

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	APSS3S13
Subject Title	Enhancing Resilience of Left-Behind Children, Youth and Elderly in Disaster-Prone Areas
Credit Value	3
Level	3
Pre-requisite/ Co-requisite/ Exclusion	Exclusion: APSS3S10
Objectives	<p>The objectives of this subject are to:</p> <ol style="list-style-type: none"> 1. Introduce to students the concept and practice of service learning 2. Introduce students to frameworks, concepts, and key factors and processes related to resilience building with left-behind children, youth and elderly living in disaster-prone areas 3. Enhance students' generic competencies of innovative problem solving, communication and teamwork 4. Nurture students' sense of social awareness, responsibility and engagement
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Articulate how micro, mezzo and macro factors and processes can shape and influence the resilience of left-behind children, youth and elderly in disaster-prone areas b. Apply the knowledge and skills they have acquired in university education to deal with complex issues in the service setting where appropriate c. Link their service learning activities and experiences with the academic content of the subject d. Work effectively in teams to solve problems encountered in planning and delivering the service e. Communicate effectively with clients and/or other stakeholders f. Demonstrate empathy for people in need and a sense of civic responsibility g. Reflect on their role and responsibilities both as a professional in their chosen discipline and/or as a responsible citizen
Subject Synopsis/ Indicative Syllabus	<p>The topics in the course syllabus cover three major areas:</p> <ol style="list-style-type: none"> 1. Concept and Practice of Service Learning: <ul style="list-style-type: none"> • Principles, concepts and myths of service learning • Benefits of service learning to students and the community

	<ul style="list-style-type: none"> • Ethical issues in service learning • Basic concepts and theories of social problems, developments and justice • Social responsibilities of global citizens as intellectuals and professionals • Proper attitudes and behaviours in service delivery • Reflection as a tool for learning <p>2. Discipline-Specific Concepts, Issues and Skills</p> <ul style="list-style-type: none"> • Definitions of and frameworks related to resilience of vulnerable groups in disaster-prone areas • Compare and contrast concepts: resilience versus vulnerabilities, competence versus pathology [e.g., post-traumatic stress disorders] • Conceptualizing resilience of left-behind children, youth and elderly living in disaster-prone areas • Theories of psychosocial and community based interventions for enhancing resiliency • Review of framework for localizing and developing culturally appropriate resilience building activities and programs <p>3. Project-Specific Concepts, Issues and Skills</p> <ul style="list-style-type: none"> • Understanding the historical, cultural, and socio-political background of the targeted clients/underprivileged communities living in disaster-prone areas • Engagement and communication skills for working with left-behind children, youth and elderly • Managing and leading group activities for children, youth and elderly. • Health, safety and other issues relevant to the service project • Moral and ethical concerns specific to the project and beneficiaries
<p>Teaching/Learning Methodology</p>	<p>1. e-Learning Module</p> <p>The e-learning module is developed and delivered by the Service-Learning and Leadership Office at PolyU, consisting of readings, exercises and assessments that are designed to introduce students to the basic concept and practice of service learning.</p> <p>Students are required to successfully complete the e-learning module <u>within the first three weeks</u> of the semester in which they are taking the subject.</p> <p>2. Discipline-Specific Lectures</p> <p>These lectures are designed and conducted by lecturers from APSS to equip students with the discipline-specific knowledge and skills required for planning and conducting the service learning project with a focus on enhancing resiliency of left-behind children, youth and elderly living in disaster-prone areas. The lectures will cover the following topics, (i) resilience frameworks, (ii) historical context of and literature on left-behind</p>

children, youth and elderly living in disaster-prone areas, (iii) challenges, strengths, resources, and assets of left-behind children, youth and elderly, and iv) developing a resiliency building program for left-behind children, youth and elderly living in disaster-prone areas.

3. Project-Specific Seminars

The project-specific seminars are designed to support students to develop a plan for implementing and evaluating a 5-day resiliency building programme with service users (left-behind children, youth and elderly) as part of their service learning project. These seminars will be interactive, consultative, and include ongoing revisions of the students' plans through continuous peer and instructor feedback. Each of the tutorials will have specific key tasks that the students will have to complete related to the development of their 5-day programme.

Students are required to attend all of the discipline-specific and project-specific lectures, seminars and successfully complete all of the required assignments/learning tasks prior to participation in the service learning project.

