

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	APSS2S05																							
Subject Title	Promotion of Children and Adolescent Development																							
Credit Value	3																							
Level	2																							
GUR Requirements Intended to Fulfill	This subject intends to fulfill the following requirement(s) : ☐ Healthy Lifestyle ☐ AI and Data Analytics (AIDA) Innovation and Entrepreneurship (IE) ☐ Languages and Communication Requirement (LCR) ☐ Leadership Education and Development (LEAD) ☒ Service-Learning (SL) ☐ Cluster-Area Requirements (CAR) ☐ Human Nature, Relations and Development [CAR A] ☐ Science, Technology and Environment [CAR D] Chinese ☐ History and Culture [CAR M] ☐ Cultures, Organizations, Societies and Globalization [CAR N] ☐ China-Study Requirement ☐ Yes or ☐ No ☐ Writing and Reading Requirements ☐ English or ☐ Chinese																							
Pre-requisite Co-requisite/ Exclusion	/ Nil																							
Assessment Methods	<table border="1"> <thead> <tr> <th>100% Continuous Assessment</th><th>Individual Assessment</th><th>Group Assessment</th></tr> </thead> <tbody> <tr> <td>E-learning Module in Service-Learning</td><td>Pass/Fail</td><td>0%</td></tr> <tr> <td>Class participation</td><td>10%</td><td>0%</td></tr> <tr> <td>Performance of service provision (Service proposal / fieldwork observation)</td><td>20%</td><td>15%</td></tr> <tr> <td>Reflective journals</td><td>30%</td><td>0%</td></tr> <tr> <td>Group presentation and report</td><td>5%</td><td>20%</td></tr> <tr> <td>Total</td><td>65%</td><td>35%</td></tr> </tbody> </table> - The grade is calculated according to the percentage assigned; - The completion and submission of all component assignments are required for passing the subject; and - Student must pass all component(s) if he/she is to pass the subject.			100% Continuous Assessment	Individual Assessment	Group Assessment	E-learning Module in Service-Learning	Pass/Fail	0%	Class participation	10%	0%	Performance of service provision (Service proposal / fieldwork observation)	20%	15%	Reflective journals	30%	0%	Group presentation and report	5%	20%	Total	65%	35%
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Objectives	(1) To give a brief overview of different perspectives on child and adolescent development, needs and challenges of children and adolescents living in disadvantaged circumstances to students through design and implementation of service project. (2) To enhance students' competencies of problem-solving, decision making, communication, team work and self-leadership. (3) To cultivate the positive values and strengths orientation among students. (4) To nurture students' sense of social responsibility, social awareness and promote prosocial behaviors. (5) To nurture students' sense of care and compassion towards other people in the community, especially towards underprivileged children and adolescents.
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of the subject, students will be able to: (1) Understand different perspectives of child and adolescent development and apply the concepts in understanding the needs and potentials of underprivileged children and adolescents in the community. (2) Integrate knowledge on child and adolescent development into real life situations through critical thinking and service delivery. (3) Apply the knowledge and skills they have acquired in university education to deal with complex issues in the service setting and pursue continual self-improvement. (4) Reflect on their roles and responsibilities both as a professional in their chosen discipline and as a responsible global citizen. (5) Develop the sense of care and compassion towards other people, especially the underprivileged children and adolescents in the community. (6) Enhance psychosocial competencies such as self-confidence, innovative problem solving, decision-making capabilities, interpersonal skills, self-leadership, and teamwork.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	The topics in the course syllabus include: ● Concept of service-learning ➤ Principles, concepts and myths of service-learning ➤ Benefits of service-learning to the service users, the community and the students ➤ Ethical issues in service-learning ➤ Proper attitudes and behaviours in service delivery ➤ Effective teamwork and problem-solving skills in service-learning ➤ Reflection as a tool for learning ● Discipline-specific concepts ➤ Theories on children and adolescent development ➤ Ecological perspective of human development ➤ The “positive youth development” paradigm ➤ The “strengths” model of intervention ● Project-specific concepts and skills ➤ Engagement and communication skills with children and adolescents ➤ Strategies to promote children and adolescent development ➤ Assessing developmental needs and behavioral changes of the children and adolescents

