Course Title: BMBL4202 Service Learning II 服務研習（二）

Description:

This course is a continuation of Service Learning I. Students are expected to render 40 hours (a total of 80 hours for Service Learning I & II) of voluntary service to an organization that uses and promotes sign language and bimodal bilingualism. Such an organization may be a social enterprise, a service provider, an NGO or any organization that supports sign language users as their service consumers or staff members. The organization must have a close relationship with the Deaf community. Students wishing to identify an organization on their own for their voluntary service must seek approval from the service learning supervisor beforehand. The programme may offer a certain number of service learning slots each year but interviews are necessary. There will be an academic supervisor to guide students in the preparation of the service learning programme and a supervisor from the organization to support their involvement during the service learning period. Students are expected to share their experiences with their classmates at the end of the course.

本科是服務研習（一）的延續。本科要求學生在特定機構提供四十小時的義務服務工作（即於服務研習(一) 及(二) 累計提供 八十小時的義務服務工作）。有關機構需使用並推廣手語或雙渠道雙語。有關機構可以是社會企業、服務供應商、非政府機構或以手語使用者為其服務對象或工作人員的任何組織。所選機構需與聾人社群有密切聯繫。學生如需自行找尋進行義務服務的機構，需提前徵得導師同意。每位學生將會由一名導師來指導他們的服務研習計劃，服務所在機構亦會有一名指導員在學生進行服務研習時提供支援。科目結束時，學生需在課堂上分享自己在服務研習過程中累積的經驗。

Content, highlighting fundamental concepts

Topic	Contents/fundamental concepts
Personal Growth	**Learning about oneself by realizing one's own strength and weakness, developing critical analysis skills and applying them to dissect social situations with self-reflection.**
Professionalism	**Professionalism in businesses differ in nature. Service providers for business serving the deaf and hard-of-hearing people often adhere to the principles of ethics and morals, confidentiality, and advocacy.**
Bimodal Bilingualism	**Bimodal bilingual population comprised of mostly deaf and hard-of-hearing, as well as some hearing individuals who know and use a sign language and a spoken language in daily communication.**
Cultural Awareness and Oppression	**Deaf and hard-of-hearing individuals assume a different culture germinated by communication through the visual-gestural modality. Given their socioeconomic status and the seemingly solutions built upon the medical model, these peoples often face oppression in society.**
UN Convention on the Rights of Persons with Disabilities (CRPD) and UN Sustainable Development Goals (SDG)	**CRPD adopted a "Human Rights Model" on disability in upholding human rights by advocating equality and respect among within our society with members displaying diverse needs. Articles in CRPD addressing issues of "Accessibility", "Freedom of expression and opinion, and access to information" and "Education" were specifically important in the context of promotion of sign language and reviewing the situation of deaf education in Hong Kong. SDG 4, 8, 10, 11 & 17 displayed strong relation to the rights of persons with disabilities with reference to reducing inequality within countries, providing quality education as well as decent work and economic growth.**

Learning outcomes

Students completing this course will have the opportunity to:
1. Gain practical experience within the bimodal bilingual environment;
2. Acquire knowledge of the industry in which the internship is done;
3. Apply knowledge and skills learned in the classroom in a work setting;
4. Develop a greater understanding about career options while more clearly defining personal career goals;
5. Experience the activities and functions of business, welfare, and educational professionals;
6. Develop and refine oral, signed and written communication skills;
7. Identify areas for future knowledge and skill development.

