

RGC Ref. No.: UGC/IDS15/16 _____ (please insert ref. above)
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**RESEARCH GRANTS COUNCIL
COMPETITIVE RESEARCH FUNDING SCHEMES FOR
THE LOCAL SELF-FINANCING DEGREE SECTOR**

**INSTITUTIONAL DEVELOPMENT SCHEME (IDS)
RESEARCH INFRASTRUCTURE GRANT**

Completion Report

(for completed projects only)

<p><u>Submission Deadlines:</u></p> <ol style="list-style-type: none"> 1. Auditor's report with unspent balance, if any: within six months of the approved project completion date. 2. Completion report: within 12 months of the approved project completion date.
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Important Note:

In completing the report, please use the following format:

Page limit: Items 1 to 5 and Summary of Completion Report: no page limit
Items 6 to 9: maximum **20 A4 pages** (excluding any appendices and attachments)

Font: Times New Roman

Font Size: **Not smaller** than Point 12

Margin: Two centimeters margin all around

Spacing: Single-line spacing

1. Project Title

Further Enhancement of Interdisciplinary Research at Hong Kong Shue Yan University through the Establishment of the Centre of Interdisciplinary Research in Evidence-Based Practice

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

Project Team	Name / Post	Department / Unit	Average Number of Hours Per Week Spent on this Project
Project holder	Dr. HU Fai-chung / Deputy President	Hong Kong Shue Yan University	0.8 hour
Team leader	Prof. David YEUNG Wing-kay / Head	Department of Economics and Finance, Hong Kong Shue Yan University	1.5 hours
Team member	Dr. Jason CHOW Tak-sang / Assistant Professor	Department of Counselling and Psychology, Hong Kong Shue Yan University	2.0 hours

Team member	Dr. Raymond CHUI Chi-fai / Associate Professor	Department of Social Work, Hong Kong Shue Yan University	1.5 hours
Team member	Dr. Rita LI Yi-man/ Associate Professor	Department of Economics and Finance, Hong Kong Shue Yan University	1.2 hours
Team member	Dr. Kelly Peng Zhengmin / Associate Professor	Department of Business Administration, Hong Kong Shue Yan University	1.5 hours
Former team member ⁱ	Dr. HSU Sharon / Assistant Professor	Department of Counselling and Psychology, Hong Kong Shue Yan University	1.5 hours
Former team member ⁱⁱ	Dr. Bernard WONG Pak-ho / Assistant Professor	Department of Counselling and Psychology, Hong Kong Shue Yan University	0.5 hour
<p><i>Remarks:</i></p> <p>i) Dr. Sharon Hsu was replaced by Dr. Jason Chow, Dr. Rita Li and Dr. Kelly Peng. Changes approved on 7 November 2018. Involvement was counted till 31 August 2018.</p> <p>ii) Dr. Bernard Wong left the project and no replacement is added thereafter. Changes approved on 18 July 2019. Involvement was counted till 31 August 2019.</p>			

[#] Please state the **key** staff and department/unit involved in the project. Please add row(s) as necessary. Please also highlight the approved changes in project team composition and quote the date of the RGC approval for such changes.

^{*} Refer to “Applicant” for 2015/16 exercise and “Project holder” for 2017/18 exercise onwards.

3. Project Duration

	Original	Revised	Date of RGC / Institution Approval (must be quoted)
Project Start Date	1 January 2017	N/A	September 2016
Project Completion Date	31 December 2019	30 June 2020	24 October 2019
Duration (in month)	36 months	42 months	24 October 2019
Deadline for Submission of Completion Report	31 December 2020	30 June 2021	24 October 2019

4. Project Objectives

Summary of objectives addressed / achieved:

Objectives*	Percentage Achieved	Remarks**
1. To construct an interdisciplinary platform for promoting research in evidence-based practice within HKSYU;	1. 100%	1. N/A
2. To equip this platform with the requisite hardware and software for the development of interdisciplinary research in evidence-based practice;	2. 100%	2. N/A
3. To offer opportunities to academics both within and outside HKSYU to gain insight, skills and knowledge from respected academics and accomplished researchers in the design and implementation of interdisciplinary research in evidence-based practice;	3. 100%	3. N/A
4. To develop research expertise within HKSYU in the areas of interdisciplinary evidence-based practice;	4. 100%	4. N/A
5. To strengthen the provision of training and education in evidence-based practice in the vocationally oriented academic programmes;	5. 100%	5. N/A
6. To establish and enhance links between HKSYU and community partners via the joint development and implementation of evidence-based practice research projects.	6. 100%	6. N/A

* Please refer to the originally approved objectives. If there are changes in objectives, please highlight the changes and quote the date of RGC approval for such changes.

** Please provide reasons for significant slower rate of progress when compared with the approved implementation timetable.

