

The Hong Kong Polytechnic University

Subject Description Form

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

Remarks	1) This subject requires students to travel to Sichuan in summer term for around 9 days from 13 July to 21 July 2017 tentatively to attend classes and conduct field visits. 2) Despite the financial support from the University, students are required to pay HKD\$1,500 to cover part of the expenses. 3) Students are expected to deliver services in Putonghua effectively, hence elementary level of Putonghua is expected before enrolling the subject. 4) Students are expected to fly from Hong Kong before the trip and fly back to Hong Kong after the trip as a team.											
Subject Code	APSS3S10											
Subject Title	Growing Resilience of Children in Post-Disaster Contexts											
Credit Value	3											
Level	3											
GUR Requirements Intended to Fulfill	This subject intends to fulfill the following requirement(s): <input type="checkbox"/> Healthy Lifestyle <input type="checkbox"/> Freshman Seminar <input type="checkbox"/> Languages and Communication Requirement (LCR) <input type="checkbox"/> Leadership and Intra-Personal Development <input checked="" type="checkbox"/> Service-Learning <input type="checkbox"/> Cluster-Area Requirement (CAR) <input type="checkbox"/> Human Nature, Relations and Development <input type="checkbox"/> Community, Organization and Globalization <input type="checkbox"/> History, Cultures and World Views <input type="checkbox"/> Science, Technology and Environment <input type="checkbox"/> China-Study Requirement <input type="checkbox"/> Yes or <input type="checkbox"/> No <input type="checkbox"/> Writing and Reading Requirements <input type="checkbox"/> English or <input type="checkbox"/> Chinese											
Pre-requisite/ Co-requisite/ Exclusion	NIL											
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individuals Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. e-Learning Module and Project-specific seminars and workshops</td> <td style="text-align: center;">--</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>2. Plans/proposals for service</td> <td style="text-align: center;">--</td> <td style="text-align: center;">20%</td> </tr> </tbody> </table>			100% Continuous Assessment	Individuals Assessment	Group Assessment	1. e-Learning Module and Project-specific seminars and workshops	--	20%	2. Plans/proposals for service	--	20%
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	<table border="1"> <tr> <td data-bbox="435 88 894 191">3. Performance in rendering service</td> <td data-bbox="894 88 1227 191">35%</td> <td data-bbox="1227 88 1534 191">--</td> </tr> <tr> <td data-bbox="435 191 894 254">4. Reflective journal/report</td> <td data-bbox="894 191 1227 254">25%</td> <td data-bbox="1227 191 1534 254">--</td> </tr> </table> <ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject. 	3. Performance in rendering service	35%	--	4. Reflective journal/report	25%	--
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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. Raise students' awareness of disaster risk and resilience in post-disaster situations and educate them on the resilience and developmental needs of children and their significant others in post-disaster contexts 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 <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Appreciate the delicate interaction between human and environment, particularly the risk and resilience of children and their significant others who have been adversely affected by natural disasters 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 <i>(Note 2)</i>	<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, the university and the community • 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 • Developing a service project proposal/plan 						

	<ul style="list-style-type: none"> • Effective team work and problem solving skills in service-learning projects • Reflection as a tool for learning <p>2. Discipline-Specific Concepts, Issues and Skills</p> <ul style="list-style-type: none"> • Definitions of disasters and reconstruction process • Compare and contrast concepts: resilience versus vulnerabilities, competence versus pathology [e.g., post-traumatic stress disorders] • Conceptualizing resilience of children who experience disasters • Theories of psychosocial sports and play programs, especially in post-disaster contexts. <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 affected by disasters • Engagement and communication skills for working with children [such as relating to children and their parents] • Managing and leading group games for children. • Classroom management and handling children misconduct • Health, safety and other issues relevant to the service project • Moral and ethical concerns specific to the project and beneficiaries
<p>Teaching/Learning Methodology (Note 3)</p>	<p>1. e-Learning Module</p> <p>The e-learning module is developed and delivered by the Office of Service Learning at PolyU, consisting of readings, exercises and assessments that are designed to introduce students to the basic concept and practice of service learning. Students are required to successfully complete the e-learning module <u>within the first four weeks</u> of the semester in which they are taking the subject.</p> <p>2. Discipline-Specific Lectures, Tutorials, Seminars and/or Workshops</p> <p>These lectures, seminars, tutorials and/or workshops 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 post-disaster situations. Specific concepts include resilience, mental health and psychosocial support framework adopted internationally for children and their communities in post-disasters contexts.</p> <p>3. Project-Specific Seminars, Tutorials and/or Workshops</p> <p>The project-specific seminars, tutorials and/or workshops, and hands-on interactive activities are designed to develop students': (a) understanding of children and their significant others and their community in post-disaster contexts, as well as other issues relating to the service learning project, (b) psychosocial sports, play programmes and experiential activities, (c) skills in working and managing children between 10 to 15 years old, such as conducting home visits, talking with children through role-play and (d) generic skills in planning and delivering the service project. Outside experts and/or speakers will be invited to</p>

contribute to some of these sessions as appropriate.

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

4. Service Learning Projects

The 9-day 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 disaster risk and resilience.

After arriving [Day 1] and two days of classroom instruction [Day 2 & 3], students are required to orientate themselves quickly in a post-disaster context (Day 4); engage the children and their significant others, particularly their families and schools (Day 5); Organize a three-day summer holiday programme for a group of 30 to 60 children and their family members who have been adversely affected by a disaster (Day 6 to 8). Students are expected to integrate the skills they learn in this course, university education and personal talents and abilities (such as language skills, musical talents etc.) and provide a role model for the children they interact with. Students will be matched with one to two children and are expected to observe and document their risk and resilience behaviours during the holiday programmes, and are expected to provide feedback to the children's families, schools and for future projects.