Expectations

Students are expected to work for at least 40 hours (a total of 80 hours for Service Learning I & II) in the organization they are assigned to and set-up meetings with their supervisors. The total meeting hours with their academic supervisor and their organization supervisor should be added up to approximately 10 hours. Meetings with the academic supervisor at Chinese University of Hong Kong (CUHK) and the organization supervisor at the organization should be arranged regularly. All assignments should be completed and turned in by the deadlines. Students are expected to present themselves in a professional manner at all times. Additionally, students recognized by the public as members of the Bimodal Bilingual Studies, the School of Arts and CUHK should keep in mind that they are expected to:
1. Arrive at work as scheduled, ready to work, and stay for the agreed upon time;
2. Present themselves in a professional manner at all times, including being appropriately dressed for the assigned workplace;
3. Communicate any concerns with the academic supervisor and the organization supervisor in a timely manner and respectfully;
4. Demonstrate enthusiasm and interest in what they are doing; ask questions and take initiative as appropriate;
5. Complete and submit assigned tasks by designated timelines. Meet all deadlines;
6. Participate in assigned meetings at work and with the academic supervisor at CUHK;
7. Keep track of and accurately report service-learning hours delivered.

Learning activities

Lecture (hr) in /out class	Interactive tutorial (hr) in /out class	Lab (hr) in /out class	Discussion of case (hr) in /out class	Field-trip (hr) in /out class	Projects (hr) in /out class	Web-based teaching (hr) in /out class	Other (hr) in /out class
	12 - 15*			40^	5			
	M			M	O			

M: Mandatory activity in the course
O: Optional activity
NA: Not applicable
*: the academic supervisor will arrange for each group a total of 10 hours of tutorials in the form of group meetings. The academic supervisor will pay site visit and meet with the students with/without the presence of the organization supervisor; 3 hours of tutorial arranged for final presentation
^: Students in groups implement 40 hours per group of services at respective organizations

Assessment scheme

Task nature	Description	Weight
Participation	**Each student** should attend meetings arranged by the academic supervisor. Students should get themselves well prepared for giving oral reports of activities they conducted, actively participate in discussions and make suggestions for improvements of the services provided.	20%
Reflective journals	Each student will submit **TWO reflective journals**. Students should **reflect upon the services they deliver and the experiences they accumulate progressively** during the service period. By evaluating the quality of their voluntary service, including their attitudes, commitment, social interaction skills, and expected outcomes, they learn to reflect upon their own performances, identify areas for improvements and set corresponding goals constantly. In addition, students should **respond also in the journals to issues discussed during the class meetings and in the micro-modules**. Each student will **at the end of Term 2 make a presentation**. Students should **integrate all the reflections based on the journals they compiled and present an overall review on their personal growth**. Students should discuss how they can achieve growth of knowledge in empirical issues and professionalism with reference to the service learning activities/project involved. **Remarks:** 10% (for reflective journals) + 10% (for individual presentation) = 20% **Due date:** refer to dates marked on the course schedule	20%
Organizations Feedback	**Each student's performance** will be evaluated by the organization supervisor. An **evaluation report will be submitted by the organization supervisor** to the academic supervisor directly. Each student should send a copy of the evaluation form to their organization supervisor at the beginning of the term and remind him/her to submit the report by the date specified. **The report template can be downloaded from Blackboard.** **Due date:** to be confirmed with the organization	10%
Completion report	Each group will compile a completion report addressing the following topics in relation to the service learning courses: - Self & Others - Service - Societal Issues (with a specific focus on bimodal bilingualism) - Citizenship - CRPD & UN 17 Sustainability Goals The following documents must be attached to the completion report: (i) A "Memorandum of Agreement" **listing learning objectives for the service learning project to signal a collaborative effort between the group and the supervisor at the assigned organization. A sample memorandum of agreement can be downloaded from Blackboard.** (ii) A spreadsheet for each student **recording the time for services provided** which is verified by their organization supervisor. **A sample can be downloaded from Blackboard**. **Remarks:** 10% (for oral presentation) + 40% (for written report) = 50% **Due date:** refer to dates marked on the course schedule	50%

Important notice:
(1) Participation in BMBL4202 contributes to 10% of the overall grade in Service Learning I&II; Reflective journal in BMBL4202 contributes to 10% of the overall grade in Service Learning I&II; Report in BMBL4202 contributes to 50% of the overall grade in Service Learning I&II; Organization Feedback in BMBL4202 contributes to 5% of the overall grade in Service Learning I&II
(2) The final grade attained will be adjusted downward for each unexcused absence or tardiness in submitting assignments.