	● Service delivery skills ➤ Proper attitudes and behaviors in service delivery ➤ Moral and ethical concerns in serving underprivileged children and adolescents ➤ Developing service proposal and formulating service plan ➤ Classroom management and handling child/adolescent misbehaviors
Teaching/Learning Methodology <i>(Note 3)</i>	The Subject is a 2-semester subject (Semester 1 & 2 / Semester 2 & 3) which includes: ● E-learning Module in service-learning ➤ Students are requested to attend the 10 hours e-learning module developed and delivered by the Service-Learning and Leadership Office at PolyU, introducing the basic concepts and practice of service-learning. ➤ Students are required to complete the e-learning module within the first six weeks of the semester. ● Lectures and seminars ➤ Lectures are provided to equip students with discipline-specific knowledge, including developmental theories of child and adolescent development, ecological model of human development, positive youth development model, the strengths model of intervention. ➤ Seminars are provided to equip students with the project-specific skills such as engagement and communication skills of children and adolescents, ways to promote their competence, assessment of child and adolescent development, generic service planning, delivery and evaluation etc. ➤ Service orientation would be given to students so that they have more ideas on the service project ● Small group discussion and workshops ➤ Students are divided into small groups according to their disciplines and interest. Each group needs to develop a service curriculum for the underprivileged children and adolescents. ➤ Students are requested to utilize their knowledge and skills of this course as well as their disciplines in their service planning. ➤ An instructor is assigned to guide the students in the service planning. ➤ Sharing of moral and ethical issues, proper attitudes of students, as well as specific service delivery skills such as classroom management, handling misbehaviors of children and adolescents are emphasized in the small groups. ➤ Throughout the planning process, the students learn to collaborate with other people, resolve conflicts, solve problems, make decisions, as well as take up initiatives and responsibility.

- Service-learning project
 - The students are expected to serve the children and adolescents aged between 6 and 15 who live in underprivileged circumstances such as poverty, new immigrant families, single-parent families, residence in children's homes or hostels. Developmental and supportive services will be provided by the students to enhance the competence and potentials of the underprivileged children and adolescents.
 - The students would be divided into teams of around five persons. Each team would be assigned to serve around thirty children/adolescents.
 - The students are requested to fulfill the three service components:
 1. Develop and implement educational and supportive service (such as summer camps, classes) for the children and adolescents
 2. Understand the needs, strengths and potentials of the underprivileged children and adolescents
 3. Build up a sense of achievement for children and adolescents to further develop their potentials
 - The service components, work task and service output are listed in the following table:

Service components	Work tasks	Service output
Develop and implement educational and supportive service (such as summer camps, classes) for the children and adolescents	● Develop and implement educational and supportive services for the children/adolescents, focusing on their positive development ● Students of different disciplines utilize their general and specific knowledge and skills to provide the educational and supportive services ● Direct service delivery should be 40 hours	● Examples of service include: ● Competency enhancement class, ● e.g. living English learning class provided by students of Faculty of Humanities ● Interest enhancement class, e.g. photography, video shooting, usage of information technology provided by students from Department of Computing ● Creativity enhancement class provided by students from School of Design ● "Inventor's training" class provided by students of Faculty of Applied Science and Textiles ● Home improvement project provided by students of Faculty of Construction and

			Environment Health education training provided by students from health care professions.
	Understand the needs, strengths and potentials of the underprivileged children and adolescents	Explore the strengths and potentials of the children/adolescents	- Engaging the children/adolescents through group activities - Develop and monitor the development profile for children/adolescents
	Build up a sense of achievement for children and adolescents to further develop their potentials	- Provide opportunities for underprivileged children and adolescents to experience the sense of achievement through participation and effort - Build up aspirations and positive future orientation of children and adolescents - Provide opportunities for family members to recognize the effort and strengths of service targets	- Award presentation Ceremony with parents as the audience - Cognitive exposure programme as rewards to children and adolescents, e.g. a day of university life - Programme plan and evaluation
	➤ The service project will take place either in the Chinese mainland or Hong Kong. For Hong Kong projects, students may implement the service on some consecutive dates during the holidays, or having two/three sessions during weekdays for one month, depending on the availability of service opportunities ➤ For Chinese mainland projects, students are required to have a trip of around 10-11 days in the service site city (including travelling). Tentatively, the direct service (i.e., service involving direct contact with the service recipients) will cover 5 days. One or two days will be used for site visit and preparation, and one session for service round-up with the community partners. - Service proposal, reflective journals and group presentation ➤ To illustrate students' ability to apply students' general and specific knowledge they acquire into direct service practice, students are expected to develop a service proposal serving the underprivileged children and adolescents. The service proposal would include the objectives, service targets, service content, schedule of work, and budget etc. ➤ Reflective journals are used to demonstrate students' ability to reflect in their personal values, self-concepts, experiences, performance, and learning gains. Students are also expected to reflect on their roles and		

