
| Year 3 | 23 | 54.8 |
| Year 4 | 0 | 0 |
| Exchange | 0 | 0 |
| Total | 42 | 100.0 |

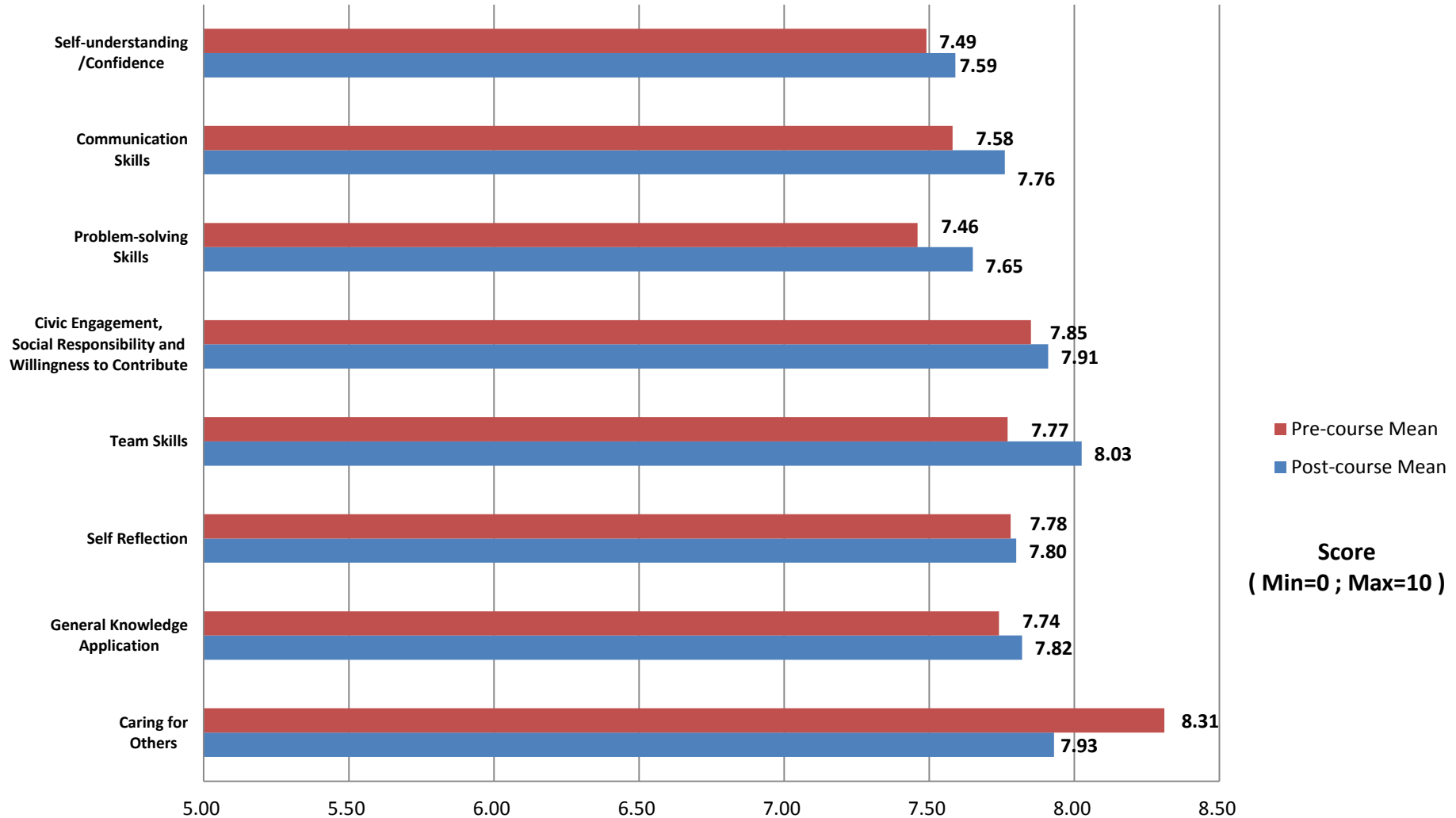
Common Outcome Measurement (COM) Questionnaire

The Cronbach's Alphas of the 8 Domains

| | The Cronbach's Alphas | |
|--|-----------------------|-----------|
| | Pre-test | Post-test |
| 1. Self-understanding/Confidence | .91 | .92 |
| 2. Communication Skills | .91 | .93 |
| 3. Problem-solving Skills | .90 | .91 |
| 4. Civic Engagement, Social Responsibility and Willingness to Contribute | .90 | .90 |
| 5. Team Skills | .90 | .92 |
| 6. Self Reflection | .90 | .92 |
| 7. General Knowledge Application | .90 | .92 |
| 8. Caring for Others | .90 | .92 |