6. Research Outputs

6.1 What are the accomplishments of the project?

- (i) *Please provide reports on conference, seminar, workshop, exchange programmes or other activities held (if applicable). (Please provide details of the activities organized, including the theme / objectives of the activities, targeted participants, attendance, analysis of participants, e.g. country of origin, research background, etc., evaluation forms of the activities and a summary of the participants' evaluation. Photos of the activities are preferred.)*

The project organized in total 83 research activities during the project period including 7 distinguished lectures, 12 research workshops, 18 faculty trainings, 3 series of seminars and workshops in academic exchanges, 10 EBP concept workshops and 2 conferences. The details of research activities are listed below. For the list and highlights of the events and the evaluation statistics, please refer to Appendix 1 (List of Events), Appendix 2 (Event Highlight) and Appendix 3 (Research Activities Evaluation Summary) respectively.

- (ii) *Please provide reports on asset purchase such as acquisition of research facilities, communal equipment, software licence, dataset and / or status of infrastructure / physical research structure building such as research centre, research supporting unit (if applicable). (Please provide supporting documents and / or photos, and provide the utilization rate.)*

The project has purchased the following research software, photos can be found in Appendix 4:

1. 23 sets of Computer-Assisted Telephone Interviewing (CATI) system
2. 10 sets of Mplus (plus 3 sets of Mplus software book manual)
3. 5 sets of ATLAS.ti

The project has also set up a research centre namely 'Centre of Interdisciplinary Research in Evidence-Based Practice' (CEBP). The Centre has an office and a Computer Laboratory equipped with the CATI telephone survey system. Besides, the Centre has succeeded the research laboratories / rooms of the previous IDS project (UGC/IDS15/14) including 'Transcranial Magnetic Stimulation Laboratory' (equipped with a Transcranial Magnetic Stimulation system (TMS)) and 'Physiological Assessment Room' (equipped with 2 sets of Biofeedback devices and a Transcranial Direct Current Stimulation system (tDCS)). These facilities are all located in the Research Complex of the University.

All the equipment, software and facilities listed above are currently in use. The project has also developed a booking system to allow proper sharing of the project facilities among the University staff and students as well as relevant others. The utilization report please refer to Appendix 5 (Facilities and Equipment Evaluation Summary).

- (iii) *Please provide reports on research activities carried out (if applicable).*

There is no research implemented in this project. However, this project had developed the platform to nourish researches in collaboration with invited speakers or evidence-based practice. Please find Appendix 6 which list out the related research activities from 2017 to 2020.

- 6.2 Please describe where and how the IDS Research Infrastructure Grant project assisted in building up the research capacity of the institution in its strategic areas (e.g. has the IDS Research Infrastructure Grant project facilitated the academics in formulating their research proposals under the Faculty Development Scheme, etc.).

The funding of the IDS project has been fully utilized in two areas to build up the research capacity of the University: 1) Research Support Activities and 2) Facilities and Equipment. With the joint contributions from the above areas, the interdisciplinary research platform established in the previous IDS project has further developed into the Centre for Interdisciplinary Evidence-based Practice and Research. Apart from serving as a hub to facilitate knowledge exchange and generation of high-quality interdisciplinary research within the University, the Centre strives to enrich the breadth and depth of interdisciplinary research and further translate findings and knowledge into evidence-based practice.

Research Support Activities

The Centre invited 31 distinguished scholars and accomplished researchers to deliver 7 distinguished lectures, 13 research workshops, 22 faculty trainings, 3 series of seminars and workshops in academic exchanges, 10 EBP concept workshops and 2 conferences on the topics related to EBP. These research support activities attracted all departments from Shue Yan University, especially teachers and researchers as well as scholars from other local higher education institutions and local practitioners took the opportunity to meet these distinguished scholars and accomplished researchers for consultancy and collaboration on their previous, on-going and future research projects.

1) Leverage Interdisciplinary Research activities with EBP

The increase of the interdisciplinary and evidence-based practice research activities is resulted from the contribution of the Centre's research support activities to the research capacity of the University. From Appendix 6, there are 9 pieces of journal, 2 book chapters, 1 book and 1 conference paper in publications and 22 conference presentations between 2018 and 2020. According to the result of Faculty Development Scheme from Research Grants Council, 67% of the funded projects were interdisciplinary research in EBP in 2016/2017. The coverage came to 83% in 2019/2020.

Following are some highlights of the research projects applied to Research Grants Council in 2019/2020:

Project "Participants' physiological and behavioural responses to evaluative and facilitative mediation narratives" with reference number UGC/FDS15/H10/19 was in-charged by Dr [REDACTED] from Department of Business and Law. She attended several evidence-based practice conceptual workshops from various invited scholars and connected staff from Department of Counselling and Psychology. The workshops inspired her mediation narratives research evaluated with behavioural and physiological information which would be collaborated with Dr [REDACTED] from Department of Counselling and Psychology. Other Faculty Development Scheme

projects from 2019 also reflect the encouragement of evidence-based practice researches. They include “Enhancing Parents' Competency to Support the Social and Emotional Needs of Young Children Through a Parent-Based Empathy and Compassion Intervention” (UGC/FDS15/H03/19) and “An Effectiveness Study of a Narrative Life-design Vocational Counselling Paradigm for High-functioning Youth with Psychosis” (UGC/FDS15/M03/19). Both project’s principal investigators, Dr [REDACTED] and Dr [REDACTED] joined various activities and met invited scholars personally as well.