Learning resources for students

There will be:
1. Reading materials to enhance understanding of the fundamental concepts about personal development, cultural awareness, professionalism, and personal growth;
2. E-learning system (e.g., Blackboard) will provide materials related to internship.

A. Textbooks
Mindness, A. (2006). Reading between the signs: Intercultural communication for sign language interpreters (2nd ed). Boston, NY; London, UK: Intercultural Press. ##
De Clerck, G. A. M., & Paul, P. V. (Eds.). (2016). Sign language, sustainable development, and equal opportunities: Envisioning the future for Deaf students. Washington, DC: Gallaudet University Press. ##

Supplementary Reading
Bellos, D. (2012). Is that a fish in your ear?: Translation and the meaning of everything (Reprint ed). New York, NY: Faber and Faber. ##
Grobman, L. M. (Ed.). (2011). Days in the lives of social workers: 58 Professionals tell real-life stories from social work practice (4th ed). Harrisburg, Penn: White Hat Communications. ##
Gruwell, E., & Freedom Writers. (1999). The freedom writers diary. New York, NY: Penguin Random House LLC. ##

B. Books and Articles
Deaf Culture
Lane, H. L. (1996). A journey into the deaf-world. San Diego, CA: DawnSignPress. ##
Moore, M. S., & Levitan, L. (2016). For hearing people only: Answers to some of the most commonly asked questions about the deaf community, its culture, and the "Deaf Reality" (4th ed). Rochester, NY: Deaf Life Press. ##

Ethical Decision-Making
Barden, N., & Boden, J. (2015). Fitness to practise. In Tribe, R., & Morrissey, J. (Eds.), Handbook of professional and ethical practice for psychologists, counsellors and psychotherapists (2nd ed., pp. 123-134). East Sussex, UK; New York, NY: Routledge.
Cross, M., & Wood, J. (2015). The person in ethical decision-making: Living with our choices. In Tribe, R., & Morrissey, J. (Eds.), Handbook of professional and ethical practice for psychologists, counsellors and psychotherapists (2nd ed, pp. 32-44). East Sussex, UK; New York, NY: Routledge.

Confidentiality
Jenkins, P. (2015). Client confidentiality and data protection. In Tribe, R., & Morrissey, J. (Eds.), Handbook of professional and ethical practice for psychologists, counsellors and psychotherapists (2nd ed., pp. 47-57). East Sussex, UK; New York, NY: Routledge.
Purves, D. (2015). The ethics and responsibilities of record keeping and note taking. In Tribe, R., & Morrissey, J. (Eds.), Handbook of professional and ethical practice for psychologists, counsellors and psychotherapists (2nd ed., pp. 82-92). East Sussex, UK; New York, NY: Routledge.

Service Consumers
Huq, A., Mcintosh, M. (2015). Professional and ethical issues in working with older adults. In Tribe, R., & Morrissey, J. (Eds.), Handbook of professional and ethical practice for psychologists, counsellors and psychotherapists (2nd ed., pp. 32-44). East Sussex, UK; New York, NY: Routledge.
Newland, J., Patel, N., & Senapati. M. (2015). Professional and ethical practice in a multi-ethnic society. In Tribe, R., & Morrissey, J. (Eds.), Handbook of professional and ethical practice for psychologists, counsellors and psychotherapists (2nd ed., pp. 173-183). East Sussex, UK; New York, NY: Routledge.
O'Donnell, G. M., & Gersch, I. S. (2015). Professional and ethical issues when working with children and adolescents: An educational psychology perspective. In Tribe, R., & Morrissey, J. (Eds.), Handbook of professional and ethical practice for psychologists, counsellors and psychotherapists (2nd ed., pp. 184-196). East Sussex, UK; New York, NY: Routledge.
Rees, N. (2015). Working with lesbian, gay, bisexual and transgender people. In Tribe, R., & Morrissey, J. (Eds.), Handbook of professional and ethical practice for psychologists, counsellors and psychotherapists (2nd ed., pp. 208-219). East Sussex, UK; New York, NY: Routledge.