Common Outcome Measurement (COM) Questionnaire

Mean Score Comparison (before and after the course)



Common Outcome Measurement (COM) Questionnaire

Paired Samples Test by Domain (N=42)

| Domains | Mean | | Difference (%) | t-value |
|--|----------|-----------|----------------|---------|
| | Pre-test | Post-test | | |
| 1. Self-understanding/Confidence | 7.49 | 7.59 | 1.27% | .78 |
| 2. Communication Skills | 7.58 | 7.76 | 2.44% | 1.37 |
| 3. Problem-solving Skills | 7.46 | 7.65 | 2.47% | 1.42 |
| 4. Civic Engagement, Social Responsibility and Willingness to Contribute | 7.85 | 7.91 | 0.83% | .40 |
| 5. Team Skills | 7.77 | 8.03 | 3.37% | 2.51* |
| 6. Self Reflection | 7.78 | 7.80 | 0.23% | .14 |
| 7. General Knowledge Application | 7.74 | 7.82 | 1.08% | .63 |
| 8. Caring for Others | 8.31 | 7.93 | -4.51%* | -2.45* |

Note. *p≤0.05

Results and Discussion

1. On the COM, there are significant changes in “Team Skills” and “Caring for Others”.

2. Team Skills ↑

| | | | | |
|----------------|------|------|-------|-------|
| 5. Team Skills | 7.77 | 8.03 | 3.37% | 2.51* |
|----------------|------|------|-------|-------|

3. Caring for Others ↓

| | | | | |
|----------------------|------|------|---------|--------|
| 8. Caring for Others | 8.31 | 7.93 | -4.51%* | -2.45* |
|----------------------|------|------|---------|--------|

Common Outcome Measurement (COM) Questionnaire

Partial Correlation among the 8 Domains (post-test controlling for pre-test)

| Domains | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. |
|--|-------|-------|-------|-------|-------|-------|-------|----|
| 1. Self-understanding/Confidence | 1 | | | | | | | |
| 2. Communication Skills | .58** | 1 | | | | | | |
| 3. Problem-solving Skills | .51** | .61** | 1 | | | | | |
| 4. Civic Engagement, Social Responsibility and Willingness to Contribute | .61** | .50** | .64** | 1 | | | | |
| 5. Team Skills | .22 | .42* | .47** | .64** | 1 | | | |
| 6. Self Reflection | .34 | .24 | .52** | .68** | .54** | 1 | | |
| 7. General Knowledge Application | .40* | .20 | .56** | .68** | .53** | .76** | 1 | |
| 8. Caring for Others | .34* | .44* | .58** | .67** | .57** | .52** | .60** | 1 |

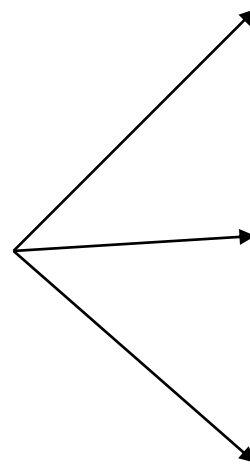
Note. * $p \leq 0.05$; ** $p \leq 0.01$

Results and Discussion

□ Partial

Correlation

- Civic Engagement, Social Responsibility and Willingness to Contribute



Self Reflection

General Knowledge
Application

Caring for others.



Seven Graduate Attributes @HKBU

(Appendix 9)

公民
Citizenship

Be responsible citizens with an international outlook and a sense of ethics and civility

成為具國際視野、品行高尚、有責任感的社會公民

知識
Knowledge

Have up-to-date, in-depth knowledge of an academic specialty, as well as a broad range of cultural and general knowledge

掌握對學術專業當前最新學問，並有深厚認識，亦有廣闊的文化知識和通識基礎

學習
Learning

Be independent, lifelong learners with an open mind and an inquiring spirit
以開放接納、獨立探求知識的精神，貫徹終身學習

技能
Skills

Have the necessary information literacy and IT skills, as well as numerical and problem-solving skills, to function effectively in work and everyday life
擁有資訊科技、數字處理和解難能力，在生活及工作上發揮所長

創意
Creativity

Be able to think critically and creatively
具備批判思考以及創意思維

溝通
Communication

Have trilingual and biliterate competence in English and Chinese, and the ability to articulate ideas clearly and coherently
精通兩文三語、能清晰表達有條理的想法

