

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	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> Healthy Lifestyle</p> <p><input type="checkbox"/> AI and Data Analytics (AIDA)</p> <p><input type="checkbox"/> Innovation and Entrepreneurship (IE)</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership Education and Development (LEAD)</p> <p><input checked="" type="checkbox"/> Service-Learning (SL)</p> <p><input type="checkbox"/> Cluster-Area Requirements (CAR)</p> <p style="padding-left: 20px;"><input type="checkbox"/> Human Nature, Relations and Development [CAR A]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science, Technology and Environment [CAR D]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Chinese History and Culture [CAR M]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Cultures, Organizations, Societies and Globalization [CAR N]</p> <p><input type="checkbox"/> China-Study Requirement</p> <p style="padding-left: 40px;"><input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> Writing and Reading Requirements</p> <p style="padding-left: 40px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>																				
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> <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; 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	<p>This subject is designed to enable students to:</p> <ol style="list-style-type: none"> 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; 4. reflect on their service leadership qualities, particularly intrapersonal and interpersonal competencies.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> 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 own 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 background and demonstrate empathy and care by providing community service; 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; 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	<p>The topics in the course syllabus cover the three areas:</p> <ol style="list-style-type: none"> 1. Concept 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 • 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 <ul style="list-style-type: none"> • Nature and rationales of service leadership • Core beliefs about service leadership • Major components of service leadership (i.e., leadership competencies, moral character and care, the SLAM model) • Three realms of leadership (i.e., self-leadership, team-leadership and service habitats) • Importance of service leadership in Hong Kong

	<p>3. Project-specific concepts</p> <ul style="list-style-type: none"> • Understanding children with special needs • Application of knowledge obtained in Leadership and Intrapersonal Development subjects (i.e., leadership competencies and interpersonal skills) through service delivery • 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
<p>Teaching/Learning Methodology</p>	<p>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) 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 their skills and knowledge in the intrapersonal and interpersonal competencies. Intellectual thinking, reflective learning, experiential learning, and collaborative learning are emphasized in the course. The teaching/learning methodology includes:</p> <ol style="list-style-type: none"> 1. E-learning module <ul style="list-style-type: none"> • Students are required to attend the 10-hours 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 <ul style="list-style-type: none"> • Discipline-specific knowledge and skills, such as concepts and nature of service leadership, the Service Leadership and Management Model (SLAM Model), and positive youth development model, 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 service recipients, ways to create a positive and safe learning environment, 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 <ul style="list-style-type: none"> • Students will be divided into small groups with each group comprising students from different faculties, thus, pulling together expertise from multi-disciplines, enabling the provision of all-rounded service to children, adolescents and their families in need. • Through collaborative learning, students will be assigned with 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 a problem, complete a task and achieve a common goal. • 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 Society of Boys Centres, Heep Hong Society, An Giang University, Xi'an Jiaotong University (Primary School), Sichuan University (Primary School), International University of Central Asia, etc
	Service nature:	Providing care and service for children and adolescents with substance abuse and/or delinquent behavior.
	Time period:	<ul style="list-style-type: none"> - The total 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 summer depending on the needs of the targeted service recipients.
	Suggested community service	<p>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.</p> <ul style="list-style-type: none"> • 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. <p>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 to help this target population better manage their emotions, strengthen their self-esteem, nurture positive and healthy identities, improve their interpersonal skills, etc.</p> <ul style="list-style-type: none"> • 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 potentials. • 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 during which they can creatively devise different activities targeted at building and nurturing the emotional, psychological, and interpersonal skills of the children and adolescents indeed.

