# THE CHINESE UNIVERSITY OF HONG KONG

## Shaw College General Education (GESC)

## Course Outline

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| Course Code/Section: GESC1230AB | Year: Term 2, 2024/25 |
| Course Title: Caring Heart Service Learning - Applied Theatre for Social Care | |

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| Time: Friday 14:30 – 17:15 | Venue: G/F, Multi-Purpose Learning Centre, Huen Wing Ming Building, Shaw College |

Course Teacher: Dr. AU Yi Man (歐怡雯) (Email: yimanau@cuhk.edu.hk)

Instructors: Ms TAM Man Ching, Ginny (譚文晶), Mr CHAN Ying Kwok, Kelvin (陳膺國)

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**Course overview:**

In this course, students will be introduced to a range of applied theatre activities as applied in various social contexts. Through practical experience, students will gain an understanding of the pedagogy and how it contributes to human development and social care. In the personal and group learning process, students will explore those aesthetic experiences in creative arts that take place within moments care. Students will develop knowledge and skills to use socially engaged methods to serve the community. With the guidance from instructors, students working in groups plan and implement a caring service workshop to the beneficiaries supported by non-governmental organizations. Through reflection and critical examination after the service-learning project, students will gain an understanding of the impact and values of the embodied and sensory experience generated in applied theatre to promote mental health and well-being.

**Grade descriptors:**

**Grade Overall Performance**

| A | Outstanding performance on all learning outcomes |
|---|---|
| A- | Generally outstanding performance on all (or almost all) learning outcomes |
| B | Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance |
| C | Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses |
| D | Barely satisfactory performance on a number of learning outcomes |
| F | Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements |

**Learning outcomes:**

Upon completion of the course, students will be able to:

1. Develop self-awareness and self-care of one's own psychological well-being.

2. Develop felt connection and empathetic understanding with others.

3. Apply knowledge and skills to engage people in community to express, communicate and learn with each other in a creative and participatory way.

4. Understand how applied theatre works in community to support health and well-being.

5. Appreciate the values and functions of applied theatre in promoting mental health and well-being in society.

6. Develop an enhanced sense of compassion to promote greater good in society.

**Learning Activities:**

**The course will employ the following methods of instruction:**

a. *Lectures and workshops* – The instructor will introduce relevant concepts, principles and working methods mostly through participatory and socially engaged theatre approach, along with the lectures to build on the students' experiential knowledge. Students will be equipped with an understanding of the practices and are encouraged to connect their personal experience to border human needs as a caring concern. Students will be encouraged to reflect at the end of each session and form group discussions to share and reflect values as well as worldviews with each other in greater depth.

b. *Community Visits and Service-Learning Projects* – Students will visit local NGOs and meet the target participants to understand the real context as well as need of people. Students will be divided into 5-6 groups, assuming 4-6 people in a group which includes students from at least 2 faculties. Each group will plan a caring service workshop, including no less than 2 sessions (1.5-2 hours in each session), in serving the community, by utilizing the knowledge and skills learnt in the course.

c. *Group project presentation* – Students are required to make group presentations. Through preparation for the group presentation, students will consolidate knowledge acquired from lectures, workshops and readings and reflect on their learning gained from the Caring Service workshop.

d. *Padlet* – Students are encouraged to make use of the Padlet to discuss relevant issues with the instructors and other students inside and/or outside the classroom.

e. *Readings* –Students have to read the articles stipulated for each topic after the lectures and workshops to consolidate the experience gained from the participatory work. Essential readings are also stipulated for the major themes included in the course. Students are also encouraged to consult other readings listed in the reference list.

f. *Audio-visual aid* – Whenever appropriate, audio-visual materials will be used during class to aid the instruction.

*"This course will invite students to participate in experiential learning/ activities for personal growth and professional development. For those who are overwhelmed or with signs of psychological or emotional impact, they are encouraged to speak with the course instructor and seek professional help for appropriate support."*