群體
Teamwork

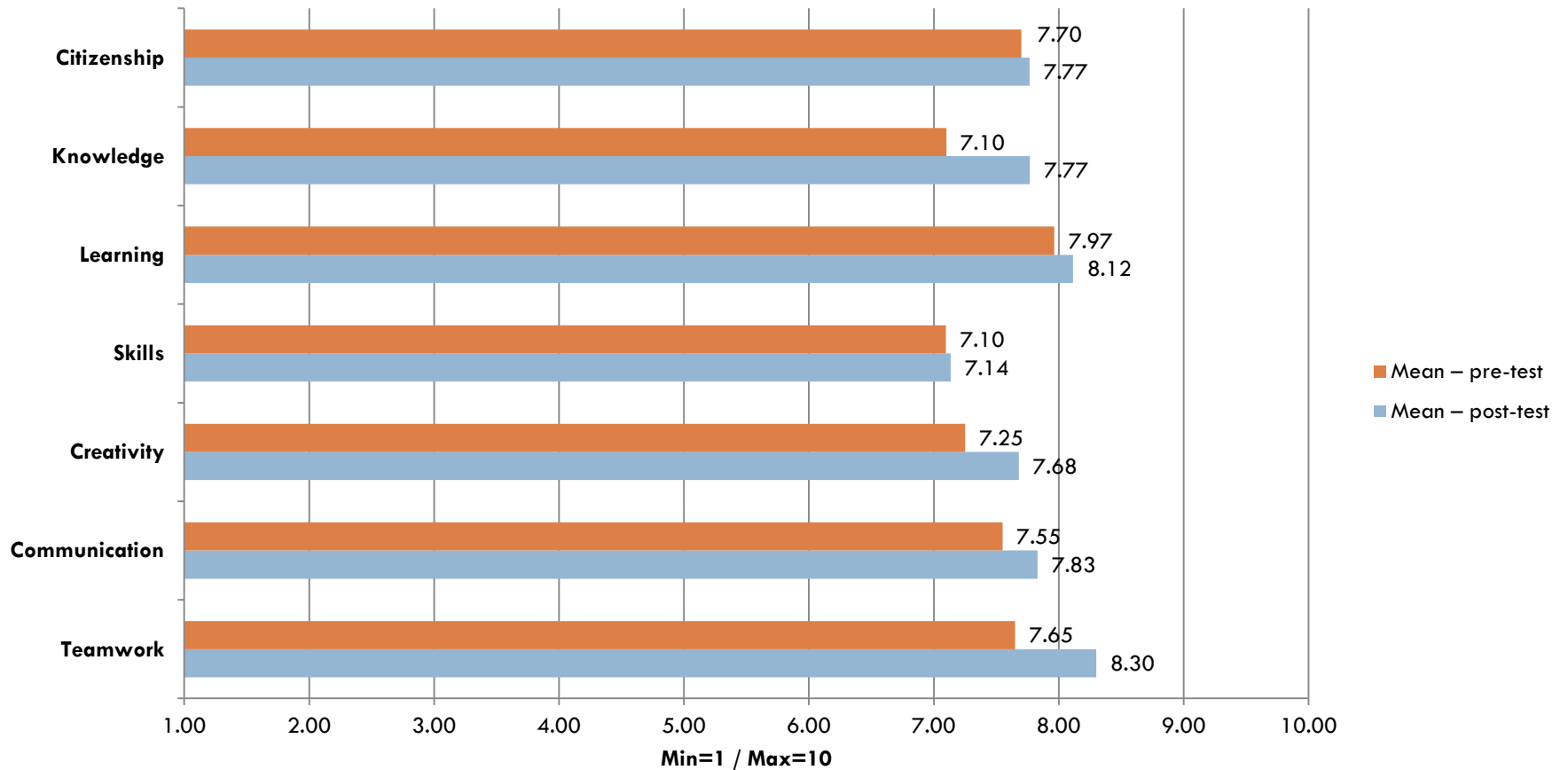
Be ready to serve, lead and work in a team, and to pursue a healthy lifestyle
具備領導和服務團隊的精神，實踐健康生活模式



浸大願景育全人 民知學技創通群

Self-Evaluation on HKBU's 7 Graduate Attributes

Mean Score Comparison (before and after course)



