

THE CHINESE UNIVERSITY OF HONG KONG

Shaw College General Education

Course Outline

Course Code/Section: GESC1230BB		Year: Term 2, 2024/25	
Course Title: Caring Heart Service Learning			
Time: Friday 14:30 – 17:15		Venue: WMY 404	
Course Teacher: Prof. Wong Hung, Mr. Ma Kin Wai & Ms. Hsu Ka Lam			
Email: hwong@cuhk.edu.hk , makinwaispencer@yahoo.com.hk , kalamhsu@cuhk.edu.hk			
Consultation: By appointment via email			

Course overview:

In accordance with the college founding aspiration, “Learning, innovation and benefitting mankind,” this course provides students with opportunities to care and serve the people in the society and enhance their understanding of the problems and issues of the community, as well as the capacities and assets of the community to promote students’ apprehension of social inclusion. As a service-learning course, students will engage in experiential learning that they can critically learn and apply concepts and theories in a real-world environment. To prepare students to care for others they will first learn how to care for themselves through developing loving and kindness, empathy, mindfulness, and respect for diversity. Students will review and reflect the strengths and needs of the community. As guided by the course instructor, students are expected to design and implement service projects by themselves or in association with non-government organizations, Service Learnings, or volunteer groups as host organizations. The course concludes with a post-service review that students will share and reflect their service-learning experience to re-examine their own self to gain deeper and broader appreciation how their own discipline relates to the society and to develop an enhanced sense of civic responsibility.

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-management of one’s own psychological well-being
2. Apply knowledge and skills to access strengths and needs of the community, and to develop corresponding courses of action.
3. Develop empathy, care and concern, and respect towards people.
4. Appreciate how volunteerism and service learning can bring about positive changes to the community.

5. Appreciate how their own discipline relates to and contributes to the society
6. Develop an enhanced sense of civic responsibility to promote greater good in the society.

Learning Activities:

The course will employ the following methods of instruction:

- a. *Lectures and workshops* – The instructor will introduce relevant concepts and themes during lectures. Students are encouraged to raise their areas of concern in the lectures and participate in the discussions initiated by the instructor. Students will be encouraged in making 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 communities and NGOs to understand the real context as well as resources and need of people. Students will be divided into 6 groups, 5 persons in a group which includes students from at least 2 faculties. Each group will formulate an expressive arts program (min. 2 sessions X 3 hours) in serving the community, by utilizing the knowledge and skills learnt in the course as well as from their own discipline or profession.
- c. *Group project presentation* – Students are required to make group presentations. Through preparation for the group presentation, students will consolidate knowledge acquired from lectures and readings and reflect their learning gained from the Service-learning project. Creative and expressive arts-related format of presentation is suggested, students can choose to use any art modalities learnt in the course to process and show their thoughts and reflection in the presentation.
- d. *BlackBoard Forum* – 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:		
Week / Date	Topic	Learning activities
W1 10 Jan (Fri) 1430 – 1715 @CUHK	❖ Introduction <ul style="list-style-type: none"> ➤ Course structure ➤ Clarify mutual expectation ➤ Conceptualization: Volunteerism vs Service Learning <ul style="list-style-type: none"> ✧ Values and attitudes of service learning ✧ Process and outcomes of service learning ➤ Previous Service-Learning project ideas 	Lecture I
W2 17 Jan (Fri) 1430 – 1715 @CUHK	❖ Understanding Self & the World: Values of Social Change & Social Impacts <ul style="list-style-type: none"> ➤ Self-awareness and self-management ➤ Empathy ➤ Loving-kindness ➤ Well-being & Happiness ➤ Justice, Equality ➤ Ethical issues and dilemmas 	Lecture II
W3 24 Jan (Fri) 1430 – 1715 @CUHK	❖ Community Work & Service Techniques <ul style="list-style-type: none"> ➤ Needs assessment ➤ Design thinking ➤ Rationale, principles and 5-steps model of Design Thinking ➤ Asset-based community development (ABCD) ➤ Community engagement 	Lecture III
W4 31 Jan (Fri)	Chinese New Year Holiday	
W5 7 Feb (Fri) 1430 – 1715 @ Northern District	❖ Experiential Learning Activities (I): Direct contact of elderly persons in Cheung Wah Estate & Elderly Human Library. <ul style="list-style-type: none"> ➤ Pre-service visit to Pease of Mind (Elderly Service) (耆鄰網) to understand the situation of elderly and the community profile in Northern District. https://www.facebook.com/profile.php?id=100069723784803 Home visits to elderly persons to understand their living, health and loneliness problem.	Community Visit I
W6 14 Feb (Fri) 1430 – 1715 @ Northern District	❖ Examination for assessing needs and assets of the elderly <ul style="list-style-type: none"> ➤ Using an anti-falling assessment checklist to assess the risks of individual elderly and have an on-site examination and interviews with the elderly to understand their different situations ➤ Reflect the visit experience and brain-storm about future service/ intervention ideas. 	Community Visit II
W7	❖ Program design, development and evaluation	Lecture IV / Co-creation