**Weekly Course Schedule and reading assignment:**

| Week/Date | Topic | Required readings[1]/other requirements |
|---|---|---|
| W1<br><br>10 Jan 2025 (Fri) | ❖ Introduction<br>➢ Course structure and assignment brief<br>➢ Clarify mutual expectation<br>➢ Conceptualization: Volunteerism vs Service Learning<br>  ✧ Values and attitudes of service learning<br>  ✧ Process and outcomes of service learning<br>➢ Overview of Applied Theatre genre covered in this course<br>➢ Practical workshop on experiencing the ways of learning in applied theatre and reflection | Lecture 1 & Workshop 1<br><br><br><br>Essential Reading #8 |
| W2<br><br>17 Jan 2025 (Fri) | ❖ Practical workshop on the first series of exercises on socially engaged theatre, it especially focuses on warm-up games and exercises：<br>➢ Learning how to start a community workshop;<br>➢ Exploring what are the functions of different kinds of warm-up exercise, like connecting to the body sense with emotions and feelings, ways of expressing self and acting in life etc.;<br>➢ Reflection on self-understanding. | Workshop 2<br><br><br>Essential Reading #4-5 |
| W3<br><br>24 Jan 2025 (Fri) | ❖ Practical workshop on the first bath of the second series of exercises on main activities:<br>➢ Finding "inner rhythms" for oneself<br>➢ Developing the capacity for observation through 'dynamizing the senses" and "visual dialogues"<br>➢ Building self-awareness<br>➢ Reflection on self-understanding | Workshop 3<br><br><br>Essential Reading #4-5 |
| W4<br><br>31 Jan 2025 (Fri) | Lunar New Year Vacation | |
| W5<br><br>7 Feb 2025 (Fri) | ❖ Practical workshop on the final bath of the second series of exercises on main activities:<br>➢ Experiential and conceptual understanding of basic socially engaged theatre methods,<br>  ✧ How the activities reflect one's ideas, memories, desires, imagination and hopes<br>➢ Reflection on self-understanding | Workshop 4<br><br><br>Essential Reading #4-5 |

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[1] Please specify chapters/pages to be read.

| W6<br>14 Feb 2025<br>(Fri) | ❖ Practical workshop on learning how to close a workshop<br>➢ Experiential and conceptual understanding of closing a community workshop<br>➢ Exploring the effective ways to facilitate a community workshop through trial leading;<br><br>❖ Workshop structure summary<br>➢ Consolidating the understanding about a community workshop structure<br>➢ Reflection on self-understanding | Workshop 5<br><br><br>Essential Reading #4-5 |
|---|---|---|
| W7<br>21 Feb 2025<br>(Fri) | ❖ Learning about the current situation of carers in Hong Kong<br>Host Organization: 香港婦女中心協會<br>➢ Understanding the condition and types of carers as well as their needs and challenges<br>➢ Learning the existing services provided in community to the carers and the gaps of the services | Guest Lecture<br><br><br>Essential Reading #6-7 |
| W8<br>28 Feb 2025<br>(Fri) | ❖ Review the features of exercises, image theatre and its potential for service application<br><br>❖ Understanding the basic workshop planning framework<br>➢ Target participants' needs<br>➢ Workshop objectives<br>➢ Logic of the activities' sequence and planning<br>➢ Workshop evaluation and impact assessment<br><br>❖ Each group discusses the initial plan for the caring service workshop with the assistance of tutors; pre-visiting will be arranged to the serving organizations. | Lecture 2<br><br>Service Planning I<br><br><br>Essential Reading #1-3 |
| W9<br>7 Mar 2025<br>(Fri) | Reading Week | |
| W10<br>14 Mar 2025<br>(Fri) | ❖ Planning for Caring Service<br>➢ Assisted with tutors, each group would complete the first draft of the caring service workshop plan; followed by immediate feedback from classmates and instructors, gain insights from various disciplines on polishing your ideas. | Service Planning II<br><br>Essential Reading #1-3 |
| W11 to W13<br>17 Mar to 6 Apr 2025 | ❖ Prototype Service<br>➢ Each group implements their prototype service to the target group from W11 to W13 Students will schedule the caring service workshops (2 sessions @1.5-2 hours) with the host organization<br><br>Extra time in Weekdays/Weekends may be used for the prototype service, meetings, and supervisions | Caring Service Workshop |

| W13<br><br>4 Apr 2025<br>(Fri) | Ching Ming Festival | |
|---|---|---|
| W14<br><br>11 Apr 2025<br>(Fri) | ❖ Group Sharing Presentation<br>➢ Each group should prepare a 20-minute presentation, to summarize their learning in the group project<br>➢ Need for the target group, service implementation situation, suggestions on improvement of the service as well as self-reflection are expected to be included in the presentation<br>➢ Course evaluation | Presentation |
| W15<br><br>22 Apr 2025<br>(Tue) | ❖ Conclusion, wrap up and a closing workshop:<br>➢ Sharing on the impact and insights of the use of applied theatre and its potential to personal growth in social understanding and the caring service<br>◇ The concept of artful caring and careful art<br>➢ Course evaluation and conclusion | Lecture 3 &<br>Workshop 6 |

*Recommend wearing modest comfortable clothing with no dresses and skirts for all workshop sessions. May work barefoot during the class.*

## Required readings and other recommended readings/ learning resources:

### Required readings

Essential Reading #1: Casdagli, P. (1999). Trust and power: taking care of ourselves through drama. London: Jessica Kingsley Publishers Ltd. Chapter 2.