Self-Evaluation on HKBU's 7 Graduate Attributes

Paired Samples T-test

| | | Mean – pre-test | Mean – post-test | t-value |
|----------------------|--------------------------------|-----------------|------------------|---------|
| Citizenship | Ethical Reasoning | 8.17 | 7.83 | -1.14 |
| | Social Responsibility | 7.73 | 8.07 | 1.07 |
| | Cross-Cultural Competence | 7.20 | 7.40 | .70 |
| Knowledge | Interdisciplinary Knowledge | 6.93 | 7.77 | 2.17* |
| | Disciplinary Knowledge | 7.27 | 7.77 | 1.46 |
| Learning | Lifelong Learning | 7.90 | 7.83 | -.19 |
| | Self-Development / Spiritually | 8.03 | 8.40 | 1.39 |
| Skills | Information Literacy | 7.23 | 7.07 | -.46 |
| | Technological Literacy | 6.83 | 6.80 | -.09 |
| | Problem Solving | 7.53 | 8.00 | 1.81 |
| | Quantitative Reasoning | 6.80 | 6.67 | -.35 |
| Creativity | Critical Thinking | 7.30 | 7.63 | 1.08 |
| | Creative Thinking | 7.20 | 7.73 | 1.86 |
| Communication | Oral Communication | 7.73 | 8.03 | 1.03 |
| | Written Communication | 7.37 | 7.63 | 1.11 |
| Teamwork | Teamwork | 8.20 | 8.70 | 2.92** |
| | Health Awareness | 7.10 | 7.90 | 2.72* |

Note. * $p \leq 0.05$; ** $p \leq 0.01$

Results and Discussion

Significant increase:

1. Inter-discipline Knowledge
2. Teamwork
3. Health Awareness



Coding the Reflective Writings

Writing

I understand that importance of **cooperation**, it's very hard to do all the things by myself. I am a marketing student, I am good at coming up with creative, new idea but I am not good at implementing it. Therefore, I need someone good at making the instructions and steps. I **learn from them and they can learn from me** too.

Codes on Learning Outcomes

Teamwork

Coding the Reflective Writings

Writing

It was hard to believe that just by pressing some acupuncture point, it gives you medical functions. I **always thought** that “Tui Na” was only a relaxing message so I was amazed by **how powerful they are**. I think many people are familiar with Chinese medicine but I believe many people have the wrong perception on “Tui Na” like what I did. After the planning process, I **don't need to take** medicine when I have a headache.

-

Codes on Learning Outcomes

Self Reflection;

Knowledge;

Knowledge Applications;

Behavioural change;

Health Awareness

Coding the Reflective Writings

(Attachment 7)

Writing

“After the service, I also found that services play a very important role in the society. It is the way to **unite our society** and it exists in our daily life. If you pay attention, you will find that many people need **our concern, support and care**. ... Also, I realized that service is not only about your responsibilities or the work you need to do, it is also **about caring**. When you deliver a service, think for the others, what do you really need and want if you were him or her? I think this is the **core value** I learnt in this course.”

Codes on Learning Outcomes

Civic Engagement, Social Responsibility and Willingness to Contribute;

Caring for Others;

Self Reflection

Coding the Reflective Writings

Writing

Having done some charitable and **service work** for various groups and organisations a few years before when studying **in secondary school**, I felt **pretty confident** in taking on the challenges of this course and the service delivery work that it requires us to do.....

Knowing that **communication is difficult** for some elderly, we took more time and had more patience in trying to talk and understand them.

Codes on Learning Outcomes

High self-assessment at the beginning of course;

Facing problem enhancing self-understanding of personal inadequacy

Coding the Reflective Writings

Writing

I think what this course was not only knowledge, but a chance for me to **discover what are my potentials to become a service leader** and really try to be a service leader. This experience definitely help me to develop my personal qualities, especially **self-understanding**, I saw some new faces of myself. I can also become very **participative** in the group which was something **I lack of before**. I was satisfied to my performance

Codes on Learning Outcomes

Self Reflection;

Self-understanding / Confidence;

Civic Engagement;

Behavioural change

Results and Discussions

- ✓ The overall scores on the pre-test of COM are comparatively high (lowest: 7.46; highest: 8.31) on a 10-point scale.
- ✓ Students tend to assess themselves highly at the beginning of the Course.
- ✓ The highest score on the pre-test is on “Caring for Others” (8.31) and it turns out with a lower score (7.93) on the post-test.

Results and Discussion

- ✓ From their Reflective Writings, many found that service leadership is more than just providing voluntary services. Some found that they had new perspectives on “Caring for Others”.
- ✓ From their Reflective Writings, their self-understanding and self-reflection have been enhanced during the course. Their scores on the Post-test are adjusted accordingly.

Results and Discussion

- ✓ During our follow-up focus group meetings, some students indicated that when they filled in the post-test at the end of the Course, they did not remember what scores they selected at the pre-test. They just selected the scores which they considered closest to their on-the-spot reflection.
- ✓ Reflective Writings are useful in enriching and consolidating their learning.



Thank you!