21 Feb (Fri) 1430 – 1715 @CUHK	<ul style="list-style-type: none"> ➤ Problem tree and objective tree analysis ➤ Theory of change and logic model ➤ Programme evaluation and impact assessment <p>The workshop will be co-create the workplan with the Kaifong elderly volunteer to alleviate loneliness of the elderly</p>	workshop Service Planning
W8 28 Feb (Fri) 1430 – 1715 @ Northern District	<ul style="list-style-type: none"> ❖ Service Implementation and Practice I (Pilot testing) <ul style="list-style-type: none"> ➤ Students can revise their service plan after the first time of service. 	Service Practice I
W9 7 Mar (Fri)	Reading Week	
W10 14 Mar (Fri) 1430 – 1715 @CUHK	<ul style="list-style-type: none"> ❖ Group Presentation for Intervention <ul style="list-style-type: none"> ➤ Each group would introduce theory of change (ToC) and service plan, <p>Followed by the immediate rating and feedback from classmates and instructors and social worker of Peace of Mind, to gain insights on polishing your ideas</p>	Presentation I
W11 21 Mar (Fri) 1430 – 1715 @ Northern District	<ul style="list-style-type: none"> ❖ Service Implementation and Practice II <p>Students can revise and deepen their intervention in the second time</p>	Service Practice II
W12 28 Mar (Fri) 1430 – 1715 @ Northern District	<ul style="list-style-type: none"> ❖ Service Implementation and Practice III <p>Students can revise and deepen their intervention in the third time</p>	Service Practice III
W13 4 Apr (Fri)	Ching Ming Festival	
W13 5 Apr (Sat) (TBC) Make-up class 1430 -1715	<ul style="list-style-type: none"> ❖ Group Presentation II <ul style="list-style-type: none"> ➤ Each group should prepare a 25 minutes presentation, to summarize their learning in the group project ➤ Need of target group, service implementation situation, suggestions on improvement of the service as well as self-reflection are expected to be included in the presentation 	Presentation II
W14 11 Apr (Fri) 1430 – 1715	<ul style="list-style-type: none"> ❖ Conclusion and wrap up: <ul style="list-style-type: none"> ➤ Sharing on the impact and insights of the action done, to review and consolidate the Service-Learning experiences <p>Course evaluation and conclusion</p>	Lecture V

Assessment scheme:		
Assessment component	Description	Weight (%)
Group Presentation I (Draft Project Plan)	<ul style="list-style-type: none"> Students will form small groups of 5 students. Each group is required to assess the needs of the elderly, identify health and loneliness problems they face, and evaluate why the current services/products provided by NGOs, the government, or the private market are insufficient in addressing these issues. The group should develop a feasible project plan that outlines objectives, a theory of change, and major interventions/activities to tackle the identified problem. Each group will present their initial ideas and project plans in Group Presentation 1, scheduled for 14/3/2025 (Friday). The presentation should be within 20 minutes, followed by a 10-minute session for comments and discussion with students, the instructor, and social workers from Peace of Mind. The content of the presentation should include, but not be limited to: <ul style="list-style-type: none"> A. Objectives of the service project B. Theory of Change (ToC) for the project C. Service plan, including activities and timeline 	10
Group Paper (Final Project Plan)	<ul style="list-style-type: none"> Based on the content of their group presentation and feedback received from students, the instructor, and social workers, each group needs to revise and expand their original verbal project plan into a written project plan for assessment. The group paper should include the following structure: <ul style="list-style-type: none"> A. Brief introduction to the project context, including background and the problem addressed B. Project objective/mission C. Theory of Change (ToC) D. Service plan, including activities and timeline E. Program budget and human resources required F. Strategies to address potential difficulties in the project <p>The length of the paper should be 2000 characters in Chinese or 1400 words in English, following the APA style format with Times New Roman font, 12-point size, and 1.5 line spacing. The softcopy of the paper and a signed VeriGuide declaration form should be submitted to BlackBoard before 23:59 on 20/3/2025 (Thursday). Please name the file as "Group X-Group paper" and "Group X -Group Paper_VeriGuide form," for easy management of submission files.</p>	20