Oppression
Audism Unveiled. (2006). United States.
Baker-Shenk, C. (1986) Characteristics of oppressed and oppressor peoples: Their effect on the interpreting context. National Consortium of Interpreter Education Centers (NCIEC). Retrieved at http://www.interpretereducation.org/wp-content/uploads/2014/04/ Characteristics-of-the-Opressed_110314.pdf.
Freire, P. (1993[1968]). Pedagogy of the oppressed (New Rev. 20th-Anniversary ed.). New York, NY: Continuum. ##

Sacks, O. (1989). Seeing Voices. Berkeley, CA: University of California Press. ##

Young, S. (2014). I'm not your inspiration, thank you very much. Presented at TEDxSydney, April, 2014. Retrieved from https://www.ted.com/talks/stella_young_i_m_not_your_inspiration _thank_you_very_much.

Human Rights

Heumann, J. (2016). Our fight for disability rights - and why we're not done yet. Presented at TEDxMidAtlantic, October 2016. Retrieved from https://www.ted.com/talks/judith_ heumann_our_fight_for_disability_rights_and_why_we_re_not_done_yet.

United Nations. (2016). The Convention on the Rights of Persons with Disabilities (CRPD). Retrieved from https://www.ohchr.org/en/hrbodies/crpd/pages/ conventionrightspersonswithdisabilities.aspx.

Personal Growth

Adams, M (2009). Change your questions, change your life: 10 powerful tools for life and work (2nd ed). San Francisco, CA: Berrett-Koehler Publishers. ##

Covey, S. (1989). The seven habits of highly effective people. New York, NY: Free Press. ##

Schawbel, D. (2010). Me 2.0, Revised and updated edition: 4 steps to building your future. Manchester, UK: Kaplan Publishing. ##

Seelig, T. (2009). What I wish I knew when I was 20: A crash course on making your place in the world. New York, NY: HarperCollins. ##

Communication at Work

Padavic, I., & Reskin, B. (2002). Women and men at work (2nd ed). Thousand Oaks, CA: Pine Forge Press. ##

Tannen, D. (1996). Talking from 9 to 5: Women and Men at Work: Language, sex and power. Lancaster Place, England: Virago Press. ##

C. Preparation for Internship

Bright Side. (2018). 12 Things That Ruin a First Impression Immediately. Retrieved from https://youtu.be/JrbnTZPjg0k.

Bright Side. (2017). 11 Secrets to Memorize Things Quicker Than Others. Retrieved from https://youtu.be/mHdy1xS59xA.

Cuddy, A. (2012). Your body language may shape who you are. Presented at TEDGlobal 2012, June 2012. Retrieved from https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_ who_you_are.

Dweck, C. (Nov). The power of believing that you can improve. Presented at TEDxNorrkoping, Nov 2014. Retreived from https://www.ted.com/talks/carol_dweck_the_power_of_believing _that_you_can_improve.

Healy, K., & Mulholland, J. (2012). Writing skills for social workers (Social work in action series) (2n ed). Thousand Oaks, CA: SAGE Publications.

Higgins, J. (2018). 10 Skills for effective business communication: Practical strategies from the world's greatest leaders. Emeryville, CA: Tycho Press.

Intern Queen Inc. (2018). Internship Tips + What's in My Internship Bag. Retrieved from https://youtu.be/Fr2Gf4x-k2I.

Intern Queen Inc. (2016). 5 Things You Should Not Do at Your Internship! Retrieved from https://youtu.be/i2str4aoxsc.

Intern Queen Inc. (2016). Tips for Writing Cover Letters! Retrieved from https://youtu.be/-Hn2O2TYI8k.

Intern Queen Inc. (2016). Reasons You're Not Getting Hired! Retrieved from https://youtu.be/0rLEvy_0vLM.

Janzer, A. (2018). Writing to be understood. Mountain View, CA: Cuesta Park Consulting.

