THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: All Undergraduate Programmes
Programme QF Level	: 5
Course Title	:Service-learning for Supporting Individuals with Communication, Literacy and Learning Difficulties
Course Code	: CSL2029 / GEM2009
Department	: Special Education and Counselling
Credit Points	: 3
Contact Hours	: 8 Lecture hours
	37.5 Experience-based activities hours counted as 25 hours)
	3 Reflection Meeting hours
	3 Group presentation hours
Pre-requisite(s)	: Nil
Medium of Instruction	: CMI
Course Level	: 2

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills

2. Critical Thinking Skills

3. Creative Thinking Skills

4a. Oral Communication Skills

4b. Written Communication Skills

5. Social Interaction Skills

6. Ethical Decision Making

7. Global Perspectives

1. Course Synopsis

This course aims at empowering undergraduate students through academically enriching lectures and co-curricular experiences outside the classroom. It provides students opportunities to work closely with specialists in a variety of educational and rehabilitation settings. The collaboration among speech-language pathologists (SLPs), teachers, and rehabilitation workers will be emphasized and students will develop competencies to work with SLPs and other professionals to maximize the resources in schools, rehabilitation centres and other non-government organization service centres.

There is a close relationship between language and learning. Individuals experiencing problems in speech, language, literacy and communication are without doubt, in a more disadvantaged position when it comes to learning in general.   In Hong Kong, preschool and school-aged children in schools and adults and older adults in rehabilitation settings who exhibit speech, language, literacy and communication difficulties are given speech therapy services to maximize their communication and learning potentials.

This course offers lectures for students to understand selected topics in the discipline of communication sciences and disorders; and opportunities to put theory into practice in schools and rehabilitation centers. Apart from directly working with clients who have difficulties in communication and learning, our undergraduate students will also acquire skills to collaborate with the caregivers and the educational, medical and/ or health care professionals who provide support to the clients.

The course offers service-learning placements for undergraduate students in schools and rehabilitation centers. Students will work with SLPs and others professionals in these settings.
Under the guidance of Setting Supervisors (SS), our undergraduate students will design, implement and evaluate the support services provided for individuals who have learning and communication difficulties. This service-learning course will offer our undergraduate students valuable learning opportunities to work in a multi-disciplinary team. From this new experience, our undergraduate students will be able to achieve the synergies in applying their theoretical knowledge into service practice and to integrate the three domains of learning - knowledge, skills and attitudes.

2. Course Intended Learning Outcomes (CILOs)
Upon completion of this course, students will be able to:

CILO$_1$: acquire a basic understanding of the concepts of service learning, communication and communication disorders, learning and learning disabilities;

CILO$_2$: work on communication and learning enhancement projects to develop courses / activities and to alter learning environments to meet the needs of individuals with difficulties to communicate and learn effectively;

CILO$_3$: develop and improve communication skills at personal and professional levels through practice; and

CILO$_4$: critically self-reflect on the understanding of clients' difficulties and needs in learning and communication, and their own competencies and weaknesses in communication skills.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities	Remarks
Part A: Pre-service learning class sessions			Weeks 1 – 4 (8 hours)
A1 Definition of Service Learning: international and local perspectives The basics of communication and learning Understanding and managing own communication competences and weaknesses	$CILO_{1\,2}$	Lectures Lecturer-led discussions Class activities	Week 1 (2 hours)
A2 Understanding communication disorders and learning disabilities and supporting individuals with communication and learning difficulties Proposal of Service: Initial planning of service models to support individuals with communication and learning difficulties	$CILO_{1\,2\,4}$	Lectures Class activities Case studies Review of online resources Group discussion	Week 2 - 3 (6 hours)
Part B: Service-learning experience (*students will be assigned to groups of 2 – 3 to work in service settings in different organizations and agencies*)			Block placement on Week 4-11 (25 hours)
B1 Initial meetings and planning	*$CILO_{2\,3}$*	Attending visits and observations in assigned service setting; Meeting with setting supervisors (SS) (e.g. speech-language pathologists or speech therapists, social workers, teachers) and other stakeholders;	Week 4 (1 hour)

Course Content	CILOs	Suggested Teaching & Learning Activities	Remarks
		Getting familiarized with the services and service delivery models at the service setting; (With the support / guidance from setting supervisors) Selecting **areas and target clients for student projects to support individuals (e.g. clients / students in the service setting) with communication and learning difficulties; **Areas: ranging from learning and teaching of communication skills for individuals with communication and learning difficulties to consolidation activities of learned skills, etc.; Target clients: individuals with communication and learning difficulties.	
B2 Implementation of projects	$CILO_2$ $CILO_3$	Working at the assigned service setting to implement activities of their projects to enhance communication competences and learning potentials of the individuals (e.g. clients / students in the service setting)	Week 5 - 12 (24 hours, 3 hours x 8 weeks)