	responsibility as a professional and as a responsible global citizen ➤ As a round-up of the service project, students are required to make group presentations so as to integrate their knowledge and direct service experiences, and critically review the learning gains in implementation of the service. Recommendations of services in building child and adolescent competencies in underprivileged circumstances are also expected in the group presentation.										
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)								
			1	2	3	4	5	6			
	E-learning Module in Service-Learning	Pass/Fail	√								
	Class participation	10%	√	√	√						
	Performance of service project (Service proposal / fieldwork observation)	35%	√	√	√	√	√	√			
	Reflective journals	30%		√	√	√	√	√			
	Group presentation and report	25%		√	√	√	√	√			
	Total	100 %									
	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:										
	Assessment strategies and methods	Appropriateness of the assessment methods in assessing the intended learning outcomes									
	E-learning module	Students are requested to attend the 10 hours e-learning module developed and delivered by the Service-Learning and Leadership Office at PolyU, introducing the basic concepts and practice of service-learning and complete the End-of-module Test (ILO1).									
	Class participation	Through class participation and discussion, students are expected to critically examine the different perspectives of child and adolescent development (ILO 1), integrate the theories and concepts in understanding the needs and situations of underprivileged children and adolescents (ILO 2), and explore the contribution of their knowledge and skills in helping the underprivileged children and adolescents (ILO 3).									

	Performance of service provision (service proposal/ fieldwork observation)	The Service proposal should contain: • Demonstration of theoretical understanding of child and adolescent development (ILO 1) • Application of theories and concepts of child and adolescent development into practice and critical thinking (ILO2) • Application of students' generic and specific knowledge they acquire to enhance the competence of children and adolescents (ILO 3) Fieldwork observation Through on-site observation, instructors can assess the attitudes, efforts and performance of the students in rendering the services (ILO 2, ILO 3), their responsibilities as a professional in their chosen discipline and a global citizen (ILO4), their care and compassion towards the children and adolescents in need (ILO5), and their improvement in psychosocial competences such as problem-solving skills and decision-making capacity (ILO 6).	
	Reflective journals	Through reflective journals, students need to reflect on: • Their ability in integrating the knowledge into real life situation and critical thinking (ILO 2 & 3); • Their roles, responsibility and contribution as a professional and as a global citizen (ILO 4); • Their passion in helping the underprivileged children and adolescents (ILO 5); Their demonstration and improvement in psychosocial competences (ILO6).	
	Group presentation	As a round-up of the service project, students should consolidate their knowledge, experiences, skills, and learning gains into a group presentation. Recommendations of services in building child and adolescent competencies in underprivileged circumstances would also be expected in group presentation. The group presentation thus serves as important assessment strategies to assess students' ability to integrate the knowledge and skills into practice and critical thinking (ILO 2, 3), understand their roles and responsibility as a professional and a global citizen (ILO 4), build up care and compassion with the needy (ILO 5), and students' reflection on their psychosocial competencies (ILO 6).	

Student Study Effort Expected	Class contact:	
	- Lectures and seminars	9 Hrs.
	- Small group discussion and workshops (pre-trip briefing and service planning)	15 Hrs.
	- Group presentation and wrap up meeting	6 Hrs.
	Other student study effort:	
	- E-learning	10 Hrs.
	- Service planning and preparation (after class)	15 Hrs.
	- Direct service delivery	40 Hrs.
	- Post-field work integration and refection	22 Hrs.
	- Reading and self-study	18 Hrs.
	Total student study effort	135 Hrs.
Reading List and References	Basic reading list: Chan, S. C., Ngai, G., Yau, J., Yuen, W. W., Shek, D. T. L., & Au, H. S. (2019). <i>Service-learning as a vehicle for youth leadership: The case of the Hong Kong polytechnic university</i>. In D. T. L. Shek, G. Ngai, S. C. Chan (eds.) <i>Service-learning for youth leadership</i> (pp. 19-31). Singapore: Springer. Catalano, R.F., Berglund, M.L., Ryan, J.A.M., Lonczak, H.S., & Hawkins, J.D. (2002, June 24). Positive youth development in the United States: Research findings on evaluation of positive youth development programs. <i>Prevention and Treatment</i>, 5(Article 15), 1-111. Garmezy, N. (1993). Children in poverty: resilience despite risk. <i>Psychiatry</i>, 56, 127-136. Hughes, C., Welsh, M., Mayer, A., Bolay, J., Southard, K.(2009). An innovative university-based mentoring program: affecting college students' attitudes and engagement. <i>Michigan Journal of Community Service Learning</i>, Fall, 2009, 69-78. Lerner, R. M., Bowers, E. P., Geldhof, G. J., Gestsdóttir, S., & DeSouza, L. (2012). Promoting positive youth development in the face of contextual changes and challenges: The roles of individual strengths and ecological assets. <i>New Directions for Youth Development</i>, 2012(135), 119-128. Lin, L. & Shek, D. T. L. (2019). Positive youth development. In S. Hupp, J. & Jewell (eds.), <i>The Encyclopedia of Child and Adolescent Development</i>. Wilney. DOI: 10.1002/9781119171492.wecad347 Saleebey, D. (2009). Introduction: Power in the people. In D. Saleebey, <i>The strengths perspective in social work practice</i> (pp. 1-23). Boston: Pearson/ Allyn & Bacon. Shek, D. T., & Chak, Y. L. (2019). Perceived changes and benefits of a service-learning subject for underprivileged children in Shanghai: Views of university students. In D. T. L. Shek, G. Ngai, S. C. Chan (eds.) <i>Service-learning for youth leadership</i> (pp. 33-47). Singapore: Springer. Shek, D. T. L., Ma, C. M. S., & Yang, Z. (2019). Transformation and development of university students through service-learning: A corporate-community-university partnership initiative in Hong Kong (Project WeCan). <i>Applied Research in Quality of Life</i>. Advance Online Publication. DOI: https://doi.org/10.1007/s11482-019-09738-9	

