

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	APSS2S09/APSS2S09S																				
Subject Title	Service Leadership through Serving Children and Families with Special Needs																				
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" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 45%;">100% Continuous Assessment</th><th style="width: 25%;">Individual Assessment</th><th style="width: 30%;">Group Assessment</th></tr> </thead> <tbody> <tr> <td>1. Group presentation</td><td style="text-align: center;">--</td><td style="text-align: center;">20%</td></tr> <tr> <td>2. Group proposal for service</td><td style="text-align: center;">--</td><td style="text-align: center;">20%</td></tr> <tr> <td>3. Ongoing reflective journals</td><td style="text-align: center;">30%</td><td style="text-align: center;">--</td></tr> <tr> <td>4. Performance in service participation</td><td style="text-align: center;">20%</td><td style="text-align: center;">--</td></tr> <tr> <td>5. Class participation</td><td style="text-align: center;">10%</td><td style="text-align: center;">--</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	1. Group presentation	--	20%	2. Group proposal for service	--	20%	3. Ongoing reflective journals	30%	--	4. Performance in service participation	20%	--	5. Class participation	10%	--
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Objectives	This subject is designed to enable students to: 1. understand the core attributes of service leaders in terms of competence, character, and caring disposition; 2. apply the core components of service leadership and professional strengths through the engagement of community-based service activities; 3. demonstrate self-leadership and develop self-awareness of sharing and empathy with others and the community; and 4. reflect on their service leadership qualities, particularly intrapersonal and interpersonal competencies.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: 1. identify and address the needs of the service recipients through using service leadership skills; 2. integrate academic learning (e.g., knowledge on service leadership and their disciplines) into the service experience and activities; 3. apply the skills and knowledge they have acquired in university education to deal with complex issues in the service setting and pursue continual learning and self-improvement; 4. appreciate and respect people from diverse backgrounds, and demonstrate empathy and care by providing community services; 5. reflect on their service leadership qualities, particularly intrapersonal (e.g., critical thinking ability and innovative problem-solving ability) and interpersonal competencies (e.g., teamwork and effective communication ability) through Service-Learning; and 6. accept their responsibilities as professionals and global citizens, and work effectively with different parties (e.g., students, teachers, families and community partners) when preparing and delivering service.
Subject Synopsis/ Indicative Syllabus	The topics in the course syllabus cover the three areas: 1. Concepts of service-learning • Principles, concepts and myths of service-learning • Benefits of service-learning to students, the university and the community • Ethnical issues in service-learning • Proper attitudes and behaviors in service delivery • Reflection as a tool for learning 2. Discipline-specific concepts, issues and skills • Nature and rationales of service leadership, the Service Leadership and Management Model, three realms of leadership (i.e., self-leadership, team-leadership and contribution to systems) • Core beliefs about service leadership (e.g., everyone can be a leader) • Major components of service leadership (i.e., intrapersonal and interpersonal competencies, moral character and care)

	• Importance of service leadership and ways to promote service leadership qualities 3. Project-specific concepts • Understanding children with special needs, understanding students' emotional and behavioral problems • Application of knowledge obtained in Leadership and Intrapersonal Development subjects (e.g., intrapersonal and interpersonal competencies, character and care) through service planning, delivery and evaluation • Development of service leadership through serving children with special needs and their families • Collaborative learning and problem-solving in service delivery • Health, safety and other issues related to service activities • Moral and ethical concerns in serving children with special needs