	<p>4. Ongoing reflective journals</p> <ul style="list-style-type: none"> 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.
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Assessment Methods in Alignment with Intended Learning Outcomes		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 30%;">Specific assessment methods/tasks</th> <th rowspan="2" style="width: 10%;">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th style="width: 5%;">1</th> <th style="width: 5%;">2</th> <th style="width: 5%;">3</th> <th style="width: 5%;">4</th> <th style="width: 5%;">5</th> <th style="width: 5%;">6</th> </tr> </thead> <tbody> <tr> <td>1. Group presentation (group)</td> <td style="text-align: center;">20</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> </tr> <tr> <td>2. Group proposal for service (group)</td> <td style="text-align: center;">20</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Ongoing reflective journals (Individual)</td> <td style="text-align: center;">30</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> </tr> <tr> <td>4. Performance in service participation (Individual)</td> <td style="text-align: center;">20</td> <td></td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> </tr> <tr> <td>5. Class participation (Individual)</td> <td style="text-align: center;">10</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td style="text-align: center;">100 %</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 (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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	Group proposal for service	<p>The Service proposal should contain:</p> <ul style="list-style-type: none"> • Demonstration of theoretical understanding of service leadership (ILO1) • 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 (ILO4), 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 (ILO6).
	Reflective journals	<p>Through reflective journals, students need to reflect on:</p> <ul style="list-style-type: none"> • Their ability in integrating the knowledge into real life situation and critical thinking (ILO 1, ILO 2 & 3); • Their passion in helping the needed children and adolescents (ILO 4); • Their demonstration and improvement in service leadership qualities and psychosocial competences (ILO 5); and • Their roles, responsibility 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 serve 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). *Service-learning as a vehicle for youth leadership: The case of the Hong Kong polytechnic university*. In D. T. L. Shek, G. Ngai, S. C. Chan (eds.) *Service-learning for youth leadership* (pp. 19-31). Singapore: Springer.
- Chung, P. (2012). *Service Reborn*. New York: Lexingford Publishing.
- 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. *Prevention and Treatment*, 5 (Article 15), 1-111.
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- Park, N., Peterson, C., & Seligman, M. E. P. (2004). Strengths of character and well-being. *Journal of Social and Clinical Psychology*, 23, 603-619.
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- Shek D.T.L, Chung P., Zhu X. (2018). Service leadership in the service era. In D. C. Poff., A. C. Michalos (eds.), *Encyclopedia of Business and Professional Ethics*. doi: 10.1007/978-3-319-23514-1_367-1
- 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). *Applied Research in Quality of Life*. doi: 10.1007/s11482-019-09738-9
- Shek, D. T. L., Yu, L., Ma, C. M. S., Sun, R. C. F., & Liu, T. T. (2013). Development of a credit-bearing service leadership subject for university students in Hong Kong. *International Journal of Adolescent Medicine and Health*, 25(4), 353-361.
- Shek, D. T. L., Wu, F. K. Y., & Merrick, J. (Eds.). (2015). Leadership and service learning education: *Holistic development for Chinese university students*. New York: Nova Sciences Publisher.
- Spears, L. C. (2010). Character and servant leadership: Ten characteristics of effective, caring leaders. *The Journal of Virtues & Leadership*, 1(1), 25-30.

Supplementary Readings

- Chung, P., & Ip, S. (2009). *The first 10 yards: The 5 dynamics of entrepreneurship and how they made a difference at DHL and other successful startups*. Australia: Cengage Learning.
- Chung, P. (2011). *Hong Kong Institution of Service Leadership & Management (HKI-SLAM) curriculum framework*. Unpublished document.
- Guo, K. L., & Anderson, D. (2005). The new health care paradigm: Roles and competencies of leaders in the service line management approach. *Leadership in Health Services*, 18, 12-20.

- Hannah, S. T., Woolfolk, R. L., & Lord, R. G. (2009). Leader self-structure: A framework for positive leadership. *Journal of Organizational Behavior, 30*(2), 269-290.
- Krajewski, J., & Callahan, J. (1998). Service-learning: A strategy for vocational training of young adults with special needs. *Journal for Vocational Special Needs Education, 21*(1), 34-38.
- Ma, H. K. (2006). Social competence as a positive youth development construct: Conceptual bases and implications for curriculum development. *International Journal of Adolescent Medicine and Health, 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. *Asian Journal of Social Psychology, 12*(1), 32-39.
- Park, N. (2009). Building strengths of character: Keys to positive youth development. *Reclaiming Children and Youth, 18*, 42-47.
- Shek, D. T. L., Ngai, G., & Chan, S. (2019). *Service-learning for youth leadership*. Singapore: Springer.
- Undung, Y., & De Guzman, A. B. (2009). Understanding the elements of empathy as a component of care-driven leadership. *Journal of Leadership Studies, 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. *Teacher Education and Special Education, 30*(4), 276-285.