4. Service Learning Projects

The service learning projects are designed to develop students' generic competencies of innovative problem-solving, teamwork and communication, and enhance students' sense of social awareness, responsibilities and engagement with particular reference to building the resilience of children, youth and elderly living in disaster-prone areas.

The service project will be sited in a disaster-prone area. One example maybe in Ya'an, Sichuan, China, which experienced for the 8.0 magnitude Wenchuan earthquake in May 2008 among other disasters. Service recipients will be carefully selected and PolyU students will not be tasked to work with special needs individuals (such as those who have experienced PTSD, are disabled or have lost a close family member during a disaster).

The following shows an example of an on-site service project in the Chinese Mainland. Actual details may vary depending on the site and the target recipients.

A sample outline of a 7-day project:

Prior to the students going to the Mainland, they will be divided into groups/teams and complete a draft of a proposal on creating and implementing a 5-day summer programme for left-behind children, youth and elderly which will include activities that would relate to enhancing resilience. Activities will be both generational specific and include intergenerational exchanges. Activities will include, for example, using the medium of arts and crafts, drama and role playing, and sports (for the children and youth) or low impact activities and "tea and conversations" (for the elderly) to help guide them in discussing and building self-esteem, peer relationships, intergenerational relationships, self-efficacy, and other factors that enhance their resilience. The 7-day programme is outlined as follows:

Day 1: The PolyU Students will be put into teams with the Sichuan Agricultural University (SAU) Students, and a series of ice breaking activities

	<p>for the two groups to get to know each other will be organised. The PolyU and SAU staff will be giving a lecture to both students on enhancing resilience of left-behind children, youth and elderly in rural China. Also, during these two days, the PolyU students will be presenting their proposal to the SAU students, so that the SAU students can provide more localized feedback and enhance the proposal. The location of these activities will be the SAU Campus.</p> <p>Day 2-6: The team of PolyU and Sichuan students will be going to a rural disaster-prone village in Ya’an, Sichuan to learn more about the community (e.g., include a local village tour, meeting and greeting local residents, schools, children, youth and elderly) and also implement the 5-day programme for the children, youth and elderly. The location of these activities will be at the selected rural village in Ya’an, Sichuan.</p> <p>Day 7: The team of PolyU and SAU students will be reflecting on their experiences and what they have learned from each other and in organizing the 5-day programme. The location of these activities will be in the SAU Campus.</p> <p>Students will be expected to shoulder part or all of the costs for the project.</p> <p>5. Reflective Journals & Report and Review Sessions</p> <p>Students will be required to write reflective journals and reports both <u>during</u> and <u>after</u> the service learning project to demonstrate their ability to: (a) link their service learning experiences with the academic focus/discipline-specific content of the subject (b) reflect on their service learning experience to identify their learning gains as well as areas for future improvements, (c) reflect on their roles and social responsibilities.</p> <p>To guide students in using reflection as a tool for learning, and to assess their ability in achieving the above learning objectives, reflection and review sessions will also be held both during and after the service learning project. Experts and facilitators from APSS may be invited to contribute to some of these sessions as appropriate.</p>																									
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<p>Students’ performance in this subject will be assessed using a letter-grading system in accordance with the University’s convention from grade F (failure) to A+. The relative weighting of the different assessment components are as follows:</p> <table border="1" data-bbox="563 1641 1485 1991"> <thead> <tr> <th rowspan="2">Specific assessment methods/ tasks</th> <th rowspan="2">% weighting</th> <th colspan="7">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> </tr> </thead> <tbody> <tr> <td>e-Learning Module and in-class quizzes (based on readings) (individual)</td> <td>10%</td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>	Specific assessment methods/ tasks	% weighting	Intended subject learning outcomes to be assessed							a	b	c	d	e	f	g	e-Learning Module and in-class quizzes (based on readings) (individual)	10%		✓	✓			✓	✓
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e-Learning Module and in-class quizzes (based on readings) (individual)	10%		✓	✓			✓	✓																		

Plans/proposals for service (group)	20%	✓	✓	✓	✓		✓	
Performance in rendering service (individual)	40%	✓	✓	✓	✓	✓	✓	
Reflective journal/report (individual)	30%	✓	✓	✓			✓	✓
Total	100%							

Students must obtain a pass in all of the components in order to pass the subject.