Teaching/Learning Methodology	This is a 1-semester or 2-semester subject. If the subject is offered in consecutive semesters, students are expected to serve on weekdays and/or weekends (e.g., providing tutorial classes and interest classes) or during a certain period of time (e.g., summer or winter holidays) depending on the needs of the targeted service recipients. The subject can also be offered as a 1-semester subject. For example, when the 1-semester subject is offered in the Summer Term, students are expected to serve in the summer (e.g., providing summer camp) depending on the needs of the targeted service recipients. Through the course, students are expected to develop and enhance their skills and knowledge in the intrapersonal and interpersonal competencies, character, and care. Intellectual thinking, reflective learning, experiential learning, and collaborative learning are emphasized in the course. The teaching/learning methodology includes: 1. E-learning module • Students are required to attend the 10-hour e-learning module, which is developed by the Service-Learning and Leadership Office at PolyU, at the beginning of the subject. 2. Lecture, seminar and workshop • Discipline-specific knowledge and skills, such as concepts and nature of service leadership, the Service Leadership and Management Model (SLAM Model), and core beliefs and essential components of effective service leadership, will be delivered through lectures. • Students are asked to complete several assessment tools to raise their awareness of leadership competencies, moral character and caring disposition. • Project-specific knowledge and skills, such as methods to communicate with and engage service recipients, ways to create a positive and safe learning environment, approaches to promote favorable behaviors, and generic skills in planning and designing service-learning projects, will be delivered through seminars. • Workshops will be organized by agencies and professionals to guide students for designing service-learning projects. 3. Service-learning project • Students will be divided into small groups with each group comprising students from different faculties, thus pulling together expertise from multiple disciplines, enabling the provision of all-rounded services to children, adolescents and their families in need. • Through collaborative learning, students will be assigned different roles (e.g., group leader, group coordinator, etc.). They will be asked to rotate roles within the group in order to work together as a team to solve problems, complete tasks and achieve common goals.

	• Collaborative skills and leadership competencies (e.g., caring, group accountability) will be assessed through peer assessment and ongoing reflective journals. • Teachers will be present in order to provide a safe and orderly learning environment throughout the service delivery process.	
	Community partner:	Organization(s) which would match the theme of the subject such as the Project WeCan (Wharf) and its participating schools, Society of Boys Centres, Heep Hong Society, Lions Clubs International Tseung Chui King College, Buddhist Hung Sean Chau Memorial College, Hong Kong Weaving Mills Association Chu Shek Lun Secondary School, Xi'an Jiaotong University, Xi'an Tongli International College, and The Silk Road Youth Development Center (Primary School), Southwestern University of Finance and Economics (Primary and Secondary Schools), International University of Central Asia, Shandong University (Primary School), Ningxia University (Primary School), etc.
	Service nature:	Providing care and service for children and adolescents and their families with special needs (e.g., students with substance abuse and/or delinquent behavior and/or emotional problems, migrant families).
	Time period:	- The total of 40 hours of service per student. - Service will be conducted in groups (4-6 students per group). - Students may be expected to serve on weekdays and/or weekends depending on the needs of the targeted service recipients. - Students may be expected to serve in the summer or winter depending on the needs of the targeted service recipients.
	Suggested community service	Depending on the arrangements and needs of the targets of the proposed community partner, different types of services may be provided by the students enrolled in the subject. • Students can arrange workshops and seminars to provide parents with more background knowledge about the disorders their children are suffering from, drawing attention to the needs of their children, and to introduce skills to cope with the daily demands from both practical and professional perspectives (e.g., health education, home safety education). • Students may focus on providing service aimed at strengthening the bond within the family of those with special needs, as well as providing them with necessary skills for better community integration. • Students will be expected to work closely with the NGO/school staff and PolyU teachers to develop and implement activities catering for the needs of the families as a whole. Children and adolescents with emotional and behavioral problems often face challenges in coping with problems arising from families, studies and social interactions. Students enrolled in the present subject will be given the opportunity to develop and implement programs aimed at helping this target population better manage their emotions, strengthen their self-esteem, nurture positive and healthy identities, improve their interpersonal skills, etc. • Students can develop and organize programs and activities targeted at improving practical skills of children and adolescents who are suffering from emotional and behavioral problems to facilitate their social functioning and interaction.