On the other hand, Department of English also planned to collaborate with Department of Counselling and Psychology in a new project “A study of the cognition, metacognition and neural mechanism of learners from diverse first language backgrounds for Chinese word reading: Combining machine learning technology with EEG metrics”. This project would integrate cognition, neuroscience, applied linguistics and computational science to provide valuable insight in language learning. Although this research project was failed in submission for Institutional Development Scheme in 2019, it is prior interdisciplinary evidence-based practice research that showed the success of nurturing innovative researches in the University

2) *Consultation & Collaboration Meeting with EBP Professions*

Apart from the projects of funded research activities indicated, this project also actively lined up invited distinguished scholars with staff and researchers of the University which impacted the research capacity in the University. Please find Appendix 8 (List of Meeting with Invited Scholars) for the record of the consultation or collaboration meeting with invited speakers.

Following are the highlights:

Prof. Catherine Tang (Professor of Department of Psychology, Faculty of Arts and Social Science, National University of Singapore) was the first visiting scholar and delivered a series of seminars and workshops in academic exchange. She held over 10 consultative and collaborative meetings with academics from 6 departments to provide advice on research strategic planning and proposal development. Specifically, Prof. Tang shared her precious clinical and research experiences with the postgraduate clinical supervisors from Department of Counselling and Psychology to foster their professional development. Prof. Tang also participated in the poster presentation session presented by master students studying counselling psychology and provided advice on the skills of designing and implementing research in EBP.

Another visiting scholar, Prof. Bart Rienties (Professor of Learning Analytics at the Institute of Educational Technology at the Open University UK) also had consultation meeting with the University teachers and researchers. The Centre also connected Prof. Hiroaki Ogata (Learning and Educational Technologies Research Unit, Kyoto University), who is an expert in evidence-based computer supported collaborative Learning with Prof. Rienties. The interaction between the two distinguished academics enriched the discussion on implementing an effective learning analytics system in Shue Yan for assessing and improving teaching quality and students’ learning outcomes. Furthermore, Prof. Rienties accepted the invitation from Dr. Alex Chan (Associate Professor, Department of Counselling and Psychology) of being the keynote speaker of Hong Kong Association for Educational Communications and Technology International Conference 2020. Despite the Conference was cancelled due to the uncertainty on affairs in Hong Kong, it is foreseen that more collaborations on EBP teaching and learning will be initiated with the joint effort of Shue Yan community and external researchers and

educators.

3) Extend EBP networks from Conferences

Two knowledge dissemination conferences were held in May and October 2019 to consolidate the learning and research experience gained from the project and to position the University as a key contributor in the research and implementation of EBP. The conferences served as a hub of discussion and innovation to encourage academic scholars, industry practitioners and students around the world to create new insights in translating research into practice. Besides organizing keynote presentations, the Centre arranged poster presentations, round-table panel discussions, laboratory tour and equipment demonstration.

Following elaborates some samples which indicate the impact of both conferences to develop the research networks to delegates:

In the first conference in May, one of the distinguished keynote speakers, Prof. John Carpenter (Emeritus Professor of Social Work; School for Policy Studies, University of Bristol; Emeritus Professor of Social Work; School of Applied Social Sciences, Durham University) joined a panel discussion “Evidence Informed Parenting Practices” which is hosted by Dr. Ruth Zhou Dehui, Ms. Yen Cheung Yim and Mr. Phoebus Tsui Chak-sum who are from Shue Yan Department of Counselling and Psychology. Prof. Carpenter provided in-depth consultation to the papers presented by the panellists with his experience in England. Another group of staff from Department of Social Work also took the choice to meet another distinguish speaker, Prof. Ian Shaw (S R Nathan Professor of Social Work, National University of Singapore; Emeritus Professor of Social Work, University of York) to enlarge their research bandwidth on seeking research funding and overcoming challenges in the research of family welfare.

In the second Conference in October, Prof. Toru Iiyoshi (Deputy Vice President for Education & Director & Professor of Center for the Promotion of Excellence in Higher Education, Kyoto University) joined a paper presentation session and found great interest in the presented papers on EBP in teaching and learning. The Centre was delighted to engage future collaboration for external parties and referred him with contacts which are Department of Social & Behavioural Sciences at City University of Hong Kong and Fort Hays State University from USA.

Facilities and Equipment

Advanced software for analyzing quantitative and qualitative data was purchased to deal with the increasing number of EBP related research studies. Together with the state-of-the-art hardware for conducting neurophysiological research purchased in the previous IDS project (UGC/IDS15/14), the research quality at the University has been propelled to another higher level. To address the increasing demand for usage and further utilize the resources, an online booking system has been launched. Since the establishment of the booking system, over 450 booking requests have been received (around 1,925 booking hours) to use the facilities and equipment for teaching, learning, and research purposes. The enhancement of research infrastructure has led to knowledge advancement that has been continuously transferred into teaching and learning.

New Centre Establishment

After the completion of these IDS projects, two IDS-related research centres were restructured to form the new Centre for Interdisciplinary Evidence-based Practice and Research (CIEBPR) in January 2021. The CIEBPR is a university-based research centre

that intends to foster a research culture, nurture researchers and promote self-sustainable research capability in HKSYU. The Centre also aims to cultivate knowledge by integrating research and evidence-based practice to enhance the effectiveness of teaching and learning. Professor Catherine Tang is the current Director of CIEBPR. She was the first Visiting Scholar of the project. She subsequently joined HKSYU in 2020 as the Distinguished Professor in Counselling and Psychology.