Group Presentation II (Project Evaluation)	<ul style="list-style-type: none"> Students will form small groups of 5 students and prepare a presentation to reflect, evaluate, and consolidate their learning experience in the service projects. Suggested Outline: <ul style="list-style-type: none"> A. Understanding the elderly in the Northern District: Identifying the "problems," "needs," and "assets" of the elderly and the community. How did you explore these problems, needs, and assets (e.g., literature review, observation, visits, agency visits)? Can you truly understand the elderly? How can understanding be improved? B. Analyzing the health and living problems among the elderly: Examining loneliness situations of the elderly. What are their needs? To what extent is loneliness related to their health problems? How does the above analysis relate to your group's intervention? C. Evaluating the impacts of your intervention: Describing and analyzing your solutions/interventions and evaluating their impacts on the elderly. Assessing the strengths and weaknesses of the intervention. Can it bring about changes in their health and reduce their loneliness? Will these changes be sustainable? How can the intervention be improved? The presentation should last approximately 25 minutes and be followed by a 10-minute Q&A session. The presentation PowerPoint should be submitted via the Blackboard system before midnight (11:59 pm) on the date of the presentation (5/4/2025) (Fri). <u>Peer assessment will be conducted after Group Presentation as an additional reference for instructor's assessment</u> 	30
Individual Reflection Journals	<ul style="list-style-type: none"> Each student is required to write a reflection journal to document their learning from the service project. The journal should include reflections on, but not limited to, the following aspects: <ul style="list-style-type: none"> A. Personal level: Reflect on whether the service project has brought about any changes in you. Have you experienced any personal growth or transformation as a result of your involvement in the project? B. Do you believe that the intervention approach is effective and aligned with the desired outcomes? Are there any important aspects of the intervention that are missing or could be improved upon? C. Lessons learned from the project/service: Share any specific values, knowledge, or skills that you have gained through your participation in the project. Reflect on the 	30

	<p>insights and experiences acquired during visits or interactions related to the project.</p> <ul style="list-style-type: none"> • The length of the reflection journal should be 1500 characters in Chinese or 1000 words in English. It should follow the APA style format, using Times New Roman font, 12-point size, and 1.5 line spacing. • The softcopy of the journal should be submitted to BlackBoard before 23:59 on 14/4/2025 (Monday). Please name the file as "your full name-assignment type," for example, "Chan Tai Man-RJ" to facilitate the management of submission files 	
Participation	<ul style="list-style-type: none"> • Active participation and involvement of students in the service learning process are crucial. Their engagement in the preparation, delivery, and evaluation of the service will be assessed by the group tutor. Additionally, their participation in discussions during lectures will be evaluated by the instructor. 	10

Remarks

Class Participation and Involvement	<ul style="list-style-type: none"> • 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 absent from classes due to illness must provide a "Sick Leave Certificate" for that day as proof. • Lateness will be recorded and will result in a point penalty. Students who are late for more than 20 minutes without valid reasons will be considered absent. • Student's active participation in the experiential learning sessions and service-learning process is essential which their participation in the preparation, delivery and evaluation of the service will be assessed by the instructor and the group tutor.
Late Submission	Without prior approval, 5% from the total paper score would be deducted for each 24hrs delay after the deadline. No submission will be accepted 7 days beyond the due date.

Required readings and other recommended readings/ learning resources:

Required Readings (can be found in the reference section of the Blackboard System)

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

Essential Reading #2: Zastoupil, G. J. & Sarmiento, C. S. (2022), Service-learning, rights to the city, and justice in community practitioner preparation, *Journal of Community Practice*, 3(2),169-180. DOI: 10.1080/10705422.2022.2070315

Essential Reading #3: Ang (2020). Approach to falls among the elderly in the community. *Singapore Medicine Journal*, 61(3), 116-121 <https://doi.org/10.11622/smedj.2020029>

Essential Reading #4: Gardiner et al. (2017). Older people's experiences of falling and perceived risk of falls in the community: A narrative synthesis of qualitative research. *International Journal of Older People Nursing*, 2017(12), e12151. <https://doi.org/10.1111/opn.12151>

Recommended Readings

Self-awareness and self-management

Peterson, C. (2006). *A primer in positive psychology*. New York: Oxford University Press.

Lyubomirsky, S. (2013). *The myths of happiness*. New York: Penguin Press.

Brown KW, Creswell JD, Ryan RM (eds.). *Handbook of Mindfulness: Theory, Research, and Practice*. The Guildford Press. New York, NY. 2015.