Course Content	CILOs	Suggested Teaching & Learning Activities	Remarks
		Examples of activities: i. Assisting the therapy sessions and /or lessons conducted by speech therapists / teachers / other professionals; ii. Assisting in the planning and preparation of therapy sessions and /or lessons to be conducted by speech therapists / teachers / other professionals to facilitate the generalization of therapy / session goals to other learning environments; iii. Conducting activities (e.g. intensive training tasks, after school activities, workshops) to empower individuals with communication and learning difficulties; iv. Working with other communication partners (e.g. teaching and supporting staff, family members etc.) to facilitate understanding of individuals' learning goals at school / centre levels; v. Working on	

Course Content	CILOs	Suggested Teaching & Learning Activities	Remarks
		manipulating environmental factors to encourage communication; and to achieve effective communication and learning	
Part C Reflection meetings with supervisors/course lecturer			Week 13 (3 hours)
C1 Reflection on the design and implementation of the project	$CILO_{1\ 2\ 4}$	Reflection meeting with setting supervisor/course lecturerfollowing the REAP (Review, Evaluate, Anticipate, Plan) format; a. reporting on the implementation of projects b. evaluating the learning of target clients and efficacy of projects.	Week 12 (3 hours)
C2 Reflection on the understanding of communication and the development of professional communication skills	$CILO_{1\ 3\ 4}$	End-of-block reflection meeting with setting supervisor (SS) and course instructor (CI) Evaluation of own communication effectiveness according to the Four Pillars (Timm and Stead, 1996): Ethics, audience analysis, perceptual awareness and axioms of communication.	
Part D: Post-service learning class presentation			Week 14

Course Content	CILOs	Suggested Teaching & Learning Activities	Remarks
			(3 hours)
D Integration of knowledge (theories and applications) and personal development	$CILO_{1\,2\,3\,4}$	Group presentation i. introduction of the service setting; ii. report on projects being implemented, with elaboration on: 1. the types of communication, literacy and learning difficulties exhibited by clients in the setting; 2. the characteristics, strengths and weaknesses of the clients' communication skills; iii. evaluation on the efficacy of the projects in terms of the learning and benefits of target populations (e.g. clients, caregivers, colleagues); iv. application of the Four Pillars of effective communication and monitoring of own communication skills in the group presentation.	3 hours

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Proposal of Service (evaluated by service supervisor/course lecturer) in the group communication enhancement project. [Group work] (word limit: 1000 words)	20%	$CILO_{1\,2}$
b. An Experience Portfolio: attendance record, weekly observation reports and feedback from agency supervisor (word limit: 2,000 words)	40%	$CILO_{1\,2\,3\,4}$

c. Group Presentation and Individual Reflective Report (evaluated by course instructor) [Individual work; word limit: 2,000 words]	40%	CILO$_{1\ 2\ 3\ 4}$

5. Required Text(s)
Nil

6. Recommended Readings
Fogle, P. T. (2013). *Essentials of communication sciences & disorders.* NY: Delmar Cengage Learning.

Schwartz, H. D. (2012). *A primer on communication and communicative disorders*. Boston: Pearson.

Tierney, E. (1998). 101 ways to better communication. London: Kogan Page Limited.

Timm, P. R., & Stead, J. A. (1996). Communication skills for business and professions. NJ: Prentice Hall.

7. Related Web Resources
Service learning and internship (HKIED)
http://www.ied.edu.hk/lt/view.php?secid=5485
Service Learning (some environmental service-learning projects)
http://www.epa.gov/osw/education/pdfs/svclearn.pdf
Corporation for National and Community Service (CNCS)
http://www.nationalservice.gov/special-initiatives/communities/colleges-and-universities

8. Related Journals
Katz, J., Dubois, M., & Wigderson, S. (2014). Learning by Helping? Undergraduate communication outcomes associated with training or service-learning experiences. *Teaching of Psychology*, 41(3), 251-255.

Kalles, S. & Ryan, T. G., (2015). Service-learning: Promise and possibility in post-secondary education. *International Journal of Progressive Education*, 11(1), 132-148.

9. Academic Honesty
The University adopts a zero tolerance policy to plagiarism.   For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89).   Students should familiarize themselves with the Policy.

10. Others
Nil