6.3 If the project has not met its original objectives, why?

The project has fully met its original objectives.

6.4 (a) Please provide details e.g., title, authorship, publication dates, etc. and attach an abstract of each publication reported. Please place asterisks on publications involving inter-institutional collaborations.

Please see Appendix 6 – Part A for the list and Appendix 7 for the abstracts of the publications, where available.

(b) RGC funding should have been acknowledged in all activity(ies) / publication(s) / conference(s) papers listed in (a) above. If no acknowledgement has been made in any of the event / publication / paper, please indicate and provide explanations.

RGC funding has been acknowledged in all activities, publications, and conferences papers listed in (a) above in either written or verbal form.

6.5 Research staff trained

(Please provide names and capacities of research staff trained and elaborate on what training has been provided.)

There are 110 people attended the training of research software, EBP research system and intervention/ therapy. Please see details at Appendix 9 (Research Staff Trained).

6.6 Specific products

(e.g. patents, software or netware, instruments or equipment, infrastructure developed)

N/A

6.7 Other education activities and / or training and development

This project equipped the University teachers in knowledge of evidence-based practice, following bachelor and postgraduate courses hence included introduction of evidence-based practice to more students for their research projects:

Name of courses	Teacher
BUS235 – Marketing Research	Dr. [REDACTED] (Assistant Professor, Department of Business Administration)
CP605 Advanced Skills in	Prof. [REDACTED] (Professor, Department of

Research Methods in Counselling Psychology	Counselling and Psychology)
ECON244 – Managerial Economics	Dr. ██████████ (Project Member & Associate Professor, Department of Economics and Finance)
ECON350 – Research Methodology	Dr. ██████████ (Project Member & Associate Professor, Department of Economics and Finance)
GRS101 – Advanced Research Methodology	Dr. ██████████ (Associate Professor, Department of Counselling and Psychology)
JOUR312 – Public Opinion Polls	Mr. ██████████ (Senior Lecturer, Department of Journalism and Communication)
SW252 – Social Work Research II	Dr. ██████████ (Project Member & Associate Professor, Department of Social Work)
SOC420 – Evaluation Research	Dr. ██████████ (Project Member & Associate Professor, Department of Social Work)
SW441 & 442 – Honours Project I & II	Dr. ██████████ (Project Member & Associate Professor, Department of Social Work)
PSY206 – Research Methods and Designs	Dr. ██████████ (Associate Professor, Department of Counselling and Psychology)
PSY215 – Cyberpsychology	Dr. ██████████ Associate Professor, Department of Counselling and Psychology)
PSY311 & 312 – Research Internship I & II	Dr. ██████████ (Associate Professor, Department of Counselling and Psychology)
PSY371 & 372 – Research Project I & II	Dr. ██████████ (Associate Professor, Department of Counselling and Psychology)
PSY373 & 374 – Capstone Project I & II	Dr. ██████████ (Associate Professor, Department of Counselling and Psychology)
PSY401, 402 & 403 – Research Thesis I, II & II	Dr. ██████████ (Associate Professor, Department of Counselling and Psychology)
PSY501 – Research Methods and Statistics I	Dr. ██████████ Assistant Professor, Department of Counselling and Psychology)
PSY502 – Research Methods and Statistics II	Dr. ██████████ (Project Member & Assistant Professor, Department of Counselling and Psychology)
Computer Software Workshops	Mr. ██████████ (Senior Lecturer, Department of Business Administration)

Besides, the biofeedback devices were demonstrated in the undergraduate courses ‘PSY206 - Research Methods and Designs’ and ‘PSY401-3 Research Thesis I-III’ and master course ‘CP516 Research Methods in Counselling Psychology’ in the Department of Counselling and Psychology. Students were given opportunities to have hands-on experience of using basic functions of the device and were taught the techniques of analyzing and interpreting the psychophysiological data collected.

- 6.8 Please highlight any deliverables indicated in the project implementation timetable endorsed by RGC, which have not been covered or achieved as per sections 6.1 to 6.7 above, and explain / elaborate.

The Centre has yielded the following deliverables to raise the understanding of EBP within the Shue Yan community.

EBP Pamphlets & Centre Leaflets

In order to let academics and students better understand what EBP is, 1000 pieces of EBP pamphlets were published in October 2018 to introduce the general concepts of EBP including its framework, process, and the differences between empirical research and EBP. Definitions and examples of EBP in various disciplines have also been given to illustrate how EBP is being applied increasingly in different sectors. To illustrate how the Centre of Interdisciplinary Research in Evidence-Based Practice serves as an interdisciplinary platform for facilitating and supporting high quality research in EBP, 1000 Centre leaflets were published. The contents include project overview, Centre's missions, services provided, and facilities and equipment. The leaflets were inserted into the pamphlets so that they were delivered as a package to the academics and students. The electronic copies have also been uploaded onto the Centre website for free access.