	Werner, E.E., & Smith, R.S. (1992). <i>Overcoming the odds: High risk children from birth to adulthood</i>. Ithaca, N.Y.: Cornell University Press. Wong, F.K.D. (2007). Rural migrant works in urban China: living a marginalized life. <i>International Journal of Social Welfare</i>, 16, 32-40. Yu, L., Shek, D. T., & Xing, K. Y. (2019). Impact of a Service-Learning Programme in Mainland China: Views of Different Stakeholders. In D. T. L. Shek, G. Ngai, S. C. Chan (eds.) <i>Service-learning for youth leadership</i> (pp. 49-63). Singapore: Springer. Supplementary references: Alliance for Service Learning in Education Reform. (1993). Standards of quality for school-based service-learning. <i>Equity and Excellence in Education</i>, 26, 71-73. Berk, L. E. (2009). <i>Child development</i>. Boston, MA: Allyn & Bacon/Pearson. Damon, W. (2004). What is positive youth development? <i>Annals of the American Academy of Political and Social Science</i>, 591, 13-24. service learning education: <i>Holistic development for Chinese university students</i>. New York: Nova Sciences Publisher. Lerner, R. M., & Castellino, D. R. (2002). Contemporary developmental theory and adolescence: Developmental systems and applied developmental science. <i>Journal of Adolescent Health</i>, 31(6), 122-135. https://doi.org/10.1016/S1054-139X(02)00495-0 Lin, L., & Shek, D. T. L. (2021). Serving children and adolescents in need during the COVID-19 pandemic: Evaluation of service-learning subjects with and without face-to-face interaction. <i>International Journal of Environmental Research and Public Health</i>, 18(4), 2114. https://doi.org/10.3390/ijerph18042114 Shek, D. T. L., Dou, D., Zhu, X., & Chai, W. (2019). Positive youth development: current perspectives. <i>Adolescent health, medicine and therapeutics</i>, 10, 131-141. https://doi.org/10.2147/AHMT.S179946 Shek, D. T. L., Ngai, G., & Chan, S. (2019). <i>Service-Learning for Youth Leadership</i>. Singapore: Springer. Shek, D.T.L., & Chan, S.C.F. (2013). Service-learning from the eyes of university teachers: a qualitative study based on focus groups. <i>International Journal of Adolescent Medicine and Health</i>, 25(4), 385-393. https://doi.org/10.1515/ijamh-2013-0036 Shek, D.T.L., Siu, A.M.H., & Lee, T.Y. (2007). The Chinese Positive Youth Development Scale: A validation study. <i>Research on social Work Practice</i>, 17, 380-391. Shek, D. T. L., Yang, Z., Ma, C. M. S., & Chai, C. W. Y. (2020). Subjective outcome evaluation of Service-Learning by the service recipients: Scale development, normative profiles and predictors. <i>Child Indicators Research</i>, 1-24. https://doi.org/10.1007/s12187-020-09765-1 Wong, F.K.D., Chang, Y.L., & He, X.S. (2009). Correlates of psychological wellbeing of children of migrant workers in Shanghai, China. <i>Social Psychiatry and Psychiatric Epidemiology</i>, 44, 815-829. Yang, L.F., Wang, Y.J., Feng, X.F., & Tang, X.(2007). Psychological wellbeing of 270 children of peasant-workers in Soochow. <i>Chinese Journal of Social Medicine</i>, 24, 132-134. 石丹理、劉兆瑛 主編 (2007)。《共創成長路：賽馬會青少年培育計劃。概念架構及課程設計手冊 (一)：背景、概念和設計》。香港：商務印書館。
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	石丹理、李德仁 主編 (2007)。《共創成長路：賽馬會青少年培育計劃。概念架構及課程設計手冊 (二)：青少年正面發展構念》。香港：商務印書館。
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.