	- Students can also develop and implement workshops and activities that can help participants better understand themselves, gain confidence, and find their strengths and potential. - Having learnt the attributes of service leaders, students can then act as mentors by providing psychological support and organizing tutorial classes to the children and adolescents. - Students can also arrange day camps or summer camps or winter camps during which they can creatively devise different activities targeted at building and nurturing the emotional, psychological, and interpersonal skills of the children and adolescents in need.																																																														
4. Ongoing reflective journals Students will be asked to reflect and analyze their service-learning experience (e.g., examine the meaning and impact of their services personally and academically, evaluate the effectiveness of cooperative learning activities, review their strengths and weaknesses based on the results of the self-assessment tools, leadership qualities demonstrated in teamwork and service provision, the relationship between their experience and learning objectives and concepts covered in class, their role in the society) by writing reflective journals.																																																															
Assessment Methods in Alignment with Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th></tr><tr><td>1. Group presentation (group)</td><td>20</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>2. Group proposal for service (group)</td><td>20</td><td>√</td><td>√</td><td>√</td><td></td><td></td><td></td></tr><tr><td>3. Ongoing reflective journals (Individual)</td><td>30</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>4. Performance in service participation (Individual)</td><td>20</td><td></td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>5. Class participation (Individual)</td><td>10</td><td>√</td><td>√</td><td>√</td><td></td><td></td><td></td></tr><tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr></table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						1	2	3	4	5	6	1. Group presentation (group)	20	√	√	√	√	√	√	2. Group proposal for service (group)	20	√	√	√				3. Ongoing reflective journals (Individual)	30	√	√	√	√	√	√	4. Performance in service participation (Individual)	20		√	√	√	√	√	5. Class participation (Individual)	10	√	√	√				Total	100 %						
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	Class participation	Through class participation and discussion, students are expected to identify and address the needs of the service recipients through using service leadership skills (ILO 1), integrate academic learning into the service experience and activities (ILO 2), and apply the learnt skills to deal with complex issues in the service setting and pursue continual learning and self-improvement (ILO 3). In addition, after completing the e-learning module, students are required to complete the End-of-module Test.
	Group proposal for service	The Service proposal should contain: • Demonstration of theoretical understanding of service leadership (ILO 1) • Application of concepts of service leadership and knowledge on their own disciplines into practice and critical thinking (ILO 2) • Application of students' generic and specific knowledge they acquire to enhance the competence of children and adolescents with special needs (ILO 3)
	Performance in service participation (fieldwork observation)	Through on-site observation, instructors can assess the attitudes, efforts and performance of the students in rendering the services (ILO 2 & 3), their care and compassion towards the children and adolescents with special needs (ILO 4), their improvement in psychosocial competences such as problem-solving skills and decision-making capacity (ILO 5), and their responsibilities as a professional in their chosen discipline and a global citizen (ILO 6).
	Reflective journals	Through reflective journals, students need to reflect on: • Their ability to integrate the knowledge into real-life situations and critical thinking (ILO 1, ILO 2 & 3); • Their passion in helping the needy children and adolescents (ILO 4); • Their demonstration and improvement in service leadership qualities and psychosocial competences (ILO 5); and • Their roles, responsibilities and contribution as a professional and as a global citizen (ILO 6)
	Group presentation	As a round-up of the service project, students should consolidate their knowledge, experiences, skills, and learning gains into a 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 (ILO1, 2 & 3), to build up care, respect and compassion toward the needy (ILO 4), to promote students' reflection on their service leadership qualities and psychosocial competencies (ILO 5), and to understand their roles and responsibility as a professional and a global citizen (ILO 6).
Student Study Effort Expected	Class contact:	
	▪ Lecture, seminar and workshop	30 Hrs.
	Other student study effort:	
	▪ E-learning module	10 Hrs.

	Performance in service participation	40 Hrs.
	Ongoing reflective journals and reading	30 Hrs.
	Service planning, preparation and review (i.e., proposal for service and group presentation)	25 Hrs.
	Total student study effort	135 Hrs.