Essential Reading #2: McCarthy, J. (2004). Enacting participatory development: theatre-based techniques. London: Routledge. p.3-7.

Essential Reading #3: McCarthy, J. (2004). Enacting participatory development: theatre-based techniques. London: Routledge. p.100-112

Essential Reading #4: Prendergast, M. & Saxton, J. (2013). Applied drama: a facilitator's handbook for working in community. Bristol: Intellect. Chapter 1-2.

Essential Reading #5: Thompson, J. (2020). Towards an aesthetics of care. In: Fisher, A.S. & Thompson, J. (eds) *Performing care: new perspectives on socially engaged performance*. Manchester: Manchester University Press.

Essential Reading #6: 香港社會服務聯會。(2021)。*照顧者喘息需要研究調查結果報告*。香港: 香港社會服務聯會。

Essential Reading #7: 香港婦女中心協會。(2011)。*照顧者生活需要探索性訪問研究報告書*。香港: 香港婦女中心協會。

Essential Reading #8: Butin, D.W. (2010). Service-learning in theory and practice: the future of community engagement in higher education. NY: Palgrave Macmillan. Chapter 1.

**Recommended readings**

Baxter, V., & Low, K.Balfour, M., & Preston, S. (Eds.). (2017). *Applied Theatre: Performing Health and Wellbeing*. London: Bloomsbury Methuen Drama. Retrieved March 24, 2023, from http://dx.doi.org/10.5040/9781472584601

*Boal, A. (2002). Games for Actors and Non-Actors (A. Jackson, Trans.; 2nd ed.). Routledge. https://doi.org/10.4324/9780203994818

*Casdagli, P. (1999). Trust and power: taking care of ourselves through drama. London: Jessica Kingsley Publishers Ltd.

*Diamond, D. (2007). Theatre for living: the art and science of community-based dialogue. Trafford Publishing.

Jiang, L., Alizadeh, F., & Cui, W. (2023). Effectiveness of Drama-Based Intervention in Improving Mental Health and Well-Being: A Systematic Review and Meta-Analysis during the COVID-19 Pandemic and Post-Pandemic Period. Healthcare, 11(6), 839. MDPI AG. Retrieved from http://dx.doi.org/10.3390/healthcare11060839

*Prendergast, M. & Saxton, J. (2013). Applied drama: a facilitator's handbook for working in community. Bristol: Intellect.

Wall, T., Fries, J., Rowe, N., Malone, N., Österlind, E. (2020). Drama and Theatre for Health and Well-Being. In: Leal Filho, W., Wall, T., Azul, A.M., Brandli, L., Özuyar, P.G. (eds) Good Health and Well-Being. Encyclopedia of the UN Sustainable Development Goals. Springer, Cham. https://doi.org/10.1007/978-3-319-95681-7_14

Watt, B., Witt, S., Susino, M., Anolak, H., Van Wegen, R., Grocke, D., & Gordon, S. (2022). Systematic review of group-based creative arts interventions in support of informal care-givers of adults: A narrative synthesis. Ageing & Society, 1-34. doi:10.1017/S0144686X2200068X

*李俊亮、黃婉萍 (2011)，《劇場的用家》，國際演藝評論家協會（香港分會）。

*賴淑雅(譯) (2020)。《給演員與非演員的遊戲》（原作者：Augusto Boal）。臺北市：書林出版有限公司。(原作出版年份：1992)

* You can read more games and exercise ideas for planning your workshops in those books.