EBP Videos

To further simplify and condense the complicated concepts of EBP, animated videos with three language versions (English, Traditional Chinese, and Simplified Chinese) explaining the concepts of EBP were produced. The videos were shown to academics during departmental meetings. The videos have also been uploaded onto the Centre website for free access.

EBP Database

For the sake of sharing useful academics resources related to EBP among the Shue Yan community, an EBP resource database were established and launched in the Centre website. The database is solely for registered members. Members are eligible to access the database for quick and easy filtering and searching of books, journals and websites related to EBP in different subject areas.

EBP Online Forum

An online forum was launched in the Centre website. It serves to encourage in-depth and fruitful discussion on the topics related to EBP within the university as well as with interested outside parties. Registered members are eligible to share their knowledge, experience or resources for conducting research in EBP in the forum.

Activities Videos and Handouts

All lectures and workshops were video recorded and uploaded onto the Centre website for free access. Handouts were also provided online to facilitate learning.

Due to COVID-19 pandemic not suitable for face-to-face seminar in 2020, two talks by Dr. Gordon Cheng were conducted by live webcast in Zoom application. Together with those recorded lectures and workshops which were affected from the class suspension of the University in 2019, these videos were managed to publish on Youtube channel as a series of "EBP Online Lecture Series" to continue the promotion of EBP in educational purpose.

EBP Articles

For fostering engagement of all Shue Yan academics and students to learn more about EBP, a total of 5 EBP articles were published in 'Shue Yan Newsletters' for educational and promotional purposes. The articles cover a wide range of contents including Centre's objectives, introduction of EBP and research facilities and equipment, reports

of research activities held, etc.

6.9 Please elaborate the role of the managing team in coordinating and managing the project.

The roles of the management team in the project were as follows:

1. Accepting and demonstrating ownership for the project;
2. Advocating the project both internally and externally;
3. Providing collective and unified direction to the project team and ensuring effective communication within the project and with external stakeholders;
4. Ensuring project activity plans are feasible and realistic;
5. Monitoring the progress of the project plan;
6. Project assurance and quality control;
7. Ensuring the project deliverables are reliable, sustainable and can be maintained efficiently;
8. Committing adequate university resources required to successfully complete the project;
9. Securing budgets and ensuring appropriate financial controls are in place

7. Awards And Recognition

7.1 Have any research grants been awarded that are **directly** attributable to the results obtained on this IDS Research Infrastructure Grant project? *(Please provide details)*

The research grants awarded shown below are directly attributable to the results obtained on this IDS project:

Funding Agencies	Project Title	Amount Awarded (HK\$)	Details
RGC - Faculty Development Scheme (FDS) UGC/FDS15/H10/19	Participants' physiological and behavioural responses to evaluative and facilitative mediation narratives	868,194	Physiological data were collected via biofeedback devices which are managed by this project. The data provided insight on comparing evaluative

			and facilitative mediation narratives, which are factors to be considered in supporting the efficacy of the effective strategies in mediation practices.
RGC - Faculty Development Scheme (FDS) UGC/FDS15/M01/17	A systematic examination of the neural correlates of subjective time perception with fMRI and tDCS	709,742	Neurophysiological data were obtained from the fMRI scanning service which is supported by the previous IDS project. The data provides preliminary evidence of how brain activities relate to subjective time perception. Combining the usage of tDCS, which is now managed by this IDS project, the principal investigator is now able to further testify the associations between different brain areas, subjective time perception, and decision making.

The lectures and workshops series of this IDS project have also strengthened the capability of academics to conduct research in their own disciplines by providing both training and insights on research formulation and data analysis. The project has assisted in establishing a positive academic atmosphere which has contributed to the successful applications for the research grants listed below:

Funding Agencies / Schemes	Project Titles	Grants Received (HKD)
Funding from Research Grants Council		
<u>2020/21</u>		
<u>RGC - Faculty Development Scheme (FDS) UGC/FDS15/E02/20</u>	<u>Developing and Validating Cloud intelligence Assessment System on Identification on Developmental Dyslexia of Chinese Language</u>	<u>1,192,011</u>
<u>RGC - Faculty Development Scheme (FDS) UGC/FDS15/H13/20</u>	<u>Stress-Buffering Effects of Coping Strategies and Social Supports on Psychological Distress: A Longitudinal Panel Study of the Antecedents of Problematic Social Media Use</u>	<u>876,003</u>
<u>RGC - Faculty Development Scheme (FDS) UGC/IIDS15/H01/20</u>	<u>Cultivating, Promoting, and Enhancing Meaning in Life Across Cultures and the Life Span</u>	<u>436,180</u>
<u>RGC - Faculty Development Scheme (FDS)</u>	<u>Preparing for the launching of Esports: An interdisciplinary and</u>	<u>4,260,824</u>