Neff, K. D. (2011). *Self-Compassion*. New York: William-Morrow.

Appreciating Service learning

Cipolle, Susan. B. (2010). *Service-Learning and Social Justice*, Rowman & Littlefield Publishers, Inc. Chapter 1,2 &3.

Deeley, S.J. (2015). *Critical Perspectives on Service-Learning in Higher Education*, UK: Palgrave Macmillan

Halder, U.K. (2010). *Leadership and team building*. India: Oxford University Press.

Hughes, C., Steinhorn, R., Davis, B. Beckrest, S., Boyd, E. & Cashen, K. (2012). University-Based Service Learning: Relating Mentoring Experiences to Issues of Poverty. *Journal of College Student Development* 53(6). 767-782.

Wong, L. P., Chui, W. H., & Kwok, Y. Y. (2010). The Volunteers Satisfaction Index: A Validation Study in the Chinese Cultural Context. *Journal of Social Indicators Research*. DOI 10.1007/s11205-010-9715-3.

Xing, J. & Ma, H. K. (2010). *Service-Learning in Asia: Curricular Models and Practices*. HK: Hong Kong University Press.

Community and Societal Issues

Chu L.W. , Chi, I, & Chiu A.Y.Y. (2005). Incidence and Predictors of Fall in the Chinese Elderly. *Annals Academy of Medicine Singapore*, 2005(34), 60-71.

Hooyman, N., & Kiyak, H. (2011). *Social gerontology : A multidisciplinary perspective* (9th ed.). Boston, MA: Allyn & Bacon.

周永新 (2013) 。社會政策的觀念和制度。香港：中華書局。

黃洪 (2013)。「無窮」的盼望 -- 香港貧窮問題探析。香港：中華書局。

歐陽達初、黃和平 (2007)。未完成的香港社會保障：批判的導論。香港：中華書局。

社團法人中華民國老人福祉協會(2012)。銀髮族輔助科技應用手冊。台灣：心理出版社。

香港青年協會 (2009)。社會服務學習經歷 -- 青年服務長者專集。香港：香港青年協會。

香港大學秀圃老年研究中心(2002)。護老情真：護老技巧入門手冊。香港：香港大學出版社。

Community Work & Service Techniques

黃幹知、陳國邦、吳思朗 (編著) (2018)。活用 Apps 探全球：18 區考察路線。香港：策馬文創 / 香港小童群益會。

甘炳光、胡文龍、馮國堅、梁祖彬 編 (1997)。社區工作技巧。香港：中文大學出版社。

一小步(2018)。行出一小步 - - 從我到我們的社區實驗。香港：突破出版社。赤瀨川原平、藤森照信、南伸坊(2016)。路上觀察學入門。台灣：行人出版。 Online Resources:
<https://bankofideas.com.au/handouts/>

Program development and evaluation

Ingle, B. (2013). Design Thinking for Entrepreneurs and Small Businesses: Putting the Power of Design to Work. Berkeley, CA: Apress.

Centre for Good Governance (2006). A Comprehensive Guide for Social Impact Assessment. United Nations Public Administration Network

McDavid, J.D. & Hawthorn, L. R. L. (2006). Program evaluation and performance measurement. Thousand OaksL CA: Sage.

香港中文大學尤努斯社會事業中心 (2020)。社會影響評估工具套
https://www.icloud.com/iclouddrive/0b4VsHzfm1wGeZ-89-FW0YqCA#YSBC%40CUHK%5FSIA_Toolkit%5FFinal

Useful Online Learning Resources

Rookie's Guide to Design Thinking 設計思考工具書
<https://goo.gl/LUbQfz>

Ideas Generation Tools: SCAPMER - Improving Products and Services
www.mindtools.com/pages/article/newCT_02.htm

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 signed declaration that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.

Assignments without the properly signed declaration will not be graded by teachers. Only the final version 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:

<i>Plagiarism</i>	<i>Minimum Penalties</i>
First offence	i) One demerit; ii) A mark of zero for that component of the course; and iii) Completion of relevant training in academic honesty
Second or 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; 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_hm_files_\(2013-14\)/p10.htm](http://www.cuhk.edu.hk/policy/academichonesty/Eng_hm_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.

Feedback for evaluation

- a. Course and teaching evaluation survey will be conducted in the second last week of the course. Students are reminded of their responsibility and right to give feedback to facilitate enhancement of the course.

b. Students are welcome to give feedbacks to the course teacher at any time in person or through emails.