



A Way to learn- the service learning between Indonesia (SCU) and Taiwan (FJU)

Huang YC¹, Shih YA¹, Hsu CY², Fang HY³



¹Department of Nursing, Fu Jen Catholic University, Taipei, Taiwan

²RN, Cathay General Hospital, Taipei, Taiwan

³RN, National Taiwan University Hospital, Taipei, Taiwan

Background/Purpose

Nursing students' learning process through the service .

Current service-learning for student nurses in Taiwan (2015)

- 38/44 schools of nursing have service-learning.
- 50% with overseas service-learning programs.(19/38)





Literature review 3-1

- Student Labor Program, which was first established service learning by Taiwan Tungha University since 1955.
- The Ministry of Education launched the "College and School service learning program" and up to 2008 service learning center were established in 134 colleges/universities among Taiwan.



Literature review 3-2

- The first service learning program in Indonesia was established in 1951 and named Student Power Mobilization.
- In 1973, Student Community Service adapted to Kuliah Kerja Nyata (KKN) suggests all students should living 3 months in the service site, to empower community needs and to enhance the students' learn more through active community involvement.



Literature review 3-3

- Gillis and Maclellan (2010) conducted a nursing service learning systemic literature review from 1999 to 2009 reported students who participate in international programs have:
 - An increase in self-perceived cultural competency.
 - Encouraging life long commitment to continue serving.
 - Developing students into a positive force of change in healthcare abroad and within their own communities.



Research method

Design

Action research was used in this study.

Analysis

Content Analysis





Research method

Research Participants

The program was set by Taiwan Fu Jen Catholic University and Soegijapranata Catholic University from Indonesia. Previously 19 participants joined in this program. However, this research only focus on 6 Taiwanese nursing students data, Include diary, reflection sheet and field notes to analyze.



Research method

Data collection and analysis

Collection

- Using participants' diary, reflection notes and, field notes
- organize by multiplayer in per diary to get high reliability

Analysis

- analyzed in primarily the same manner suggested by Kerlinger's (1986) content analysis.

Rigor

- To ensure methodological rigor, the study was based on the ideas of Lincoln and Guba (1985)

Results

Spread period

- Improving students' cross-culture communication skills
 - *Many local information could not be found from internet, and SCU students have not been to Getason either, we only able to complete a rough community assessment of Indonesia's central Java community. (From C's community assessment)*
 - *FJU designed field teaching plan by the information that SCU students send to us. (From A's teaching plan)*



- *Because this was a first-time collaboration of schools from two different countries that discussed from zero to finally met the service learning objectives. Thus, the arrangements made by the Indonesian school turned out to be literally different from what we expected, as we can realized the different of thoughts between two cultures immediately. (From E's reflection note)*
- *In the beginning, we had collect some information to prepare health education topic , we contacted Indonesian student by Email, also searched on the internet. Finally, there are five health education topics had be done, but when we arrived, there were only three can be used, and we found out that the content still need to be altered before we used. (From D's diary)*



Results

Cultivated period

- Nurturing participants' abilities transformation in multi strain
 - *FJU carried out community assessment as soon as we arrived at Getason, Indonesia. We started with windshield survey and the interviewing with the key character of Getason. Furthermore, since we live with the villagers, it is easier and more precise for us to find out the life styles of locals. (From A's community assessment)*
 - *The objects of teaching plan changed a lot and we had this information after we arrived at Getason. Accordingly, we had to select our teaching plan and figure out which part we could use and adjusted them with the latest information. (From D's teaching plan)*



- *We cannot do anything without follow our partners from Indonesia, because what information we got before does not work. How challenging! Language also causes a lot of difficulties to understand. (From C's refection sheet)*
- *Many feeling when lived with villagers. It is too difficult to move all my heart and thoughts overtaken by words. That being the case, it would be Thanksgiving! (From E's field notes)*
- *Today we home visited a malnutrition child. My partner drove me to an extremely remote place. Looking at the bricks, then did I realize that many villagers live in such rough condition and this was just a small hedge? (From D's field notes)*
- *During activities in high school, I have been thinking since then, would it work if we bring this method back to Taiwan? Or would we be seemed as nuts? (From C's diary)*



Results

Harvest period

- Participants inspired from what they gained and becoming part of their own perception
 - *Although we did not completed the community assessment of Getason, we started from scratch? It is a valuable experience. (From C's community assessment)*
 - *Although the teaching plans has be modified in a short time, the teaching plans are more corresponded with the demands of villagers. Because we got the first hand information . (From D's teaching plan)*





- *The last night in this town, we sang and we danced, with smiles and what we gained from the trip. The lantern carried everyone's hopes and wishes up into the sky, believing that everything will get better tomorrow because of you. Give my partners and me second home. (From A's diary)*
- *Mission Accomplished! No matter join the volunteer team before or not, it's an entire new experience for ever time. It's really honor to be one of the team; we finished the activity neither argue nor conflict and also cooperate with each other without the role limit. (From C's field notes)*
- *Two people with language barrier, looking at my host hugging me, there was a grief in my heart that I could not express. Though my host told me to come back and visit her in spare time, I think we both know sometimes it's just...thank her for all those wonderful memories she left.” (From C's diary)*



Discussion

- Deal with different cooperation modes, the participants developed the critical thinking and problem solving.
- Repeatability participating in service learning, participants can handle unexpected situations better.
- Assimilate into local families seems easier to construct cross-cultural sensitivities and culture respects.



Conclusion

- Improved students' cross-culture communication.
- Established cross-cultural sensitivities and culture respect.
- Fulfilled a role as givers and receivers amongst their Indonesian partners and families through the serving activities.



Limitations

- No comparison group
- Some communication barriers such as time, location and culture differences during the preparatory period.
- Possible language issues





Terima Kasih
Thank You