<u>UGC/IDS(C)15/M01/20</u>	<u>holistic perspective in prevention of teenage gaming addiction problem based on Bronfenbrenner's Bioecological model in the era of Esports</u>	
<u>2019/20</u>		
RGC – Faculty Development Scheme (FDS) UGC/FDS15/M01/19	Adapting to the challenges of the tenth decade of life: A mixed method study with Hong Kong near-centenarians and centenarians	1,103,042
RGC – Faculty Development Scheme (FDS) UGC/FDS15/H03/19	Enhancing Parents' Competency to Support the Social and Emotional Needs of Young Children Through a Parent-Based Empathy and Compassion Intervention	1,059,439
RGC – Faculty Development Scheme (FDS) UGC/FDS15/M03/19	An Effectiveness Study of a Narrative Life-design Vocational Counselling Paradigm for High-functioning Youth with Psychosis	986,458
<u>2018/19</u>		
RGC – Faculty Development Scheme (FDS) UGC/FDS15/H06/18	Vocational Identity, Career Development and Graduate Adjustment: A longitudinal study of sub-degree students in Hong Kong	700,220
<u>2017/18</u>		
RGC – Faculty Development Scheme (FDS) UGC/FDS15/H01/17	Developing and Validating a Parent-Focused Intervention to Enhance the Executive Function Skills of Young Chinese Children from Low-Income Families	937,488
RGC – Faculty Development Scheme (FDS) UGC/FDS15/H06/17	Construction and validation of Chinese scale measuring statistics anxiety of university students	651,230
RGC – Faculty Development Scheme (FDS) UGC/FDS15/H11/17	How do students perform and perceive translation tasks in corpus-assisted translation settings? –A quantitative and qualitative study on the potential and problems of using corpus in specialized translation teaching in Hong Kong	783,595
RGC – Faculty Development Scheme (FDS) UGC/FDS15/B05/17	Working with Emotionally Intelligent People: I am 'Energized to' be More Proactive	693,780
Other External Funding		
<u>2018/19</u>		
Hong Kong Playground Association	Collaboration Project for Supportive Counselling Service & Staff	160,000

Beat Drug Fund and Tung Wah Group of Hospitals	Evaluation of the Mindfulness-Based Intervention for Current or Ex-drug abusers with Alcohol Problem	274,680
Hong Kong Family Welfare Society and Lee Kum Kee Family Foundation	An Evidence-based Study: Child-focused In-law Relationship Enhancement in Multi-generational Families	920,413
Beat Drug Fund	Posttreatment Life Planning and Relapse Prevention: An Effectiveness Study of an Integrative Model of Vocational Life Design for Young Rehabilitated Drug Abusers	841,340
<u>2016/17</u>		
Fu Hong Society, Hong Kong	Horticultural Therapy for Adults with Intellectual Disabilities Comorbid with Autism Spectrum Disorder	80,098

7.2 Other awards and recognitions as a result of this IDS Research Infrastructure Grant project (*Please specify*)

N/A

8. Other Impacts

8.1 What are the current and expected impacts of the project in terms of its contribution to the local and regional economic and societal well-being? (*e.g., technology transfer, collaboration with external organizations, etc.*)

Teaching and Curriculum

The visiting scholar Prof. Bart Rienties (Professor of Learning Analytics at the Institute of Educational Technology at the Open University UK) hosted several staff consultations with academics from Department of Journalism and Communication, Law and Business, Counselling and Psychology, Economics and Finance, and Business Administration during his residency. These meetings set a milestone for the future advanced development of learning analytics and learning design with technology in the University.

The other visiting scholar Prof. Mark Learmonth (Professor of Organisation Studies, Business School, Durham University) met with 6 faculty members from the Department of Business Administration and provided advice on setting up a new interdisciplinary bachelor programme in human resources and applied psychology. In the meeting, several key issues were discussed such as ways to promote attractiveness of the programme, professional training of prospect students, resources required (e.g. software, apps, cases bank, tests) and materials applicable for facilitating EBP teaching and learning. The programme is pending for approval by Chief Executive and is expected to be launched in academic year 2020/21.

Department of Counselling and Psychology also had a meeting with Prof. Sun Sung-Hsien (Professor and Head of Department of Psychology and Counseling, National Taipei University of Education) during his visit. They discussed the feasibility in exchange program for undergraduate students from Hong Kong Shue Yan University to National Taipei University of Education. The exchange program aimed to enrich the practice and research capacity of the students in Emotionally Focused Couple and Family Therapy (EFT) which was mature in academia from Taipei.

The Centre invited Prof. Janet Clinton (Director, Centre for Program Evaluation, Melbourne Graduate School of Education, The University of Melbourne) to provide a workshop “Building and Promoting Evidence Practice through the Use of a Program Logic” during her visit in the conference in Oct. Department head of Chinese Language and Literature, Dr. Wong Kwan Leung, attended and considered in adapting program logic to implement teaching and learning by EBP.

Collaboration with external organizations

Prof. Catherine Tang (Professor of Department of Psychology, Faculty of Arts and Social Science, National University of Singapore) assisted the connection between the Centre and Dr. Candice Ling (Clinical Psychologist, New Life Psychiatric Rehabilitation Association) during the EBP concept workshops. It was told by Dr. Ling that NLRA would like to set up EBP training programmes for their staff, and would like to explore the possibility of seeking supports from the Centre.