Jay, M. (2013). Why 30 is not the new 20. Presented at TED2013, February, 2013. Retrieved from https://www.ted.com/talks/meg_jay_why_30_is_not_the_new_20.

Sprouts. (2016, Apr 15). Growth Mindset vs. Fixed Mindset. Retrieved from https://youtu.be/KUWn_TJTrnU.

Feedback for evaluation

1. There will be a midterm evaluation for the instructor to obtain students' feedback.
2. There is an end-of-term course evaluation.

Grade Descriptors

Outstanding A	➢ Outstanding performance in all learning outcomes; ➢ Competent in theorization, generalization, hypothesis formation, and reflection upon issues; ➢ Skilled in creating, hypotheses and generating proposals to tackle issues with unanticipated extension.
Excellent A-	➢ Generally outstanding performance on all (or almost all) learning outcomes; ➢ Skilled in comparing and contrasting arguments, explaining causes, analyzing and relating concepts to general theories; and ➢ Good at applying issues to relevant social contexts and predicting logically related outcomes.
Good B+	➢ Substantial performance on all learning outcomes, or high performance on some learning outcomes which compensate for less satisfactory performance on others, resulting in overall substantial performance; ➢ Able to enumerate, describe, list, and clarify concepts and topics; and ➢ Capable of examining a topic from multiple perspectives.
Satisfactory B/B-	➢ Satisfactory performance on a majority of learning outcomes, possibly with a few weaknesses; and ➢ Able to state, recognize, recall, and tell single points of topics of discussion.
Less than satisfactory C+/C	➢ Satisfactory performance on some learning outcomes only; and ➢ Show difficulty in stating and recognizing main arguments in the topics of discussion.
Inadequate C-/D	➢ Barely satisfactory performance on quite a number of learning outcomes; and ➢ Barely able to recognize and state arguments in topics of discussion.
Fail F	➢ Unsatisfactory performance on a number of learning outcomes, or failure to meet the specified assessment requirements; ➢ Missing the points.

Course schedule

Class/ week	Date	Topic	Requirements
1	10 – 16 Jan		
2	17 – 23 Jan		
3	24 – 30 Jan		
4	31 Jan – 6 Feb		submit the **1st reflective journal** to academic supervisor **no later than 23:59 on 6 Feb**
5	7 – 13 Feb	**Service period** *students should generally **fulfill the required hours by 17 Apr**. Individuals who may not be able to do so should approach the respective instructor for discussion and approval of extending the service period.	attend a follow up **meeting** set up by the academic supervisor and the organization supervisor (**date to be fixed**)
6	14 – 20 Feb		
7	21 – 27 Feb		
8	28 Feb – 6 Mar		
9	7 – 13 Mar		
10	14 – 20 Mar		submit the **2nd reflective journal** to academic supervisor **no later than 23:59 on 20 Mar**
11	21 – 27 Mar		attend the **2nd meeting** set up by the academic supervisor and the organization supervisor
12	28 Mar – 3 Apr		
13	4 – 10 Apr		
14	11 – 17 Apr		
15	18 – 23 Apr	**Presentation** (Time & Venue to be confirmed)	- Individual & group presentation - complete all mandatory activities of all micro-modules **no later than 23:59 on 23 Apr**
	5 May	**Completion Report**	- submit group reports on service project activities **no later than 23:59 on 5 May**

Teachers' contact details

Instructor:	
Name:	Yiu Kun Man Chris
Office Location:	Rm 203, AB#2, The Chinese University of Hong Kong
Telephone:	3943-1134
Email:	chrisyiu_cslds@cuhk.edu.hk
Teaching Venue:	

Instructor:	
Name:	Lee Yin Fai Jafi
Office Location:	Rm 203, AB#2, The Chinese University of Hong Kong
Telephone:	3943-1491
Email:	jafi_cslds@cuhk.edu.hk
Teaching Venue:	

A facility for posting course announcements

Blackboard will be used to distribute the reading materials and course handouts, as well as to support discussions among students.

Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/. With each assignment, students will be required to submit a statement that they are aware of these policies, regulations, guidelines and procedures.

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