The service project will take place over 9 days in summer at an overseas location either in the Chinese mainland or internationally. One example location would be Wenchuan Yingxiu Town, Sichuan, Mainland China, which was the epic centre of the Wenchuan earthquake that occurred on 12th May 2008, and then was repeatedly and adversely been affected by a series of rainstorm-triggered mudslides on 12th August 2010, 3rd July 2011 and July 2013. Students will have the opportunity to experience first-hand a post-disaster reconstructed rural area, as well as witness the impact of recurring natural hazards on the physical structures and bio-psychosocial well-being of the children and their community.

In general, most of the children and their families that PolyU students would be in contact with would have already recovered from the direct impact of the earthquake, though the natural environment may still be harsh and the museums and monuments are clear reminders. In any case, the beneficiaries will be carefully selected. PolyU students will not be tasked to work with special needs students [such as those who have been disabled or lost a parent during the earthquake].

Students will be expected to shoulder part or all of the costs for the project.

5. Reflective Journals & Report and Review Sessions

Students will be required to write reflective journals and reports both during and after 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.

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 as well as the Scout Association of Hong Kong may be invited to contribute to some of these sessions as appropriate.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

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:

Specific assessment methods/ tasks	% weighting	Intended subject learning outcomes to be assessed						
		a	b	c	d	e	f	g
1. e-Learning Module and Project-specific seminars and workshops	10%		✓	✓			✓	✓
2. Plans/proposals for service	20%	✓	✓	✓	✓		✓	
3. Performance in rendering service	40%	✓	✓	✓	✓	✓	✓	
4. Reflective journal/report	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 and workshops 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

	<p>their knowledge and skills to deal with real problems in the service setting (ILO a, b and d).</p> <p>Students' reflective journals and report, and their presentations and discussions during the reflection and review sessions and tutorials, 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).</p>	
Student study effort expected	e-Learning Module	10 hours
	Class Contact	
	<ul style="list-style-type: none"> Discipline-related Lectures, Tutorials, Seminars and/or Workshops 	12 hours
	<ul style="list-style-type: none"> Project-Specific Seminars, Tutorials and/or Workshops [e.g., home visits, talking with children using role plays, skills practices] 	18 hours
	<ul style="list-style-type: none"> Reflection and review tutorials and sessions 	5 hours
	Other student study effort:	
	<ul style="list-style-type: none"> Readings, self study, and planning and preparation for the service project 	30 hours
	<ul style="list-style-type: none"> Direct rendering of service 	40 hours
	<ul style="list-style-type: none"> Reflection and review 	25 hours
		Total student study effort
Medium of Instruction	English	
Medium of Assessment	English	
Reading list and references	<p>Service learning</p> <ol style="list-style-type: none"> Cress, C.M., Collier, P.J. & Reitenauer, V.L. (2005). <i>Learning through serving: A student guidebook for service-learning across the disciplines</i>. Stylus Publishing. <p>Critical reflection</p> <ol style="list-style-type: none"> Eyler, J., & Giles, D. (1999). <i>Where's the learning in service-learning?</i> (1st ed.). San Francisco: Jossey-Bass. <p>Disaster risk and resilience of children</p> <ol style="list-style-type: none"> Bonanno, G. A., Brewin, C. R., Kaniasty, K., & La Greca, A. M. (2010). Weighing the costs of disaster: Consequences, risks, and resilience in 	

	<p>individuals, families, and communities. <i>Psychological Science in the Public Interest</i>, 11(1), 1-49.</p> <ol style="list-style-type: none"> 4. Sim, T. (2009). Crossing the river stone by stone: developing an expanded school mental health network in post-quake Sichuan. <i>China Journal of Social Work</i>, 2(3), 165–177. 5. Sim, T., & Dominelli, L. (2016). When the mountains move: A Chinese post-disaster psychosocial work model. <i>Qualitative Social Work</i>. 473325016637912, first published on April 4, 2016 as doi:10.1177/1473325016637912 6. Tian, J. S. (Director) (2013). Remembering the forgotten memory [based on Sichuan Expanded School Mental Health Network of PolyU] Episode 5 of the 512 Wenchuan earthquake 5th anniversary special programme [Television series episode]. In Liu, C. L. (Producer), <i>Great Horizon</i>. (First broad casted on 10th May 2013. [凤凰卫视中文台 - 大视野: 5 1 2地震五周年重访纪事 第五集：为了忘却的纪念. 2013年5月10日首播. Retrieved 4 August 2013 from http://v.ifeng.com/history/shishijianzheng/201305/310dac96-6f1e-427a-a392-c51f131d5b6c.shtml 7. United Nations Children's Fund (UNICEF). (2011). <i>Disaster risk reduction in education in emergencies: A guidance note for education clusters and sector coordination groups</i>. Geneva: United Nations Children's Fund (UNICEF). <p>Psychosocial sports, play programmes and experiential activities</p> <ol style="list-style-type: none"> 8. Frank, L.S. (2001). <i>The caring classroom: Using adventure to create community in the classroom and beyond</i>. Madison: Project Adventure. 9. Henley, R., Schweizer, I., De Gara, F., & Vetter, S. (2008). How psychosocial sport & play programs help youth manage adversity: A review of what we know & what we should research. <i>International Journal of Psychotherapy</i>, 12(3), 53-61. 10. Lee, F.W.L. and Ng, K.K.H. (2008). Chinese approaches to understanding and building resilience in at-risk young people: The case of Hong Kong. In L. Liebenberg and M. Ungar (Eds.) <i>Resilience in action: Working with youth across cultures and contexts</i> (pp. 335-351). Canada: University of Toronto Press.
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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.