Mr. Wan Kwok Fai (Department of Journalism and Communication & Data Analytics and Survey Research Centre, Hong Kong Shue Yan University) was working with Greenpeace Hong Kong on a project ‘Usage of country parks and public perception on developing lands in country parks to increase land supply’. The project aimed to investigate the pattern of usage of the public on country park, and their views on allocating part of the country parks to increase land supply. Telephone surveys were conducted in the Computer Laboratory in April, 2019 with the support of the newly purchased CATI telephone survey systems.

Knowledge Transfer

Evidence-based practice unites practitioners, academic researchers and target clients. The projects from Faculty Development Scheme listed in Appendix 6 – Part D also share evidence-based knowledge with community. In the last three years, those evidence-based practice projects delivered to older adults, mediators, parents, high-functioning young people with psychosis, sub-degree students, young rehabilitated drug abusers etc. The impact from the Centre’s objectives in platforming an evidence-based practice environment at the University to improve the social services, enhance teaching strategy and learning experience and assist more vulnerable parties.

The Centre invited renowned scholars who are professions of practical intervention. Prof. Sun Sung-Hsien (Professor and Head of Department of Psychology and Counseling, National Taipei University of Education) delivered three lectures and workshops on Emotionally Focused Couple and Family Therapy. Dr. Edward Hoffman (Adjunct Associate Clinical Professor, Department of Psychology, Yeshiva University) delivered two lectures on Positive Psychology intervention. Prof. Catherine Tang (Professor of Department of Psychology, Faculty of Arts and Social Science, National University of Singapore) conducted lectures on Trauma-focused Exposure Therapy and intervention for addiction treatment. And Dr. Gordon Cheng (Clinical Psychologist,

Castle Peak Hospital) conducted two workshops regarding Cognitive Behavioral Therapy. The attendants of all these workshops included counsellors, psychologists, therapist and social workers from various social service organization such as HKSKH Lady MacLehose Centre and Hong Kong Sheng Kung Hui Tung Chung Integrated Service. These events connected the community and transferred evidence-based practice knowledge to social service providers.

Technology Transfer

The Centre arranged different sessions to provide introduction and advance skills of the facilities in this project. Mr. Wong Ting Yat (RWTH Aachen University & University of Pennsylvania) was invited to provide a session on program modelling. Dr. Paula Hodgson (Professional Consultant, Centre for Learning Enhancement And Research, The Chinese University of Hong Kong) conducted sessions in enriching qualitative data analysis with coding techniques. Dr. Olga Lucía Gamboa (Senior Research Scientist, Center for Cognitive Neuroscience, Duke University) delivered sessions in designing experiments and writing protocols on advanced technology for evidence-based practice research. Dr. Peter Ng (Department of Computing, The Hong Kong Polytechnic University) provided a session in illustrating the latest technology AI, virtual reality, augmented reality and machine learning methods for data analysis. On the other hand, Dr. Mike Cheung W. L. (Associate Professor and Deputy Head of Department of Psychology, National University of Singapore) offered individual consultation services regarding to advance program modelling of evidence-based practice research. One of our team members, Dr. Raymond Chui (Assistant Professor, Department of Social Work), also conducted a lecture on CATI to introduce fellows and researchers of the University how the application helps the survey research efficiently and effectively. The Centre has been leveraging its equipped technology to benefit any University projects in evidence-based practice. The utilization of the facilities and equipment (Appendix 5) indicates the increase of popularity of evidence-based practice for research, teaching and learning as well.

8.2 Others (*Please specify*)

N/A

9. Statistics on Research Outputs

	Peer-reviewed Journal Publications	Conference Papers	Scholarly Books, Monographs and Chapters	Patents Awarded	Other Research Outputs (please specify)	
					Type	No.
No. of outputs arising directly from this project	9	1	4	0	N/A	N/A

10. Sustainability of The IDS Research Infrastructure Grant

10.1 Whether there are new ideas evolved **directly** from the project?

N/A

10.2 Whether there are new projects evolved **directly** from the project?

To further facilitate the establishment of an effective platform for promoting interdisciplinary research in evidence-based practice, the University has started the processes of

- 1) Building a Big-Data Laboratory to handle the large volume of data for interdisciplinary research in evidence-based practice
- 2) Setting up a VR/AR Lab for supporting research, experiments, teaching and innovations of evidence-based activities
- 3) Establishing a Center of Applied Data Science to enhance the quality of data analysis for the complicated interface of interdisciplinary research and evidence-based practice

Along with above new projects, a unique Research Hub in Interdisciplinary Research in Evidence-based Practice in Hong Kong serving as a resource one-stop-center to universities, NGOs, government agencies and students will start-off.

10.3 Whether there are new collaborations developed **directly** from the project?

This project has started the incubation of collaborative interdisciplinary research projects to benefit professional bodies (such as social workers, psychologists, counsellor etc) and industries (such as construction, business management etc). There was in discussion with New Life Psychiatric Rehabilitation Association's Clinical Psychological Services for developing EBP training program.