Reading List and References	Core Readings 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. Chung, P. (2012). <i>Service Reborn</i>. New York: Lexingford Publishing. Mayhew, J., & Welch, M. (2001). A call to service: Service learning as a pedagogy in special education programs. <i>Teacher Education and Special Education</i>, 24(3), 208-219. Park, N., Peterson, C., & Seligman, M. E. P. (2004). Strengths of character and well-being. <i>Journal of Social and Clinical Psychology</i>, 23, 603-619. Shek, D. T. L., Chung, P. P. Y., & Leung, H. (2015). How unique is the service leadership model? A comparison with contemporary leadership approaches. <i>International Journal on Disability and Human Development</i>, 14(3), 217-231. Shek, D. T. L., Chung, P., & Zhu, X. (2022). Service leadership as the backbone of university social responsibility. In D. Poff (ed.). <i>Corporate social responsibility and university governance</i> (pp. 105–118). Switzerland AG: Springer International Publishing. doi: 10.1007/978-3-030-77532-2 Shek D. T. L., Chung P., & Zhu X. (2023). Service leadership in the service era. In D. C. Poff., & A. C. Michalos (eds.), <i>Encyclopedia of Business and Professional Ethics</i> (pp. 1633–1639). Switzerland AG: Springer Nature. doi: 10.1007/978-3-319-23514-1_367-1 Shek, D. T. L., Ma, C. M. S., & Yang, Z. (2020). 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>, 15, 1375–1393. doi: 10.1007/s11482-019-09738-9 Shek, D. T., & Yu, L. (2015). Character strengths and service leadership. <i>International Journal on Disability and Human Development</i>, 14(4), 299-307. Shek, D. T. L., Wu, F. K. Y., & Merrick, J. (Eds.). (2015). <i>Leadership and service learning education: Holistic development for Chinese university students</i>. New York: Nova Sciences Publisher. Spears, L. C. (2010). Character and servant leadership: Ten characteristics of effective, caring leaders. <i>The Journal of Virtues & Leadership</i>, 1(1), 25-30. Supplementary Readings	

	Catalano, R. F., Berglund, M. L., Ryan, J. A. M., Lonczak, H. S., & Hawkins, J. D. (2002). 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. Chung, P., & Ip, S. (2009). <i>The first 10 yards: The 5 dynamics of entrepreneurship and how they made a difference at DHL and other successful startups</i>. Australia: Cengage Learning. Chung, P. (2011). <i>Hong Kong Institution of Service Leadership & Management (HKI-SLAM) curriculum framework</i>. Unpublished document. Guo, K. L., & Anderson, D. (2005). The new health care paradigm: Roles and competencies of leaders in the service line management approach. <i>Leadership in Health Services</i>, 18, 12-20. Hannah, S. T., Woolfolk, R. L., & Lord, R. G. (2009). Leader self-structure: A framework for positive leadership. <i>Journal of Organizational Behavior</i>, 30(2), 269-290. Krajewski, J., & Callahan, J. (1998). Service-learning: A strategy for vocational training of young adults with special needs. <i>Journal for Vocational Special Needs Education</i>, 21(1), 34-38. Ma, H. K. (2006). Social competence as a positive youth development construct: Conceptual bases and implications for curriculum development. <i>International Journal of Adolescent Medicine and Health</i>, 18(3), 379-385. Niu, C. P., Wang, A. C., & Cheng, B. S. (2009). Effectiveness of a moral and benevolent leader: Probing the interactions of the dimensions of paternalistic leadership. <i>Asian Journal of Social Psychology</i>, 12(1), 32-39. Park, N. (2009). Building strengths of character: Keys to positive youth development. <i>Reclaiming Children and Youth</i>, 18, 42-47. Shek, D. T. L., & Lin, L. (2015). Core beliefs in the serviceleadership model proposed by the Hong Kong Institute of Service Leadership and Management. <i>International Journal on Disability and Human Development</i>, 14(3), 233-242. Shek, D. T. L., Ngai, G., & Chan, S. (2019). <i>Service-learning for youth leadership</i>. Singapore: Springer. Undung, Y., & De Guzman, A. B. (2009). Understanding the elements of empathy as a component of care-driven leadership. <i>Journal of Leadership Studies</i>, 3(1), 19-28. Welch, M., & James, R. C. (2007). An investigation on the impact of a guided reflection technique in service-learning courses to prepare special educators. <i>Teacher Education and Special Education</i>, 30(4), 276-285.
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