

## Subject Description Form

<b>Subject Code</b>	APSS3S13
<b>Subject Title</b>	Enhancing Resilience of Left-Behind Children, Youth and Elderly in Disaster-Prone Areas
<b>Credit Value</b>	3
<b>Level</b>	3
<b>GUR Requirements Intended to Fulfill</b>	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> <b>Healthy Lifestyle</b></p> <p><input type="checkbox"/> <b>AI and Data Analytics (AIDA)</b></p> <p><input type="checkbox"/> <b>Innovation and Entrepreneurship (IE)</b></p> <p><input type="checkbox"/> <b>Languages and Communication Requirement (LCR)</b></p> <p><input type="checkbox"/> <b>Leadership Education and Development (LEAD)</b></p> <p><input checked="" type="checkbox"/> <b>Service-Learning</b></p> <p><input type="checkbox"/> <b>Cluster-Area Requirement (CAR)</b></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"/> <b>China-Study Requirement</b></p> <p style="padding-left: 20px;"><input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>Writing and Reading Requirements</b></p> <p style="padding-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Exclusion: APSS3S10
<b>Objectives</b>	<p>The objectives of this subject are to:</p> <ol style="list-style-type: none"> <li>1. Introduce to students the concept and practice of service learning</li> <li>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</li> <li>3. Enhance students' generic competencies of innovative problem solving, communication and teamwork</li> <li>4. Nurture students' sense of social awareness, responsibility and engagement</li> </ol>

<p><b>Intended Learning Outcomes</b></p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>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</li> <li>b. Apply the knowledge and skills they have acquired in university education to deal with complex issues in the service setting where appropriate</li> <li>c. Link their service learning activities and experiences with the academic content of the subject</li> <li>d. Work effectively in teams to solve problems encountered in planning and delivering the service</li> <li>e. Communicate effectively with clients and/or other stakeholders</li> <li>f. Demonstrate empathy for people in need and a sense of civic responsibility</li> <li>g. Reflect on their role and responsibilities both as a professional in their chosen discipline and/or as a responsible citizen</li> </ol>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<p>The topics in the course syllabus cover three major areas:</p> <ol style="list-style-type: none"> <li>1. Concept and Practice of Service Learning: <ul style="list-style-type: none"> <li>• Principles, concepts and myths of service learning</li> <li>• Benefits of service learning to students and the community</li> <li>• Ethical issues in service learning</li> <li>• Basic concepts and theories of social problems, developments and justice</li> <li>• Social responsibilities of global citizens as intellectuals and professionals</li> <li>• Proper attitudes and behaviours in service delivery</li> <li>• Reflection as a tool for learning</li> </ul> </li> <li>2. Discipline-Specific Concepts, Issues and Skills <ul style="list-style-type: none"> <li>• Definitions of and frameworks related to resilience of vulnerable groups in disaster-prone areas</li> <li>• Compare and contrast concepts: resilience versus vulnerabilities, competence versus pathology [e.g., post-traumatic stress disorders]</li> <li>• Conceptualizing resilience of left-behind children, youth and elderly living in disaster-prone areas</li> <li>• Theories of psychosocial and community based interventions for enhancing resiliency</li> <li>• Review of framework for localizing and developing culturally appropriate resilience building activities and programs</li> </ul> </li> <li>3. Project-Specific Concepts, Issues and Skills</li> </ol>

	<ul style="list-style-type: none"> <li>• Understanding the historical, cultural, and socio-political background of the targeted clients/underprivileged communities living in disaster-prone areas</li> <li>• Engagement and communication skills for working with left-behind children, youth and elderly</li> <li>• Managing and leading group activities for children, youth and elderly.</li> <li>• Health, safety and other issues relevant to the service project</li> <li>• Moral and ethical concerns specific to the project and beneficiaries</li> </ul>
<p><b>Teaching/Learning Methodology</b></p>	<p><b>1. e-Learning Module</b></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><b>2. Discipline-Specific Lectures</b></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 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.</p> <p><b>3. Project-Specific Seminars</b></p> <p>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 <u>all</u> of the discipline-specific and project-specific lectures, seminars and successfully complete <u>all</u> of the required assignments/learning tasks prior to participation in the service learning project.</p>

#### **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 enhancing psycho-social resilience of left-behind children, youth and elderly in disaster-prone areas. The site will be in a "developing southeast Asian country" such as the Philippines

#### **A brief outline of the example of a proposed project:**

Prior to the students going to the field site they will be divided into groups/teams and complete a draft of a proposal on creating and implementing a 5-day summer camp programme for children, youth and/or elderly which will include games, activities, and workshops to enhance the participants' psycho-social resilience and as well focus on intergenerational relationships.