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

The e-Learning Module and Project-specific seminars will include assignments and learning tasks that are designed to assess students' ability to link service learning with the academic content of the subject (ILO c), their empathy for the underprivileged community (ILO f) as well as their understanding of their role and responsibilities in society (ILO g).

Students will be asked to write proposals or plans for the service projects as preparation for service. These proposals will demonstrate their ability to apply their discipline-specific as well as other knowledge and skills to deal with issues and problems in the service settings (ILO a, b and c).

The students' attitude and performance in the rendering of service, their degree of engagement with the service recipients, their collaboration with other students, and interactions with the service recipients and/or collaborating NGOs are obviously indicators of their ability to communicate effectively with clients and stakeholders (ILO e), their sense of civic responsibility, professional ethics and their empathy for people in need (ILO f and g), and their ability to work collaboratively to apply their knowledge and skills to deal with real problems in the service setting (ILO a, b and d).

Students' reflective journals and report, and their presentations and discussions during the reflection and review sessions and seminars, will testify to the students' reflection on their learning experience, and the breadth and depth of their learning. This assesses their ability to link service learning and the academic content of the subject (ILO c), their ability to apply their knowledge to the service project (ILO a and b), their empathy for the less fortunate people in the society (ILO f), and their ability to reflect on their role and responsibilities in the society (ILO g).

Student study effort expected	e-Learning Module	10 hours
	Class Contact	
	<ul style="list-style-type: none"> • Discipline-related Lectures 	12 hours
	<ul style="list-style-type: none"> • Project-Specific Seminars [e.g., home visits, talking with children, youth and elderly, skills practices] 	18 hours
	<ul style="list-style-type: none"> • Reflection and review seminars and sessions 	8 hours
	Other student study effort:	
	<ul style="list-style-type: none"> • Readings, self-study, reflection, review and planning and preparation for the service project 	40 hours
	<ul style="list-style-type: none"> • Direct rendering of service 	40 hours
	Total student study effort	128 hours
Reading list and references	<p>Service learning</p> <ol style="list-style-type: none"> 1. Cress, C.M., Collier, P.J. & Reitenauer, V.L. (2005). Learning through serving: A student guidebook for service-learning across the disciplines. Stylus Publishing. <p>Critical reflection</p> <ol style="list-style-type: none"> 2. Eyler, J., & Giles, D. (1999). Where's the learning in service-learning? (1st ed.). San Francisco: Jossey-Bass. <p>Resilience frameworks</p> <ol style="list-style-type: none"> 3. Resilience Research Centre: https://resilienceresearch.org/videos/ 4. Angevaere, M.J., et al. (2020). Resilience in older persons: A systematic review of the conceptual literature. Ageing Research Reviews, 63, 101144. doi: https://doi.org/10.1016/j.arr.2020.101144 5. Coetzee, C., & van Niekerk, D. (2012). Tracking the evolution of the disaster management cycle: A general system theory approach. Jamba: Journal of Disaster Risk Studies, 4(1), 1-9. doi:10.4102/jamba.v4i1.54 <p>Resilience of children, youth and Elderly living in disaster-prone areas</p> <ol style="list-style-type: none"> 6. Sim, T. (2009). Crossing the river stone by stone: developing an expanded school mental health network in post-quake Sichuan. China Journal of Social Work, 2(3), 165–177. 7. Sim, T., & Dominelli, L. (2016). When the mountains move: A Chinese post-disaster psychosocial work model. Qualitative Social Work. 473325016637912, first published on April 4, 2016 as doi:10.1177/1473325016637912 8. Ungar, M. (2020). <i>Working with children and youth with complex</i> 	

	<p><i>needs: 20 skills to build resilience</i> (2nd edition). London: Routledge.</p> <p>9. HelpAge International. (2007). <i>Older people's associations in community disaster risk reduction: A resource book on good practice</i>. Retrieved from https://www.helpage.org/silo/files/older-peoples-associations-in-community-disaster-risk-reduction.pdf</p> <p>10. HelpAge International. (2012). <i>Age Inclusive Disaster Risk Reduction – A Toolkit</i>. Retrieved from https://www.preventionweb.net/files/68082_ageinclusivedisasterri skreductionat.pdf</p>
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