**Assessment scheme:**

| Assessment component | Description | Weight (%) |
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| Class Participation and Involvement in Community Service | Attendance and punctuality are mandatory for all classes after add/drop period. Failure to comply with attendance requirements will result in a point penalty. Applying for leave with sound reasons in advance will be considered case-by-case. Students who are late by approximately 20 minutes or more without valid reasons may be regarded as being absent.<br><br>Student's active participation in the workshop sessions and service-learning process is essential which their participation in the preparation, delivery and evaluation of the service will be assessed by course teacher and the group tutors. | **25%** |

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| Individual Reflective Journal | Student are required to document their personal learning in all practical workshops from Week 1 to Week 6, integrated into a reflective journal on self-discovery and group's learning impact from the observations. If possible, student is encouraged to analyze the potential contribution of applied theatre approach to the human development based on the practical experiences.<br><br>Some notes to help you writing the reflective journal:<br><br>• You need to make regular records of your learning process in each weekly workshop. Write down your entry as soon as possible after the class. It will help you keep the details fresh in your mind, which will help later in your analysis.<br>• Describe your reaction, your thoughts, feelings, and observations. It can be something good or bad that has happened to you that you can self-reflect on.<br>• Discuss some important points/significant moments from your experience, what it means or meant to you, and what you may have learned from that experience. What was your insight after the workshop in relation to the course objectives.<br><br>**Content:** You will generate reflections on your learning journey in multiple forms accompanied with writing (songs, drawing, pictures…to name a few). Your reflective journal must contain **at least 2 entries** for the 6 practical workshops from Week 1 to Week 6. The date of each entry must be clearly listed to show the process of your reflection development.<br><br>**Format:** APA style, Font: Times New Roman, 12 point. 1.5 Line Spacing<br><br>**Length of EACH entry:** 400-500 words in Chinese or 300-400 words in English.<br><br>**Deadline of submission to VeriGuide:** softcopy of the paper and signed VeriGuide declaration form should be submitted to BlackBoard before 23:59, 21st Feb 2025 (Fri). (Without prior approval, one sub-grade would be deducted for each 24hrs delay after the deadline)<br><br>For easy management of your submission files, please name the file in this format: "your full name-assignment type"; for example: "Chan Tai Man-Reflective Journal" and "Chan Tai Man-Reflective Journal VeriGuide form".<br><br>**Grading criteria:**<br><br>| | |<br>|---|---|<br>| Ability to articulate an understanding of the workshop experiences through deep personal reflections. | 40% |<br>| Ability to analyze a range of applied drama activities as applied to the workshop experiences. | 40% |<br>| Ability to create rich and creative responses that clearly communicates ideas. | 20% | | **20%** |

| Group Works | Students will form a small group of 4-6 students to prepare a presentation to reflect, evaluate and consolidate their learning experience in planning and implementing the caring service workshop.<br><br>The structure of the presentation should include:<br><br>  i.    A brief introduction to the context and participants of the workshop (Who were your serving targets? What did you know about them and their needs?)<br>  ii.    Aims and objectives of the workshop (What were the main purposes of the workshop?)<br>  iii.    The workshop plan and its rationale(What and why did you do with the participants?)<br>  iv.    Participants' observation and sharing about their response to your work (How did they respond to your work? Anything surprised you in the process?)<br>  v.    Evaluation impacts of the workshop (What are the strengths and weaknesses of the workshop? What is the evidence drawn from the participants' response.)<br><br>The length of the presentation should be around 20 minutes and followed up by a Q&A session of 10 minutes. The presentation PowerPoint should be submitted via the blackboard system before the mid-night (23:59) on the date of presentation (11st Apr 2025).<br><br>Peer assessment procedure is applied to measure how effective individual student as a team player of the team. The lecturer will guide each student to assess different members of the group objectively except himself/herself at the end of the course. The results will be used to moderate the final mark for each student.<br><br>**Grading criteria:** | **25%** |
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| Group Oral Presentation | Ability to cover all the required aspects into the presentation | 20% |
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| | Ability to articulate an understanding of the service workshop experiences through deep reflections | 25% |
| | Ability to evaluate the impact of workshop to the participants | 20% |
| | Ability to communicate in presentation in a creative, aesthetic, engaging and dialogical manner. | 20% |
| | Time management | 5% |
| Group Contribution's Peer Assessment | | 10% |

| Individual Self Reflection Essay | Each student needs to write a reflection essay to reflect on the whole learning process from planning, implementing, and evaluating the community expressive arts service workshop. The essay should contain reflections on but not be limited to the following aspects:<br><br>1.  Personal level: Did this service projects change you in any aspect?<br>2.  Theory of change of project/service: Do you think the logic is sound? Any important aspect of intervention is missing?<br>3.  Lessons learn from the project/service: Any particular values, knowledge, and skill learn from the visit? | **30%** |
|---|---|---|

**Length:** 1500 words in Chinese or 1200 words in English.

**Format:** APA style, Font: Times New Roman, 12 point. 1.5 Line Spacing

**Deadline of submission to VeriGuide:** softcopy of the paper and signed VeriGuide declaration form should be submitted to BlackBoard before 23:59, 5$^{th}$ May 2025 (Sun). (Without prior approval, one sub-grade would be deducted for each 24hrs delay after the deadline)

For easy management of your submission files, please name the file in this format: "your full name-assignment type"; for example: "Chan Tai Man-Reflective Essay" and "Chan Tai Man-Reflective Essay VeriGuide form."