After the completion of these IDS projects, two IDS-related research centres were restructured to form the new Centre for Interdisciplinary Evidence-based Practice and Research (CIEBPR) in January 2021. The CIEBPR is a university-based research centre and is in operation since April 2021. HKSJU faculty and graduate students can join the CIEBPR as research associates or graduate research associates. Non-HKSJU scholars can also join as local or foreign research affiliates, and undergraduate internship opportunities will be available when the CIEBPR matures. Based on the research and practice interests of participants in the two IDS projects, seven interdisciplinary research clusters have been formed. These research clusters aim to create synergy to develop expertise within the University in areas of interdisciplinary evidence-based practice and research. Members of the research clusters are now working on developing research projects and grant proposals for IDS (Collaborative Research Project) and FDS. These research clusters include topics on Resilience and Well-being, Successful Aging, Family & Child Development, Demographic and Cultural Changes, Consumer Behaviour and Decision-making, Digital Practice in Social Work and Counselling, and Big Data Analytics. The CIEBPR will also organize monthly research seminars, research internships, training workshops, and international conferences.

In addition, an interdisciplinary collaborative evidence-based practice research project between Prof. Gietel-Basten and Prof. Pascal Fung (Electronic and Computer Engineering Department) at UST with colleagues at our Department of Social Work was submitted to the Jockey Club Charities Trust in April 2021. The title of the Project is “Navigation Portal for Informal Carers”, and it aims to help the general public, especially older adults and informal carers, navigate through the voluminous amount of existing information and access the support they need. Specifically, the Project targets to (i) help the general public, especially, older adults and informal carers navigate online health and social care information and access services they need through the Care Navigation Portal; (ii) to ensure the continuity of care for Portal users through coordination and the sharing of information between different service providers; and (iii) to enhance older adults and their informal carers’ life satisfaction, self-rated health, wellbeing, and quality of life, as well as reduce caregiving stress and loneliness”.

- 10.4 Please give details on how much money and from which sources has been obtained for the specific purpose of continuing the work started under this IDS Research Infrastructure Grant project.

The new Centre for Interdisciplinary Evidence-based Practice and Research (CIEBPR) will continue the work in strengthening the research infrastructure of the University. The operation and research activities of the CIEBPR are supported by a private donation, including a HK\$1 million start-up fund for the first year and subsequent annual contribution.

The Research Office of the University will also support the administration and organize lectures and workshops on interdisciplinary research in EBP with inviting international and local scholars from different disciplines inside and out of the University.

11. Public Access Of Completion Report

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

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

RGC Ref. No.: UGC/IDS15/16 <hr/> (please insert ref. above)

**INSTITUTIONAL DEVELOPMENT SCHEME (IDS)
RESEARCH INFRASTRUCTURE GRANT**

Summary of Completion Report

(Please list all the stages since project inception)

Project Title: Further Enhancement of Interdisciplinary Research at Hong Kong Shue Yan University through the Establishment of the Centre of Interdisciplinary Research in Evidence-Based Practice

Stage Completed	Period (Month / Year) to (Month / Year)		Milestones	
			Deliverables to be Achieved ² (Please summarize in <u>three</u> bullet points where details should be left to the report proper)	% of Each Deliverable Achieved ³
1	01/2017 to 12/2017		1. Recruiting supporting staff and formation of the steering committee 2. Setting up the Centre of Interdisciplinary Research in Evidence-Based Practice 3. Establishing the Online Platform for Interdisciplinary Research in Evidence-Based Practice 4. Establishing links with overseas institutions and renowned expert scholars in evidence-based practice 5. Conducting public lectures and workshop series (2 times), academic exchange (1 time), and internal staff training and skillsets workshops (6 times in total)	1. 100% 2. 100% 3. 40% 4. 50% 5. 40%

2	01/2017 to 12/2018		<ol style="list-style-type: none"> 1. Recruiting supporting staff and formation of the steering committee 2. Setting up the Centre of Interdisciplinary Research in Evidence-Based Practice 3. Establishing the Online Platform for Interdisciplinary Research in Evidence-Based Practice 4. Establishing links with overseas institutions and renowned expert scholars in evidence-based practice 5. Conducting public lectures and workshop series (2 times), academic exchange (1 time), and internal staff training and skillsets workshops (6 times in total) 	<ol style="list-style-type: none"> 1. 100% 2. 100% 3. 100% 4. 70% 5. 70%
3	01/2017 to 06/2020		<ol style="list-style-type: none"> 1. Recruiting supporting staff and formation of the steering committee 2. Setting up the Centre of Interdisciplinary Research in Evidence-Based Practice 3. Establishing the Online Platform for Interdisciplinary Research in Evidence-Based Practice 4. Establishing links with overseas institutions and renowned expert scholars in evidence-based practice 5. Conducting public lectures and workshop series (2 times), academic exchange (1 time), and internal staff training and skillsets workshops (6 times in total) 	<ol style="list-style-type: none"> 1. 100% 2. 100% 3. 100% 4. 100% 5. 100%
Total to-date:				

- Note: ¹ Justifications for significant under-spending or over-spending ($\geq \pm 10\%$) should be given in **section 5.1** of the completion report.
- ² The key milestones to be achieved by the project within the respective stage as indicated in the approved implementation timetable.
- ³ Justifications for significant slower rate of progress compared with the approved implementation timetable should be provided in detail in **section 4** of the completion report.