#### **Day 1: Cultural Activities and Workshops**

This day will be focused on enhancing the Hong Kong students' understanding and awareness of the country's cultural, social and historical context. If in Cambodia, it may include for example a visit to the "killing fields" to learn more about Cambodia's history; a visit to a slum area to learn about some of the current social issues in Cambodia; and cultural sensitivity training. After these two days, students will have an opportunity to engage in critical thinking and deep reflection about their experience.

#### **Day 2: Workshop with Local University Students**

The Hong Kong Students will be put into teams with the Local University Students to co-facilitate the 5-day summer camp during the service days. On these days, the HK and local students will get to meet for the first time in person and work together to further finalize the activities and agenda for the summer camp.

#### **Day 3-7: 5-day Summer Camp**

The team of Hong Kong and local students will be going to the site to implement the 5-day summer camp.

#### **Day 8: Free Day**

Students will have a free day to explore

#### **Day 9: Travel Back to Hong Kong**

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 may be invited to contribute to some of these sessions as appropriate.

**Assessment Methods in Alignment with Intended Learning Outcomes**

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
e-Learning Module and in-class activities(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).

	<p>Students will be asked to write <u>proposals or plans</u> 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).</p> <p>The students' <u>attitude and performance</u> in the rendering of service, their degree of <u>engagement</u> with the service recipients, their <u>collaboration</u> with other students, and <u>interactions</u> 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).</p> <p>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).</p>	
<b>Student study effort expected</b>	<b>e-Learning Module</b>	10 hours
	<b>Class Contact</b>	
	<ul style="list-style-type: none"> <li>• Discipline-related Lectures</li> </ul>	12 hours
	<ul style="list-style-type: none"> <li>• Project-Specific Seminars [e.g., home visits, talking with children, youth and elderly, skills practices]</li> </ul>	18 hours
	<ul style="list-style-type: none"> <li>• Reflection and review seminars and sessions</li> </ul>	8 hours
	<b>Other student study effort:</b>	
	<ul style="list-style-type: none"> <li>• Readings, self-study, reflection, review and planning and preparation for the service project</li> </ul>	40 hours
	<ul style="list-style-type: none"> <li>• Direct rendering of service</li> </ul>	40 hours
	Total student study effort	128 hours

<p><b>Reading list and references</b></p>	<p><b>Service learning</b></p> <ol style="list-style-type: none"> <li>1. Cress, C.M., Collier, P.J. &amp; Reitenauer, V.L. (2005). Learning through serving: A student guidebook for service-learning across the disciplines. Stylus Publishing.</li> </ol> <p><b>Critical reflection</b></p> <ol style="list-style-type: none"> <li>2. Eyler, J., &amp; Giles, D. (1999). Where's the learning in service-learning? (1st ed.). San Francisco: Jossey-Bass.</li> </ol> <p><b>Resilience frameworks</b></p> <ol style="list-style-type: none"> <li>3. Resilience Research Centre: <a href="https://resilienceresearch.org/videos/">https://resilienceresearch.org/videos/</a></li> <li>4. Angevaere, M.J., et al. (2020). Resilience in older persons: A systematic review of the conceptual literature. Ageing Research Reviews, 63, 101144. doi: <a href="https://doi.org/10.1016/j.arr.2020.101144">https://doi.org/10.1016/j.arr.2020.101144</a></li> <li>5. Coetzee, C., &amp; 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</li> </ol> <p><b>Resilience of children, youth and Elderly living in disaster-prone areas</b></p> <ol style="list-style-type: none"> <li>6. Ungar, M. (2020). <i>Working with children and youth with complex needs: 20 skills to build resilience</i> (2<sup>nd</sup> edition). London: Routledge.</li> <li>7. HelpAge International. (2007). <i>Older people's associations in community disaster risk reduction: A resource book on good practice</i>. Retrieved from <a href="https://www.helpage.org/silo/files/older-peoples-associations-in-community-disaster-risk-reduction.pdf">https://www.helpage.org/silo/files/older-peoples-associations-in-community-disaster-risk-reduction.pdf</a></li> <li>8. HelpAge International. (2012). <i>Age Inclusive Disaster Risk Reduction – A Toolkit</i>. Retrieved from <a href="https://www.preventionweb.net/files/68082_ageinclusivedisasterriskreductionat.pdf">https://www.preventionweb.net/files/68082_ageinclusivedisasterriskreductionat.pdf</a></li> </ol>
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