**Grading criteria:**

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| Ability to clearly outline the key aspects of the service workshop project including its context, purpose, participants and drama approach. | 20% |
| Ability to articulate an understanding of the pedagogical characteristics of applied drama as a way for social care and draw on relevant readings to support the discussion. | 30% |
| Ability to offer a critical evaluation of the strength and weaknesses of the project, as well as personal learning, based on the evidence collected. | 30% |
| Ability to create clear, coherent, and grammatically correct responses that make use of correct referencing techniques. | 20% |

of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

## *Guideline about plagiarism*

Any assignment (i.e., project, essay, or paper) that shows evidence of plagiarism will be marked down severely. In simple terms, plagiarism is copying passages and/or ideas from other sources without referencing those sources. Moreover, when you report someone else's ideas/findings you must put it in your own words and not merely copy full sentences or parts of sentences from the source article. It is your responsibility as a scholar-in-training to cite the ideas and work of others correctly.

In all cases of plagiarism, the student's name will be recorded in a central database maintained by the general office. If a student is referred for plagiarism in more than one course, or more than one instance in the same course, the student's case will be forwarded to the university administration for follow-up action. If the charge is established, the penalty guidelines are as follows:

| *Plagiarism* | *Minimum Penalties* |
|---|---|
| First offence | i) One demerit; <br> ii) A mark of zero for that component of the course; and <br> iii) Completion of relevant training in academic honesty |
| Second of further offence (and a first offence that is serious as decided by the disciplinary committee concerned / the FTP Committee) | i) Two demerit (of which one will remain in the University's record permanently and one is reviewable) and; <br> ii) A failure grade for the course concerned |

## *Detecting plagiarism*

- Each student must upload a soft copy of the completed assignment to the plagiarism detection engine VeriGuide, at https://veriguide1.cse.cuhk.edu.hk/cuhk/
- The system will issue a receipt which also contains a declaration of honesty, which is the same as that in http://www.cuhk.edu.hk/policy/academichonesty/Eng_htm_files_(2013-14)/p10.htm
- The declaration should be signed on the pdf, attached with the soft copy of the assignment upon submission.
- Only the final version of the assignment should be submitted via VeriGuide.

**Use of AI Tools:**

Use of AI tools is allowed with explicit acknowledgement and proper citation. Students may use some AI tools in some class activities and assignments on the condition that they make explicit acknowledgement and proper citations of the input from AI tools.

*Acknowledging support from AI tools*

Students are required to acknowledge all functional uses of a generative AI tool and cite it when they paraphrase, quote, or incorporate into their own work any content (whether it is text, image, data, or other format) that was created by it.

    i.   An example of acknowledgement

*'I acknowledge the use of (name of AI tool – e.g. ChatGPT (https://chat.openai.com/) to (specify the support, e.g. plan my essay, generate some ideas for the content, ask for examples of data collection instruments, get the dates of historical events, etc.).*

    ii.   An example of citation

OpenAI. (2023). *ChatGPT* (Mar 20 version). https://chat.openai.com/chat

(Students are reminded that due to the rapid developments of generative AI tools, some citation formats may be updated regularly.)

    iii.   An example of including texts generated by an AI tool in their work

"The following text was generated by an AI tool / language model (ChatGPT):"
[Insert the text generated by ChatGPT here.]

    iv.   An example of including texts generated by an AI tool and the prompts that were used to elicit the text from the AI tool

"[The prompt], as generated by an AI language model (ChatGPT):"
[Insert the text generated by ChatGPT in response to the prompt.]

Students are reminded to learn and use the AI tools responsibly and ethically and be aware of the limitations.

Students are reminded to clarify with the course teacher and obtain permission if necessary when in doubt.

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**Feedback for evaluation:**

Student can give their feedback on the course at the mid-term and final evaluation by completing the questionnaire.

Teacher also welcomes student feedback by e-mail and face-to-face discussion.